Core Frameworks for Comprehensive Instruction and Assessment, K-8

The following four-quarter charts set priorities for student learning aligned with the **Common Core** Standards and ISAT/ILS.

First Quarter Core	*Second Quarter Core*	*Third Quarter Core*	*Fourth Quarter Core*
❑ Content ❑ Skills ❑ Strategies	❑ Content ❑ Skills ❑ Strategies	❑ Content ❑ Skills ❑ Strategies	❑ Content ❑ Skills ❑ Strategies

Based on the quarter's priorities, focus on topics, skills and strategies for each week.

week 1	week 2	week 3	week 4	week 5
CORE: Topic Skills Strategies	**CORE:** Topic Skills Strategies	**CORE:** Topic Skills Strategies	**CORE:** Topic Skills Strategies	**CORE:** Topic Skills Strategies

Use a Layered Curriculum approach:
✓ Each week all students learn the **core**.
✓ Each week students have opportunities to exceed—to learn and do more.

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday__*
Preview ***Orient*** ***Inspire***	***Guide*** ***Develop***	***Guide*** ***Expand***	***Assess*** ***Clarify***	***Fix*** ***Finish*** ***Inspire***

CONTENTS

PRIMARY VOCABULARY PRIORITIES   **p. 3**
Fry Instant Sight words (to assist in identification of sight words for primary grades)

Four-Quarter Frameworks

The assignment to different quarters of specific competencies is based on a developmental progression.

A competence listed in a quarter would be **emphasized** during that quarter but also can be developed in other quarters.

Each grade level's literature priorities are based on the **Common Core Reading Standards** for interpreting stories, poems, and other **literature**.

Non-fiction reading strategies are listed with the science and social studies content areas.

To access the Common Core Standards, go to http://www.corestandards.org/.

Primary Resource: FRY 300 INSTANT SIGHT WORDS   Source: http://www.usu.edu/teachall/text/reading/Frylist.pdf

This section includes the first 300. Go to the url listed above for additional words.

First Hundred

a	about	after	again	all	an	and	any
are	as	at	be	been	before	boy	but
by	can	come	day	did	do	down	eat
for	from	get	give	go	good	had	has
have	he	had	her	here	him	his	how
I	if	in	is	it	just	know	like
long	make	man	many	me	much	my	new
no	not	of	old	on	one	or	other
our	out	put	said	see	she	so	some
take	that	the	their	them	then	there	they
this	three	to	two	up	us	very	was
we	were	what	when	which	who	will	with
work	would	you	your				

Second Hundred

also	am	another	away	back	ball	because	best
better	big	black	book	both	box	bring	call
came	color	could	dear	each	ear	end	far
find	first	five	found	four	friend	girl	got
hand	high	home	house	into	kind	last	leave
left	let	live	look	made	may	men	more
morning	most	mother	must	name	near	never	next
night	only	open	over	own	people	play	please
present	pretty	ran	read	red	right	run	saw
say	school	seem	shall	should	soon	stand	such
sure	tell	than	these	thing	think	too	tree
under	until	upon	use	want	way	where	while
white	wish	why	year				

Primary Resource: Third Hundred High Frequency Words

along	always	anything	around	ask	ate
bed	brown	buy	car	carry	clean
close	clothes	coat	cold	cut	didn't
does	dog	don't	door	dress	early
eight	every	eyes	face	fall	fast
fat	fine	fire	fly	food	full
funny	gave	goes	green	grow	hat
happy	hard	head	hear	help	hold
hope	hot	jump	keep	letter	longer
love	might	money	myself	now	o'clock
off	once	order	pair	part	ride
round	same	sat	second	set	seven
show	sing	sister	sit	six	sleep
small	start	stop	ten	thank	third
those	though	today	took	town	try
turn	walk	warm	wash	water	woman
write	yellow	yes	yesterday		

Use the Fry phrases to develop students' reading abilities—to locate those go to http://www.oe.k12.mi.us/balanced_literacy/fry_word_lists.htm.

KINDERGARTEN CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Work with Others

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts *Sees science and social studies priorities—read and write about content to expand non-fiction reading abilities and knowledge.*	❑ **Locate information** in pictures, relate to story ❑ Recognize that **printed words communicate a message** ❑ Ask/answer questions about **details and events** in text ❑ **Listen for information** ❑ **Re-tell stories** ❑ Identify **characters, settings, key events** in a story ❑ **Compare/contrast** ❑ **Predict** ❑ Tell what they like about a story	❑ Tell what **author** and **illustrator** of a text do ❑ **Retell** stories ❑ **Relate pictures** to story ❑ Tell difference: **real and make-believe** ❑ Identify **characters, settings, key events** ❑ **Classify** ❑ **Compare/contrast** ❑ **Predict** ❑ Identify words/phases that suggest **feelings** ❑ Read self-selected books for enjoyment (ongoing)	❑ Use **pictures, illustrations, details** in a story to **describe characters, events, settings** ❑ **Infer motives, feelings** ❑ Explain **central message** or lesson of a story ❑ **Classify** ❑ **Predict** ❑ **Infer word meaning** from sentence **context** ❑ Read with **purpose**	❑ Explain **central message** or lesson of a story ❑ Identify **characters, settings, key events** ❑ Infer **motives, feelings** ❑ **Classify** ❑ **Compare/contrast** adventures of **characters** in familiar stories ❑ **Predict** ❑ Read with **purpose**
GENRES ILS1C Recognize common types of texts	**Fiction:** _ story, _ fairy tale, __fable, _ fantasy, _poems __nursery rhymes **Non-Fiction:** _ picture books, _big books, _topic/trade books	**Fiction:** _ story, _ fairy tale, __fable, _ fantasy, _poems __nursery rhymes **Non-Fiction:** _ picture books, _big books, _topic/trade books	**Fiction:** _ story, _ fairy tale, __fable, _ fantasy, _poems __nursery rhymes **Non-Fiction:** _ picture books, _big books, _topic/trade books	**Fiction:** _ story, _ fairy tale, __fable, _ fantasy, _poems __nursery rhymes **Non-Fiction:** _ picture books, _big books, _topic/trade books
Fluency ILS1B 4AB	*Read emergent-reader texts with **purpose** and understanding.*	*Read emergent-reader texts with **purpose** and understanding.*	*Read emergent-reader texts with **purpose** and understanding.*	*Read emergent-reader texts with **purpose** and understanding.*
WORD KNOWLEDGE IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.	❑ Ask questions about unknown words in text ❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ Develop academic vocabulary in reading/writing	❑ Ask questions about unknown words in text ❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ Develop academic vocabulary in reading/writing	❑ Ask questions about unknown words in text ❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ Develop academic vocabulary in reading/writing	❑ Ask questions about unknown words in text ❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ Develop academic vocabulary in reading/writing

KINDERGARTEN CORE: Set Priorities for Each Quarter
Learning Skills: Listen ⇔ Follow Directions ⇔ Work with Others

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE **> observe** **> read/listen** **> do** **> list** **> draw** **> graph** **> chart** **> write** **> present**	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Pictograph**	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Pictograph**	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Pictograph**	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Pictograph** ❑ **Gather information** to explain a topic
SOCIAL STUDIES **> read/listen** **> do** **> list** **> draw** **> chart** **> write** **> present**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Ask and answer questions** about text. ❑ **Locate information** ❑ **Relate illustrations to text**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify **main topic** of a text ❑ **Locate information** ❑ **Classify information** ❑ Recognize **cause-effect relations**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Classify** information ❑ Identify the **main topic** and **main ideas** of a text ❑ Describe **connection** between **two events or ideas** in a text	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Gather information** to answer a question or explain a topic ❑ Identify the **main topic, main ideas, and key details** of a text ❑ **Compare/contrast two texts** on same topic
LEARNING TO WRITE **WRITING TO LEARN** Connect to content and reading 3A precision 3B clarity	❑ "Write" pictures ❑ Write words ❑ Label pictures ❑ Dictate/draw/write with guidance story or experience "report" (ongoing) ❑ Speak in sentences ❑ Basic punctuation	❑ Write words ❑ Label ❑ Construct sentences ❑ shared writing ❑ Identify ideas to include in story they write ❑ basic punctuation ❑ journal	❑ Write sentences ❑ shared writing ❑ Revise pictures and words with guidance ❑ journal	❑ Write and expand sentences ❑ shared writing ❑ Revise pictures and words with guidance ❑ journal

KINDERGARTEN CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Work with Others

	1st quarter	2nd quarter	3rd quarter	4th quarter
MATH *Common Core:* <u>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively.</u> *Each quarter lists Common Core elements of math.* *List priorities for each quarter.* *For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu*	❑ Counting and Cardinality ❑ Operations and Algebraic Thinking ❑ Measurement and Data ❑ Geometry List your priorities.	❑ Counting and Cardinality ❑ Operations and Algebraic Thinking ❑ Measurement and Data ❑ Geometry List your priorities.	❑ Counting and Cardinality ❑ Operations and Algebraic Thinking ❑ Measurement and Data ❑ Geometry List your priorities.	❑ Counting and Cardinality ❑ Operations and Algebraic Thinking ❑ Measurement and Data ❑ Geometry List your priorities.
Art and Music **Connect to math, reading, writing, and social studies.**	ART ❑ color ❑ line ❑ shape and size ❑ read and write pictures MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape and size ❑ read and write pictures MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape and size ❑ read and write pictures MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape and size ❑ read and write pictures MUSIC ❑ Rhythm ❑ Interpretation

KINDERGARTEN PHONICS　　　**Set priorities for each quarter.**

1st quarter	2nd quarter	3rd quarter	4th quarter

Kindergarten Sight Words
Use Fry high frequency words for vocabulary.

1st quarter	2nd quarter	3rd quarter	4th quarter

Include Fry Phrases—to locate those go to http://www.oe.k12.mi.us/balanced_literacy/fry_word_lists.htm.

FIRST GRADE CORE: Set Priorities for Each Quarter
Learning Skills: Listen ⇔ Follow Directions ⇔ Work with Others

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts **Develop non-fiction reading abilities with books relating to the science and social studies you teach.**	❑ **Read with purpose and answer questions with example/evidence** ❑ **Locate information** in pictures, relate to story ❑ **Relate print to meaning** ❑ Ask/answer questions about **key details and events** in text ❑ **Listen for information** ❑ **Re-tell** stories, identify **sequence** ❑ Describe **characters, settings, key events** ❑ **Compare/contrast** ❑ **Predict**	❑ **Read with purpose and answer questions with example/evidence** ❑ **Re-tell** stories, relate to **central message** ❑ Identify **characters, settings, key events** ❑ **Classify** ❑ **Compare/contrast** ❑ **Predict** ❑ Identify words/phases that suggest **feelings** ❑ **Infer word meaning** from sentence **context** ❑ **Monitor comprehension with clarifying questions**	❑ **Read with purpose and answer questions with example/evidence** ❑ Use pictures, illustrations, details in a story to **describe characters, events, settings** ❑ **Infer motives, feelings** ❑ Explain **central message** or lesson of a story ❑ **Classify** ❑ **Compare/contrast** ❑ **Predict** ❑ **Read "ahead"** ❑ **Infer word meaning** from sentence **context**	❑ **Read with purpose and answer questions with example/evidence** ❑ Explain **central message** or lesson of a story ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings** ❑ **Classify** ❑ **Compare/contrast** two or more **versions of same story** by different authors or from different cultures ❑ **Predict**
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures ***Check the genres you will include each quarter.***	**Fiction**: _ story, _ fairy tale, __fable, _ fantasy, _poems __realistic fiction, _folktale __nursery rhyme **Non-Fiction:** _ picture books, _big books, _ biography _topic/trade books, _ history, _ videos	**Fiction**: _ story, _ fairy tale, __fable, _ fantasy, _poems __realistic fiction, __folktale __nursery rhyme **Non-Fiction:** _ picture books, _big books, _ biography _topic/trade books, _ history, _ videos __functional texts (maps, directions)	**Fiction**: _ story, _ fairy tale, __fable, _ fantasy, _poems __realistic fiction, __folktale __nursery rhyme **Non-Fiction:** _ picture books, _big books, _ biography _topic/trade books, _ history, _ videos __functional texts	**Fiction**: _ story, _ fairy tale, __fable, _ fantasy, _poems __realistic fiction, _folktale __nursery rhyme **Non-Fiction:** _ picture books, _big books, _ biography _topic/trade books, _ history, _ videos __functional texts
Fluency ILS1B 4AB	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension
WORD KNOWLEDGE IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ nouns ❑ proper nouns ❑ verbs ❑ pronouns ❑ plurals ❑ sort words into categories	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ pronouns ❑ plurals ❑ adjectives ❑ sort words into categories ❑ synonyms ❑ picture dictionary	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ plurals ❑ affixes ❑ antonyms ❑ multi-meaning words	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ affixes ❑ antonyms ❑ multi-meaning words

FIRST GRADE CORE: Set Priorities for Each Quarter
Learning Skills: Listen ⇔ Follow Directions ⇔ Work with Others

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE > *observe/read* > *do* > *list* > *draw* > *graph/chart* > *diagram* > *write* > *present*	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence**	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence**	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question	Topic: Reading/Observation Skills: ❑ **Locate** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to explain a topic
SOCIAL STUDIES > *read/listen* > *act* > *build* > *list/draw* > *graph/chart* > *diagram* > *write* > *present*	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Ask and answer questions about **key information and events** in text. ❑ **Locate** information ❑ **Classify** information ❑ Relate **illustrations** to text ❑ Identify **cause-effect** relations in a text	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Locate** information ❑ **Classify** information ❑ Use pictures, illustrations, details in a text to **describe the key ideas** ❑ Describe how a text groups information into general **categories**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Classify** information ❑ **Gather information** to answer a question ❑ Identify the **main topic, main ideas, and key details** of text ❑ Learn and determine **meanings of words and phrases**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify **similarities and differences** between two texts on same topic ❑ Identify the **main topic, main ideas, and key details** of text ❑ Learn and determine **meanings of words and phrases**
LEARNING TO WRITE WRITING TO LEARN **Connect to content and reading** 3A precision 3B clarity 3C vary formats	❑ Construct **sentences** ❑ Dictate/draw/write with guidance story or experience/learning report ❑ **basic punctuation** ❑ **expository writing** ❑ write **captions** ❑ journal ❑ Revise writing or picture (ongoing) with guidance	❑ Write different **kinds of sentences: declarative, interrogative** ❑ write/draw with guidance story or experience/learning report ❑ **narrative writing** with verbs indicating past, present ❑ write and support **opinion** ❑ use conventional spelling for common words, phonetic spelling for others ❑ journal	❑ Write **sentences with subject-verb agreement** ❑ Write captions ❑ write with guidance story or experience/learning report ❑ write **narrative with time cue words** ❑ add **details** to writing ❑ write and support **opinion** about a topic ❑ journal	❑ Write **exclamatory sentences** ❑ Use **possessives** in writing ❑ Write story or learning report ❑ Write with **future tense** ❑ creative writing (intro) ❑ write **letter** ❑ add details to writing ❑ journal

FIRST GRADE CORE: Set Priorities for Each Quarter
Learning Skills: Listen   Follow Directions Work with Others

	1st quarter	2nd quarter	3rd quarter	4th quarter
MATH *Common Core:* <u>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively</u>. *Each quarter lists Common Core elements of math. List priorities for each quarter. For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.*	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry List your priorities.	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry List your priorities.	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry List your priorities.	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry List your priorities.
Art and Music **Connect to math, reading, writing, and social studies**.	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation

First Grade Phonics

Set priorities for each quarter.

1st quarter	2nd quarter	3rd quarter	4th quarter

First Grade Sight Words   Use Fry high frequency words for vocabulary.

1st quarter	2nd quarter	3rd quarter	4th quarter

Include Fry Phrases—to locate those go to http://www.oe.k12.mi.us/balanced_literacy/fry_word_lists.htm.

SECOND GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts **Develop non-fiction reading abilities with books relating to the science and social studies you teach.**	❑ **Read with purpose** ❑ Explain how **illustrations** clarify a story ❑ Describe **characters, settings, key events** ❑ Ask/answer questions about **key details and events in text** ❑ Identify **sequence, relate to cause-effect** ❑ Identify **main idea/theme** explicitly stated ❑ **Compare/contrast** ❑ **Predict**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ **Paraphrase** stories, fables, folktales and **identify lesson or moral** ❑ Infer **main idea** ❑ **Infer traits, motives, feelings of characters, relate to actions and predictions** ❑ **Contrast characters** ❑ **Classify** ❑ **Compare/contrast** ❑ **Infer word meaning (context)**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Identify **words and phrases that supply rhythm and meaning** in poems, stories ❑ Explain **central message** or lesson of a story ❑ Refer to **core elements of text** in writing or speaking ❑ **Classify** ❑ **Compare/contrast fact/opinion** ❑ **Predict** ❑ **Summarize** ❑ **Infer meaning** from **context**	❑ Read with purpose ❑ answer questions with evidence from text ❑ Explain **central message** or lesson of a story ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings** ❑ **Classify** ❑ **Compare/contrast characters** or **events** from different stories addressing similar themes ❑ **Predict** ❑ **Summarize**
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures ***Check the genres you will include each quarter.***	**Fiction/Literature:** _ story, _ folk tale, __fable, _ fantasy, _poem **Non-Fiction:** _topic/trade books, _ biography, _ history, _ videos __functional text	**Fiction/Literature:** _ story, _ folk tale, __fable, _ fantasy, _poem **Non-Fiction:** _topic/trade books, _ biography, _ history, _ videos __functional text (maps, directions, charts)	**Fiction/Literature:** _ story, _ folk tale, __fable, _ fantasy, _poem **Non-Fiction:** _topic/trade books, _ biography, _ history, _ videos __functional text (maps, directions, charts)	**Fiction/Literature:** _ story, _ folk tale, __fable, _ fantasy, _poem **Non-Fiction:** _topic/trade books, _ biography, _ history, _ videos __functional text (maps, directions, charts)
Fluency ILS1B 4AB	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension
WORD KNOWLEDGE IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ nouns and proper nouns ❑ verbs ❑ adjectives ❑ plurals ❑ homonyms ❑ use dictionary	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ pronouns ❑ root words ❑ prefixes ❑ adjectives ❑ synonyms	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ Plurals ❑ compound words ❑ suffixes ❑ antonyms ❑ multi-meaning words	❑ sight words ❑ phonics patterns ❑ DIBELS/STEP ❑ compound words ❑ antonyms ❑ multi-meaning words

SECOND GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE *> observe* *> read* *> do* *> list* *> draw* *> graph/chart* *> diagram* *> write* *> present*	Topic: Reading/Observation Skills: ❑ **Locate information** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question	Topic: Reading/Observation Skills: ❑ **Locate information** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Report** ❑ **Gather information** to answer a question	Topic: Reading/Observation Skills: ❑ **Collect and organize data** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Interpret data/observations** ❑ **Report** ❑ **Use glossary** ❑ **Collect and organize data**	Topic: Reading/Observation Skills: ❑ **Collect and organize data** ❑ **Interpret data/observations** ❑ **Sequence** ❑ **Summarize** ❑ **Draw conclusion** ❑ **Report**
SOCIAL STUDIES *> read/listen* *> act* *> build* *> list/draw* *> graph/chart* *> diagram* *> write* *> present*	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Ask and answer questions about **key information and events** in text. ❑ Use **illustrations** to clarify a text; explain how they contribute to understanding ❑ Know and **use text features to locate key information** ❑ **Classify** information	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main focus** of a **text** and **paragraphs** within it ❑ Analyze a **timeline** ❑ Analyze and infer **cause-effect** relations ❑ Identify the main **purpose** of a text, including what question the author aims to answer or what the author aims to explain ❑ Explain **how and why a text is organized**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Gather information** to answer a question ❑ Identify the **main topic, main ideas, and key details** of text ❑ **Summarize** ❑ **Use glossary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify **similarities and differences between two texts** on same topic ❑ **Summarize**
LEARNING TO WRITE WRITING TO LEARN **Connect to content and reading** 3A precision 3B clarity 3C vary formats	❑ Write and expand a **variety of kinds of sentence**s with appropriate **subject-verb agreement** ❑ write **paragraph** to explain an idea with examples ❑ Use **essential punctuation** ❑ **journal**	❑ Write and edit **expository paragraph** ❑ **Use descriptive words** ❑ Use graphic organizer to pre-write ❑ **Maintain focus** when writing ❑ Organize and write **narrative** ❑ **journal**	❑ add **details** to writing ❑ **write and support opinion about a topic** with reasons, using words such as "because" to link opinions and reasons ❑ **Gather information from experiences or texts to answer a question** *(relate to extended response)* ❑ **journal**	❑ Participate in **shared research and writing projects** ❑ **Gather information from experiences or texts to answer a specific question** *(relate to extended response)* ❑ Organize and write basic **essay** (expands in 3rd grade) ❑ **journal**

SECOND GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
MATH *Common Core:* <u>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively</u>. *Each quarter lists Common Core elements of math.* *List priorities for each quarter.* *For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu*	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry
Art and Music **Connect to math, reading, writing, and social studies.**	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation

Second Grade Phonics   **Set priorities for each quarter.**

1st quarter	2nd quarter	3rd quarter	4th quarter

Second Grade Sight Words   **Use Fry high frequency words for vocabulary.**

1st quarter	2nd quarter	3rd quarter	4th quarter

Include Fry Phrases—to locate those go to http://www.oe.k12.mi.us/balanced_literacy/fry_word_lists.htm.

THIRD GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students **read with purpose**, then write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use illustrations to **interpret character, setting, plot** ❑ Identify **sequence, relate to cause-effect** ❑ Describe **traits, motives, feelings of characters and how they relate to events** ❑ Identify **main idea/theme and supporting details** ❑ **Compare/contrast** ❑ **Check for understanding with clarifying questions, re-reading** ❑ **Predict**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use key details in stories, fables, folktales to identify **lesson or moral** ❑ **Analyze features** of legends, myths, folktales (e.g. heroes and villains; quests) ❑ **Infer traits, motives, feelings of characters, relate to actions** ❑ Distinguish **literal and figurative language** ❑ **Predict** ❑ **Infer word meaning** from context ❑ **Summarize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Identify words and phrases that supply **rhythm and meaning** in poems, stories ❑ Explain **central message** or lesson of a story ❑ **Compare/contrast fact/opinion** ❑ **Distinguish own point of view from that of characters in story** ❑ **Predict** ❑ **Summarize** ❑ **Infer word meaning** from context	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson of a story** ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings** ❑ **Classify** ❑ **Compare/contrast characters or events** from different stories addressing similar themes or by the same author ❑ **Predict** ❑ **Summarize**

GENRES
 ILS1C Distinguish and comprehend different text types
 2ABC Interpret literature of different cultures
 	
 Check the genres you will include each quarter.
	Fiction/Literature:
	 _ story _ folk tale __humor
	 __fable _ fantasy _poem
	 __realistic fiction __mystery
	 __historical fiction
	
	 Non-Fiction:
	 _topic/trade books
	 _ biography _ history
	 _ videos __functional text
	      (maps, charts, directions)
		Fiction/Literature:
		 _ story _ folk tale __humor
		 __fable _ fantasy _poem
		 __realistic fiction __mystery
		 __historical fiction
		
		 Non-Fiction:
		 _topic/trade books
		 _ biography _ history
		 _ videos __functional text
		      (maps, charts, directions)
			Fiction/Literature:
			 _ story _ folk tale __humor
			 __fable _ fantasy _poem
			 __realistic fiction __mystery
			 __historical fiction
			
			 Non-Fiction:
			 _topic/trade books
			 _ biography _ history
			 _ videos __functional text
			      (maps, charts, directions)
				Fiction/Literature:
				 _ story _ folk tale __humor
				 __fable _ fantasy _poem
				 __realistic fiction __mystery
				 __historical fiction
				
				 Non-Fiction:
				 _topic/trade books
				 _ biography _ history
				 _ videos __functional text
				      (maps, charts, directions)

Fluency ILS1B 4AB	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

THIRD GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.	❑ Use phonics and word analysis skills in decoding words ❑ sight words ❑ adjectives ❑ plurals ❑ homonyms ❑ use dictionary and glossary ❑ Use academic vocabulary	❑ pronouns ❑ root words ❑ prefixes ❑ synonyms ❑ literal and non-literal words and phrases ❑ Use academic vocabulary	❑ compound words ❑ suffixes ❑ antonyms ❑ multi-meaning words ❑ Use academic vocabulary	❑ compound words ❑ antonyms ❑ multi-meaning words ❑ Use academic vocabulary
LEARNING TO WRITE WRITING TO LEARN Connect to content and reading 3A precision 3B clarity 3C vary formats	❑ Write and expand a **variety of kinds of sentences** with appropriate **subject-verb agreement** ❑ Use appropriate **verb tense** ❑ Organize and write **paragraph** with focus to explain an idea with examples ❑ Use **essential punctuation** ❑ **Journal**	❑ **Collect, select, and organize information** for essay (see social studies and science) ❑ Outline and write **expository essay** ❑ Improve essay—edit for focus ❑ Use **quotation marks** ❑ Align **pronoun and antecedent** ❑ Write **poem** ❑ **Journal**	❑ Outline, write, and edit **expository** essay ❑ **Organize and write narrative** for an audience (reinforces understanding of author's techniques) ❑ Gather information from experiences or texts to answer a question (relate to extended response) ❑ **Journal**	❑ Participate in **shared research and writing projects** ❑ Gather information from experiences or texts to answer a question (relate to extended response) ❑ Organize and write **persuasive** letter ❑ **Write to support opinion** about a topic with reasons, using words such as "because" to link opinions and reasons ❑ **Journal**
Art and Music Connect to math, reading, writing, and social studies.	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation

THIRD GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE *> observe* *> read* *> do* *> list* *> draw* *> graph/chart* *> diagram* *> write* *> present*	Topic: ❑ **Locate information** ❑ **Collect data** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and interpret **graphs**	Topic: ❑ **Locate information** ❑ **Collect and organize data** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and interpret **table**s and **graphs** ❑ **Report on a topic**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ Use and make **glossary** ❑ Make and interpret **tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report on a topic**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ **Use and make glossary** ❑ Make and interpret **tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report on a topic**
SOCIAL STUDIES *> read* *> act* *> build* *> list* *>illustrate* *> graph* *> chart* *> diagram* *> write* *> present*	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Ask and answer questions about **key information and events** in text. ❑ Use **illustrations** to clarify a text ❑ Interpret **maps, timelines, graphs** ❑ Use **text features** to locate information ❑ **Classify** information ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main focus of a text and paragraphs** within it ❑ Analyze and infer **cause-effect** relations ❑ Identify the main **purpose** of a text ❑ Explain **how and why a text is organized** ❑ Describe **logical connections** between paragraphs and between sentences ❑ Interpret **maps, timelines, graphs, diagrams** ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Collect information** to answer a question ❑ Identify the **main topic, main ideas, and key details** of text ❑ **Summarize** ❑ Use and make **glossary** ❑ Describe how **events or ideas** in a text **relate** ❑ Interpret and make **maps, timelines, graphs, diagrams** ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Compare and contrast two texts** on same topic ❑ **Summarize** ❑ Interpret and make **maps, timelines, graphs, and diagrams** ❑ Use **academic vocabulary**

THIRD GRADE MATH CORE: Set Priorities for Each Quarter

Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.

Each quarter lists Common Core elements of math.   List your priorities for each quarter.

Include ISAT priorities listed on the next page.

For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry

FRAMEWORK RESOURCE: REPRESENTATIVE MATH CONTENT   3rd GRADE

This chart lists terms from the Illinois Learning Standards and the ISAT sample.

Operations/Problem Solving

all	amount
certain	compare
difference	digit
divide, divisible	division
each	estimate
factors	fewer
label	likely
multiply	number line numerals
operation sign	order, ordered pairs
place value	product
solve	subtract, subtraction
sum	total
unit	value

Fractions

denominator
fraction
greater than >
half, halves
less than <
numerator
decimal
decimal point
equal
equal to
equivalent
fraction bar

Analyzing Graphs and Data

average
bar graph
chart
circle graph
data
graph
line graph
mode
pattern
pictograph
pie graph
table
tally, tally chart

Geometry

cone	congruent
cylinder	cube, cubic
cup	diameter
figure	hexagon
line	line of symmetry
parallel, parallel lines	parallelogram
plane figure	polygon
prism	ray
rectangle, rectangular	shape
sphere	two-dimensional
vertex	vertical
vertices	volume

Measurement

exactly	farthest	size	temperature
height	inch	estimate	weight
gallon	gram	yard	degrees, Celsius, Fahrenheit
kilogram	kilometer	non-standard unit	ounce
mass	measure	pound	scale
perimeter	mile		

FOURTH GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use visual elements to **clarify how the setting and characters change and the plot develops** ❑ Identify **sequence, relate to cause-effect** ❑ Describe **traits, motives, feelings of characters and how they relate to events** ❑ Identify **main idea/theme and supporting details** ❑ **Compare/contrast** ❑ **Classify fact/opinion** ❑ **Predict**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use key details in stories, fables, folktales to identify **lesson or moral** ❑ **Analyze features** of legends, myths, folktales (e.g. heroes and villains; quests) ❑ **Infer traits, motives, feelings of characters, relate to actions** ❑ Distinguish **literal and figurative language** ❑ **Analyze conflict resolution** ❑ **Infer word meaning** from context ❑ **Summarize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson** of a story ❑ Distinguish own **point of view** from that of characters in story ❑ **Analyze author's techniques (craft and structure)** ❑ **Predict** ❑ **Summarize** a text and identify **theme** from details ❑ **Infer word meaning** from context ❑ **Contrast poetry and prose, identify structure and techniques of poems**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson** of a story ❑ Identify **characters, settings, key events** ❑ Infer **motives, feelings** ❑ **Classify** ❑ **Compare/contrast characters or events from different stories** addressing similar themes or by the same author ❑ **Predict** ❑ **Summarize** ❑ **Compare point of view** in a story, including first and third person narration
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures *Check the genres you will include each quarter.*	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __humor __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __humor __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __humor __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __humor __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text
Fluency ILS1B 4AB	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

FOURTH GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply vocabulary skills to reading and writing. .	❑ Use phonics and word analysis skills in decoding words ❑ sight words ❑ adjectives ❑ plurals ❑ use dictionary and glossary ❑ Use academic vocabulary	❑ pronouns ❑ root words ❑ prefixes ❑ synonyms ❑ literal and non-literal words and phrases ❑ Use academic vocabulary	❑ compound words ❑ suffixes ❑ antonyms ❑ multi-meaning words ❑ similes ❑ metaphors ❑ Use academic vocabulary	❑ compound words ❑ antonyms ❑ multi-meaning words ❑ Use academic vocabulary
LEARNING TO WRITE WRITING TO LEARN Connect to content and reading 3A precision 3B clarity 3C vary formats	❑ Write and expand a **variety of kinds of sentences** with appropriate **subject-verb agreement** ❑ Use appropriate **verb tenses** ❑ Organize and write **paragraph** to explain an idea with examples ❑ Use **essential punctuation** ❑ Journal	❑ **Outline and write expository essay** ❑ Use academic vocabulary in writing about a topic ❑ **Improve essay for focus and organization, coherence** ❑ Use **quotation marks** ❑ Align **pronoun and antecedent** ❑ Journal	❑ Outline, write, and edit **narrative essay** ❑ **Improve writing with use of examples and language.** ❑ Gather information from experiences or texts to answer a question (relates to extended response) ❑ Journal ❑ poem	❑ Participate in **shared research and writing projects** ❑ Gather information from experiences or texts to answer a question ❑ **Write and support opinion** about a topic with reasons, using words such as "because" to link opinions and reasons ❑ Journal ❑ poem
Art and Music Connect to math, reading, writing, and social studies**.**	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation

FOURTH GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE > *observe* > *read* > *do* > *list* > *draw* > *graph/chart* > *diagram* > *write* > *present*	Topic: ❑ **Observe and form hypothesis** ❑ **Locate information** ❑ **Collect data** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and interpret **graphs**	Topic: ❑ **Investigate hypothesis** ❑ **Locate and classify information** ❑ **Collect and organize data** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and **interpret tables and graphs** ❑ **Report**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report**
SOCIAL STUDIES > *read* > *act* > *build* > *list* >*illustrate* > *graph* > *chart* > *diagram* > *write* > *present*	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Answer questions with **evidence** ❑ **Use illustrations** to clarify a text ❑ Interpret **maps, timelines, graphs** ❑ Use **text features** to locate information about a topic ❑ **Classify** information ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Analyze and infer **cause-effect** relations ❑ Identify the main **purpose** of a text ❑ Interpret **maps, timelines, graphs, diagrams** ❑ Use **text features** and search tools to locate information relevant to a topic ❑ **Summarize** ❑ **Explain how an author uses evidence to support claims** ❑ **Make and support claims based on evidence** ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Collect information** to answer a question ❑ Identify the **main topic, main ideas, and key details** of text ❑ **Summarize** ❑ Use and make **glossary** ❑ **Describe how events or ideas in a text relate** ❑ Interpret and make **maps, timelines, graphs, diagrams** ❑ **Synthesize** information from different texts or parts of a text ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Compare and contrast two texts on same topic** ❑ **Summarize** ❑ Interpret and **make maps, timelines, graphs, and diagrams** ❑ Use **academic vocabulary**

FOURTH GRADE MATH CORE: Set Priorities for Each Quarter

Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.
Each quarter lists Common Core elements of math.   List your priorities for each quarter.
Include ISAT priorities listed on the next page.
For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry

FRAMEWORK RESOURCE: REPRESENTATIVE MATH CONTENT   4th GRADE

This chart lists terms from the Illinois Learning Standards and the ISAT sample.

Operations/Problem Solving

all	amount
certain	compare
difference	digit
divide, divisible	division
each	estimate
factors	fewer
label	likely
multiply	number line numerals
operation sign	order, ordered pairs
place value	product
solve	subtract, subtraction
sum	total
unit	value

Fractions

denominator
fraction
greater than >
half, halves
less than <
numerator
decimal
decimal point
equal
equal to
equivalent
fraction bar

Analyzing Graphs and Data

average
bar graph
chart
circle graph
data
graph
line graph
mode
pattern
pictograph
pie graph
table
tally, tally chart

Geometry

cone	congruent
cylinder	cube, cubic
cup	diameter
figure	hexagon
line	line of symmetry
parallel, parallel lines	parallelogram
plane figure	polygon
prism	ray
rectangle, rectangular	shape
sphere	two-dimensional
vertex	vertical
vertices	volume

Measurement

exactly	farthest	estimate	degrees, Celsius, Fahrenheit
height	inch	non-standard unit	ounce
gallon	gram	pound	scale
kilogram	kilometer	size	temperature
mass	measure	yard	weight
perimeter	mile		

Science Content Category Table (ISBE.net)

Grade	4	7
State Goal 11	**20%**	**20%**
Standard 11A – Scientific Inquiry	10%	10%
Standard 11B – Technological Design	10%	10%
State Goal 12	**60%**	**60%**
Standard 12A – Living Things[1]	10%	10%
Standard 12B – Environment and Interaction of Living Things	10%	10%
Standard 12C – Matter and Energy[2]	10%	10%
Standard 12D – Force and Motion	10%	10%
Standard 12E – Earth Science[3]	10%	10%
Standard 12F – Astronomy	10%	10%
State Goal 13	**20%**	**20%**
Standard 13A – Safety and Practices of Science	10%	10%
Standard 13B – Science, Technology, Society[4]	10%	10%
Total	**100%**	**100%**

[1] Includes the following topics: Classification, Cell Biology (Grade 7 only),
Reproduction (Grade 4 only), Genetics and Reproduction (Grade 7 only),
Botany (Grade 7 only), Change Over Time (Grade 7 only)

[2] Includes the following topics: Properties of Matter, The Atom (Grade 7 only), Acids and Bases (Grade 7 only), Energy/Electricity (Grade 4 only), Electricity (Grade 7 only), Light

[3] Includes the following topics: Basic Earth Science (Grade 4 only), The Earth's Structure (Grade 7 only), The Earth's Dynamic Processes, The Atmosphere, Water

[4] Includes the following concept: Measurement

SCIENCE PROGRESS STRATEGIES
❑Students read and write about science topics
❑Students use graphic organizers to "show" science
❑Post science vocabulary and illustrations
❑Students write science learning reports
❑Students make and interpret data tables and graphs each week
❑January: Revisit core science essential for ISAT
❑February: Emphasize scientific method and data interpretation, continue to revisit core science content essential for ISAT
❑Use ISAT sample test to simulate science test; clarify test-taking strategies

FRAMEWORK RESOURCE: FOURTH GRADE ESSENTIAL SCIENCE CONTENT
Based on the Illinois Learning Standards and ISAT Samples and Specifications

FORCE AND MOTION
balance/equilibrium
friction
gravity
magnetism
simple machines: level, included plane, pulley, screw, and wheel and axle—how they function, how they apply forces with advantage, relate to tasks

Inquiring about *ENERGY/ELECTRICITY AND LIGHT*

attraction	*electrical energy*
heat	*light*
magnet	*mechanical energy*
nonmetal	*prism*
repel	*static electrical charge*

MATTER
contact
density
dissolve
expand
gas
liquid
particles
solid
temperature

Inquiring about *BASIC EARTH SCIENCE*

Air	*climate*
coal, oil	*decompose*
earth's surface and landforms	*erosion*
fossil fuel	*igneous*
land	*land formations*
metamorphic	*minerals*
natural gas	*natural resource*
non-renewable resource	*renewable resource*
water	*sedimentary*
weather	*water cycle*

BASIC ASTRONOMY

constellation	*galaxy*
lunar eclipse	*mass of a planet*
order of planets from the sun	*relative positions*
revolution	*rotation*
solar eclipse	*sunlight*

LIVING THINGS

amphibian	*bird*
characteristics	*inherited*
living	*needs*
non-living	*reptile*

INQUIRY
❑ *Students observe, analyze, and read*
❑ *Continue science topical word wall.*
❑ *Students interpret data table or graph*
❑ *Students make glossary*
❑ *Students write summary*
Inquiry, Data Analysis, forming a hypothesis; observation; Measurement, Evaluation, Content

ENVIRONMENT AND INTERACTION OF LIVING THINGS

decomposer	*ecosystem*
food chain	*food web*
life cycle	*photosynthesis*
plants, plant growth	*producer*
reproduction	

FIFTH GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1ˢᵗ quarter	2ⁿᵈ quarter	3ʳᵈ quarter	4ᵗʰ quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use visual elements to **clarify how the setting and characters change and the plot develops** ❑ Identify **sequence, relate to cause-effect** ❑ Describe **traits, motives, feelings of characters and how they relate to events** ❑ **Answer questions with evidence from text:** analytic, inferential ❑ Identify **main idea/theme and supporting details** ❑ **Compare/contrast** ❑ **Classify fact/opinion** ❑ **Predict**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Determine the **theme** of a text ❑ Use key details in stories, fables, folktales to **identify lesson or moral** ❑ **Analyze features** of legends, myths, folktales (e.g. heroes and villains; quests) ❑ **Compare the treatment of similar ideas and themes and character types** in myths and other traditional literature ❑ **Infer traits, motives, feelings of characters, relate to actions** ❑ **Distinguish literal and figurative language** ❑ **Predict** ❑ **Infer word meaning** from context ❑ **Summarize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message** or lesson of a story ❑ **Distinguish own point of view from that of characters in story** ❑ **Analyze author's techniques (craft and structure)** ❑ Predict ❑ **Summarize** a text and identify **theme** from details ❑ **Infer word meaning** from context ❑ **Contrast poetry and prose, identify structure and techniques of poems** ❑ Analyze use of **metaphors and similes** in poetry ❑ Identify how **a narrator's perspective or point of view** influences how events are described	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson** of a story ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings, relate to actions** ❑ **Compare/contrast drama and prose stories** including the structural elements of drama ❑ Compare/contrast animated or live action **adaptation of a story** to reading it ❑ **Compare/contrast characters or events from different stories** addressing similar themes or by the same author ❑ **Predict** ❑ **Summarize**
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures ***Check the genres you will include each quarter.***	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __mystery __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __mystery __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __mystery __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text	**Fiction/Literature:** _ story _ folk tale __tall tale __fable _ fantasy _poem __myth __mystery __realistic fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text
Fluency ILS1B 4AB	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

FIFTH GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply vocabulary skills to reading and writing.	❑ Use phonics and word analysis skills in decoding words ❑ sight words ❑ adjectives ❑ plurals ❑ use dictionary and glossary ❑ Use academic vocabulary	❑ pronouns ❑ root words ❑ prefixes ❑ synonyms ❑ literal and non-literal words and phrases ❑ Use academic vocabulary	❑ compound words ❑ suffixes ❑ antonyms ❑ multi-meaning words ❑ similes ❑ metaphors ❑ Use academic vocabulary	❑ compound words ❑ antonyms ❑ multi-meaning words ❑ Use academic vocabulary
LEARNING TO WRITE WRITING TO LEARN Connect to content and reading 3A precision 3B clarity 3C vary formats	❑ Write and expand a variety of **kinds of sentences** with appropriate **subject-verb agreement** ❑ Use **appropriate verb tenses** ❑ Organize and write **paragraph, essay** to explain an idea with examples ❑ Use essential punctuation ❑ Journal	❑ Outline and write **expository essay** ❑ Use academic vocabulary in writing about a topic ❑ Improve essay for **organization, focus, coherence, and clarity** ❑ Use **quotation marks** ❑ Align **pronoun and antecedent** ❑ Gather information from experiences or texts to answer a question ❑ Journal	❑ Outline, write, and edit **narrative essay** ❑ **Strengthen writing** with language and examples. ❑ Journal ❑ Poems ❑ Creative writing	❑ Participate in **shared research and writing projects** ❑ Gather information from experiences or texts to answer a question ❑ **Write and support opinion** about a topic with reasons, using words such as "because" to link opinions and reasons ❑ Journal ❑ Poems ❑ Creative writing
Art and Music Connect to math, reading, writing, and social studies**.**	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation

FIFTH GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE *> observe* *> read* *> do* *> list* *> draw* *> graph/chart* *> diagram* *> write* *> present*	Topic: ❑ **Observe and form hypothesis** ❑ **Locate information** ❑ **Collect data** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and interpret **tables** and **graphs**	Topic: ❑ **Investigate hypothesis** ❑ **Locate and classify information** ❑ **Collect and organize data** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and **interpret tables and graphs** ❑ **Report**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report**
SOCIAL STUDIES *> read* *> act* *> build* *> list* *>illustrate* *> graph* *> chart* *> diagram* *> write* *> present*	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Describe how **events, ideas, or information are organized in a whole text or part of it**. ❑ Answer questions with **evidence** ❑ Use **illustrations** to clarify a text ❑ Interpret **maps, timelines, graphs** ❑ Use **text features** to locate information about a topic ❑ **Classify** information ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Analyze and infer **cause-effect relations** ❑ **Quote from a text to support statements** about the text ❑ Interpret **maps, timelines, graphs, diagrams** ❑ **Use text features** and search tools to locate information relevant to a topic ❑ **Summarize** ❑ **Explain how an author uses evidence to support claims** ❑ **Make and support claims based on evidence** ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Collect information** to answer a question ❑ Identify the **main topic, main ideas, and key details** of text ❑ **Summarize** ❑ Use and make **glossary** ❑ **Describe how events or ideas in a text relate** ❑ Interpret and make **maps, timelines, graphs, diagrams** ❑ **Synthesize** information from different texts ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Compare and contrast two texts on same topic** ❑ **Explain the relationships between two or more historical events.** ❑ **Analyze two accounts of the same event or topic** and describe similarities and differences in the details they provide. ❑ **Summarize** ❑ Interpret and make **maps, timelines, graphs, and diagrams** ❑ **Write report** ❑ Use **academic vocabulary**

FIFTH GRADE CORE: Set Priorities for Each Quarter
Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.
Each quarter lists Common Core elements of math.   List your priorities for each quarter.
Include ISAT priorities listed on the next page.
For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry

FRAMEWORK RESOURCE: REPRESENTATIVE MATH CONTENT 5th GRADE

This chart lists terms from the Illinois Learning Standards and the ISAT sample.

Operations/Problem Solving

amount	calculate
determine	difference
digit	divide, divisible
division	each
estimate	factors
formula	greatest common factor
label	likely
multiply	number line, numerals
operation probability	order of operations
order, ordered pairs	place value
product	sign
solve	square
total	unit
value	

Fractions, Decimals, Percentages

denominator
fraction
greater than >
less than <
numerator
ratio
mixed number
improper fraction
decimal
decimal point
equivalent
fraction bar
per
percent
proportion

Analyzing Graphs and Data

average
bar graph
circle graph
coordinate
data
intersect, intersecting lines
line graph
mean, median, mode
pattern
pie graph
table
tally, tally chart
stem and leaf plot

Geometry

cone	congruent
cylinder	cube, cubic
diameter	figure
hexagon	line
line of symmetry	parallel
equilateral triangle	Isosceles triangle
polygon	prism
ray	pyramid
shape	sphere
two-dimensional	vertical
volume	obtuse angle
acute angle	right angle
vertex	vertices

Measurement

exactly	gram	mass	ounce
height	kilometer	perimeter	scale
gallon	measure	non-standard unit	liter
kilogram	mile	Miles per hour	degrees, Celsius, Fahrenheit

LITERACY ESSENTIALS for GRADES 6-8

This overview can be used to identify major elements of literacy that are the core for grades 6-8.
The following pages detail the specifications for these essentials.

Read with Purpose　　　　**Answer Questions with Evidence: Analytic, Inferential, Evaluative**

	1st quarter	2nd quarter	3rd quarter	4th quarter
Reading Skills Applied to o **Fiction and** o **Non-Fiction** 1B Skills and Strategies 1C Comprehend diverse texts	❑ **Classify** ❑ **Compare/contrast** ❑ **Predict** ❑ **Summarize** ❑ Infer **main idea** ❑ **Infer word meaning** from context ❑ Analyze how **graphics** contribute to meaning ❑ **Collect information** to answer a question.	❑ **Predict** ❑ **Summarize** ❑ **Analyze structure of text** ❑ **Compare/contrast** ❑ **Analyze and infer cause-effect relationships** ❑ **Paraphrase** ❑ **Synthesize**	❑ **Analyze how a text includes the author's point of view or purpose** ❑ **Analyze author's techniques (craft and structure)** ❑ Distinguish **literal and figurative** language ❑ **Analyze how an author's choice of words affects meaning of a text.**	❑ Identify and infer **relationships between events** ❑ **Make and support claims based on evidence**
Strategies for Literature 1C o story o fable o fantasy o poem o myth o play o novel	❑ **Identify theme** ❑ **Infer traits, motives, feelings of characters and how they relate to events** ❑ **Interpret tone, mood, imagery**	❑ **Analyze how an author develops a theme** ❑ **Identify and analyze use of literary devices** ❑ Analyze use of **metaphors and similes** ❑ **Analyze structure and techniques of poems**	❑ **Explain how author establishes point of view in a text** ❑ **Analyze how a plot "unfolds"** ❑ **Contrast poetry and prose**	❑ Explain **central message or lesson** of a story ❑ **Compare/contrast drama and prose stories** ❑ **Compare/contrast different stories** addressing similar themes or by the same author or genre
Strategies for Non-Fiction *Read to Learn* ILS 1B, 1C and 5ABC o history o biography o article o science text o social studies text o news report	CONTENT ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Analyze **how a text is organized** ❑ **Summarize a text** ❑ Interpret **diagrams, maps, timelines** ❑ **Use text features** to locate information about a topic	CONTENT ❑ **Quote from a text to support statements about the topic** ❑ **Interpret graphs and relate to content of text** ❑ **Summarize** ❑ Use **glossary** ❑ **Classify fact/opinion**	CONTENT ❑ **Evaluate the importance of an event.** ❑ **Analyze how an author uses evidence to develop an idea or support a position** ❑ **Synthesize** information from different texts	CONTENT ❑ **Compare and contrast two texts** on same topic. ❑ **Evaluate the importance of information** ❑ **Synthesize and report** on a topic ❑ **Analyze how primary and secondary sources relate**

Assessments Include:　　　Graphic Organizers, Drawings, Writing Based on Graphic Organizers, Texts modeled on "mentor texts", Reports, Written Responses (short and extended

6th GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies.**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ **Identify theme and how author uses techniques to develop it** ❑ **Describe traits, motives, feelings of characters and how they relate to events and change— analyze how plot "unfolds"** ❑ **Interpret tone, mood, imagery** ❑ **Compare/contrast** ❑ **Predict** ❑ **Compare/contrast** ❑ **Paraphrase** ❑ **Summarize** and identify **main idea** ❑ Analyze how **graphics** contribute to meaning	❑ Read with purpose ❑ Answer questions with evidence from text ❑ **Determine the theme** of text ❑ **Analyze how an author develops a theme** ❑ **Explain use of devices** such as flashbacks and foreshadowing ❑ **Predict** ❑ **Infer word meaning** from context ❑ **Summarize** ❑ **Analyze structure, techniques** of text ❑ **Compare/contrast** ❑ **Analyze and infer relationships** ❑ **Paraphrase** ❑ **Synthesize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ **Analyze author's techniques (craft and structure)** ❑ **Explain how author establishes point of view in a text** ❑ Distinguish **literal and figurative** language ❑ **Infer word meaning** from context ❑ **Contrast poetry and prose, identify structure and techniques of poems** ❑ Analyze use of **metaphors** and **similes** in poetry ❑ **Identify how a narrator's perspective or point of view influences how events are described**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson** of a story ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings and analyze how they relate to actions** ❑ **Compare/contrast drama and prose stories** including the structural elements of drama ❑ **Compare/contrast different stories** addressing similar themes or by the same author ❑ **Predict** ❑ **Analyze stories in same genre**, comparing and contrasting their approaches to similar themes/topics
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures *Check the genres you will include each quarter.*	**Fiction/Literature:** _ story __fable _ fantasy _poem _poem __myth __drama __novel __short story __mystery __satire **Non-Fiction:** _topic/trade books _biography _history _ videos _informational text _newspaper	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __mystery __satire __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text _newspaper	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __mystery __satire __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text _newspaper	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __mystery __satire __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos _informational text _newspaper
Fluency ILS1B 4AB *Use partner reading and reader's theater to expand fluency.*	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

6th GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⟺ Follow Directions ⟺ Collaborate ⟺ Write Learning Reports ⟺ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply vocabulary skills to reading and writing. .	❑ Analyze figurative and connotative meanings of words and phrases in text ❑ Adjectives and adverbs (sentence expansion) ❑ Plurals, subject-verb agreement, other essentials of grammar ❑ use dictionary, glossary, and thesaurus ❑ Use academic vocabulary in writing and speaking ❑ Emphasize content area vocabulary and literary terms	❑ compound words ❑ suffixes ❑ adverbs ❑ synonyms and antonyms ❑ multi-meaning words ❑ Use academic vocabulary ❑ Insert vocabulary development priorities ❑ Emphasize content area vocabulary and literary terms	❑ Emphasize content area vocabulary and literary terms ❑ Figurative language	❑ Emphasize content area vocabulary and literary terms ❑ Expressive language
LEARNING TO WRITE WRITING TO LEARN 3A precision 3B clarity 3C vary formats Connect to content *See Core Standards for Writing in history/social studies and science for description of writing to develop in the content areas*	❑ Write and expand a **variety of kinds of sentences** ❑ Gather information from experiences or texts to answer a question in own words (relates to extended response and essay) ❑ Outline and write essay ❑ **Use punctuation to clarify and emphasize** ❑ Journal ❑ Emphasis: **expository writing** ❑ **Analyze "mentor" texts and write in same format.** ❑ Write about the content of science (aligns with Science Fair)	❑ **Outline, write and edit essay, emphasis: narrative** ❑ Use academic vocabulary in writing about a topic ❑ **Vary sentence patterns for meaning, interest, and style** ❑ Gather information from experiences or texts to **write about a theme** ❑ Revise essay and other writing ❑ **Analyze "mentor" texts and write in same format** ❑ Write about content of social studies (aligns with History Fair and high school prep) ❑ journal	❑ **Outline, write, and revise essays: persuasive** ❑ **Edit essay for focus, coherence, clear and expressive communication** ❑ **Write poems** ❑ **Enhance writing with examples and language** ❑ Gather information from experiences or texts to answer a BIG question in own words in extended response or essay or other format ❑ **Analyze "mentor" texts and write in same format** ❑ journal	❑ Participate in **shared research and writing projects** ❑ Gather information from experiences or texts to answer a question in own words ❑ **Write paper on a research topic** ❑ **Outline and write essay: expository** ❑ **journal**

6th Grade SCIENCE CORE
Set Content Priorities for Each Quarter and Develop Literacy in Science

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Use Graphic Organizers ⇔ Write Learning Reports

1st quarter	2nd quarter	3rd quarter	4th quarter
CONTENT:	CONTENT:	CONTENT:	CONTENT:
STRATEGIES AND SKILLS	STRATEGIES AND SKILLS	STRATEGIES AND SKILLS	STRATEGIES AND SKILLS
❑ **Observe**	❑ **Investigate hypothesis**	❑ **Collect and organize data**	❑ **Collect and organize data**
❑ **Form hypotheses**	❑ **Take notes**	❑ **Take notes**	❑ **Sequence**
❑ **Locate information**	❑ **Locate and classify information**	❑ **Sequence**	❑ **Support a position**
❑ **Take notes**	❑ **Collect and organize data**	❑ **Interpret data/observations**	❑ **Interpret data/observations**
❑ **Collect data**	❑ **Sequence**	❑ **Report**	❑ **Report**
❑ **Classify**	❑ Use and make **glossary**	❑ Use and make **glossary**	❑ Use and make **glossary**
❑ **Compare/contrast**	❑ **Gather information to answer a question**	❑ Make and **interpret tables and graphs**	❑ Make and **interpret tables and graphs**
❑ **Sequence**	❑ **Cite specific evidence from text to support explicit and inferential responses to questions**	❑ **Support conclusions from evidence in different sources**	❑ **Support conclusions from evidence in different sources**
❑ **Gather information** to answer a question	❑ Make and **interpret tables and graphs**	❑ **Distinguish fact from opinion**	❑ **Evaluate a statement or argument** in terms of the information presented to support it
❑ **Cite specific evidence from text to support explicit responses to questions**	❑ **Write reports**	❑ **Write reports**	❑ Analyze the value of reading **different texts on same topic**
❑ Make and **interpret tables and graphs**			❑ **Write reports**
❑ **Write with academic language**			

6th Grade SOCIAL STUDIES CORE: Choose Topics to Expand Knowledge and Strengthen Literacy

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Use Graphic Organizers ⇔ Write Learning Reports

CONTENT:	CONTENT:	CONTENT:	CONTENT:
Reading/Learning Strategies	**Reading/Learning Strategies**	**Reading/Learning Strategies**	**Reading/Learning Strategies**
❑ Read with **purpose**	❑ Read with **purpose**	❑ Read with **purpose**	❑ Read with **purpose**
❑ Identify the **main topic, main ideas, and key details** of a text	❑ **Analyze and infer cause-effect relations**	❑ **Collect information to answer a question**	❑ **Compare and contrast two texts** on same topic
❑ Identify **how a text presents information** (e.g. sequentially, causally, comparatively)	❑ **Quote from a text to support statements about the text**	❑ Identify **main topic, main ideas, and key details**	❑ **Explain the relationships between two or more historical events.**
❑ **Summarize a text explicitly** without adding opinions or prior knowledge	❑ **Interpret maps, timelines, graphs, diagrams**	❑ **Analyze how an author's choice of words affects meaning of a text**	❑ **Analyze two accounts of the same event or topic** and describe similarities and differences in the details they provide ideas they develop
❑ **Describe how events, ideas, or information are organized** in a whole text or part of it.	❑ **Use text features** and search tools to locate information relevant to a topic	❑ **Analyze how a text includes the author's point of view or purpose**	❑ **Summarize**
❑ **Answer questions with evidence**	❑ **Summarize**	❑ **Summarize**	❑ Interpret and make **maps, timelines, graphs, and diagrams**
❑ **Use illustrations** to clarify a text	❑ Use **glossary**	❑ Use and make **glossary**	❑ Use **academic vocabulary**
❑ **Identify steps in a process** presented in a text	❑ **Explain how an author uses evidence to support claims**	❑ Describe how **events or ideas in a text relate**	
❑ Interpret **maps, timelines, graphs**	❑ **Distinguish among fact, opinion, and reasoned judgment**	❑ Interpret and make **maps, timelines, graphs, diagrams**	
❑ **Use text features** to locate information about a topic	❑ **Make and support claims based on evidence**	❑ **Synthesize** information from different texts	
❑ **Classify** information	❑ Use **academic vocabulary**	❑ **Analyze relationship between primary and secondary sources on same topic**	
❑ Use **academic vocabulary**		❑ Use **academic vocabulary**	

*See the Core **Reading and Writing** Standards for History/Social Studies for additional specifications for literacy in social studies.*

6th Grade MATH CORE: Set priorities.

Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.
Each quarter lists Common Core elements of math.   List your priorities for each quarter.
Include ISAT priorities listed on the next page.
For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability

FRAMEWORK RESOURCE: REPRESENTATIVE 6th GRADE MATH

This chart lists terms from the Illinois Learning Standards and the ISAT sample.
See the Common Core standards for national priorities.

Operations/Problem Solving	**Fractions, Decimals, Percentages**	**ALGEBRA**
calculate	denominator	associative property
determine	fraction	linear equation
divisible	greater than >	variable
estimate	improper fraction	unknown
factors	less than <	equation
formula	mixed number	balance
greatest common factor	numerator	exponent
inequality	ratio	value
number line	simplify	expression
operation probability	simplest form	equivalent
sign	decimal	table of values
ordered pairs	decimal point	inequality
unit	equivalent	represent
value	equivalent	
order of operations	fraction bar	
square number	per	
	percent	
	proportion	

Analyzing Graphs and Data	*Geometry*	*Measurement*
average		
bar graph, circle graph	area	
coordinate	conversion	
data	cube	
intersect, intersecting lines	line segment	
line graph	rectangular pyramid	
pattern	scale	
pie graph	square prism	
stem and leaf plot	three dimensional	
table, tally, tally chart	triangular prism	
line plot	two-dimensional	
median	vertex	
range	vertices	
mode		
probability		

Measurement table:

exactly	gram
height	kilometer
gallon	measure
kilogram	mile
mass	ounce
perimeter	scale
non-standard unit	liter
miles per hour	degrees, Celsius, Fahrenheit
Measurement system	

7th GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies**	❑ Read with purpose ❑ Answer questions with evidence from text Identify **theme and how author uses techniques to develop it** ❑ Describe **traits, motives, feelings of characters and how they relate to events and change**—analyze how plot "unfolds" ❑ Interpret **tone, mood, imagery** ❑ **Answer questions with evidence** from text: analytic, inferential ❑ **Compare/contrast** ❑ **Predict** ❑ **Compare/contrast** ❑ **Summarize** ❑ Infer **main idea** ❑ Analyze how **graphics** contribute to meaning	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Identify **two or more themes or central ideas in a text and analyze how they relate** ❑ **Analyze how an author develops a theme** ❑ **Analyze how a sentence, chapter, stanza fits into the structure of a text and develops plot or theme** ❑ **Predict** ❑ **Infer word meaning** from context ❑ **Analyze structure, techniques of text** ❑ **Compare/contrast** ❑ **Analyze and infer relationships** ❑ **paraphrase** ❑ **Summarize** ❑ **Synthesize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ **Analyze author's techniques (craft and structure)** ❑ **Explain how author establishes point of view** ❑ **Analyze how author presents points of view of different persons in a text** ❑ **Distinguish literal and figurative language** ❑ **Infer word meaning** from context ❑ **Contrast poetry and prose, identify structure and techniques of poems** ❑ Analyze use of **metaphors** and **similes** in poetry ❑ **Identify how a narrator's perspective or point of view influences how events are described**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson** of a story ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings and how they relate to actions** ❑ **Compare/contrast drama and prose stories** including the structural elements ❑ **Compare/contrast different stories** addressing similar themes or by the same author ❑ **Summarize** ❑ **Analyze stories in same genre,** comparing and contrasting their approaches to similar themes/topics ❑ **Analyze how a modern work draws on patterns found in traditional literature**
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __ novel __short story __satire __realistic fiction _mystery **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __satire __realistic fiction _mystery **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __ novel __short story __satire __realistic fiction _mystery __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __satire __realistic fiction _mystery __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles
Fluency ILS1B 4AB *Use partner reading and reader's theater to expand fluency.*	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

7th GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply vocabulary skills to reading and writing.	❑ Analyze figurative and connotative meanings of words and phrases in text ❑ Adjectives and adverbs (sentence expansion) ❑ Plurals, subject-verb agreement, other essentials of grammar ❑ use dictionary, glossary, and thesaurus ❑ Use academic vocabulary in writing and speaking ❑ Emphasize content area vocabulary and literary terms	❑ compound words ❑ suffixes ❑ adverbs ❑ synonyms and antonyms ❑ multi-meaning words ❑ Use academic vocabulary ❑ Insert vocabulary development priorities ❑ Emphasize content area vocabulary and literary terms	❑ Emphasize content area vocabulary and literary terms	Emphasize content area vocabulary and literary terms
LEARNING TO WRITE WRITING TO LEARN 3A precision 3B clarity 3C vary formats Connect to content *See Core Standards for Writing in history/social studies and science for description of writing to develop in the content areas*	❑ Write and expand a **variety of kinds of sentences** ❑ Gather information from experiences or texts to answer a question in own words (relates to extended response and essays) ❑ **Outline and write essay, emphasis: expository** ❑ **Use punctuation to clarify and emphasize** ❑ Journal ❑ Explain **relationships** among events and experiences ❑ **Analyze "mentor" texts and write in same format**. ❑ Write about the content of science (aligns with Science Fair)	❑ **Outline, write and edit essay**, emphasis: narrative ❑ **Use academic vocabulary** in writing about a topic ❑ **Vary sentence patterns for meaning, interest, and style** ❑ Gather information from experiences or texts to **write about a theme** ❑ Revise essay and other writing ❑ **Analyze "mentor" texts and write in same format** ❑ Write about content of social studies (aligns with History Fair and high school prep) ❑ Journal	❑ **Outline, write, and revise narrative essays, using a variety of techniques** ❑ **Write arguments** (persuasive) in which they support a claim logically ❑ Write **poems** ❑ Gather information from experiences or texts to answer a BIG question in own words ❑ Analyze "mentor" texts and write in same format ❑ Use technology to produce, publish, and present information ❑ Journal	❑ Participate in **shared research and writing projects** ❑ Gather information from experiences or texts to answer a question in own words ❑ **Write paper on a research topic** ❑ Outline and write essay: expository ❑ Journal

7th Grade SCIENCE CORE
Set Content Priorities for Each Quarter and Develop Literacy In Science

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Use Graphic Organizers ⇔ Write Learning Reports

1st quarter	2nd quarter	3rd quarter	4th quarter
CONTENT:	CONTENT:	CONTENT:	CONTENT:
STRATEGIES AND SKILLS ❑ **Observe** ❑ **Form hypotheses** ❑ **Locate information** ❑ **Take notes** ❑ **Collect data** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ **Cite specific evidence from text to support explicit responses to questions** ❑ Make and **interpret tables and graphs** ❑ **Write with academic language**	STRATEGIES AND SKILLS ❑ **Investigate hypothesis** ❑ **Take notes** ❑ **Locate and classify information** ❑ **Collect and organize data** ❑ **Sequence** ❑ Use and make **glossary** ❑ **Gather information to answer a question** ❑ **Cite specific evidence from text to support explicit and inferential responses to questions** ❑ Make and **interpret tables and graphs** ❑ **Write reports**	STRATEGIES AND SKILLS ❑ **Collect and organize data** ❑ **Take notes** ❑ **Sequence** ❑ **Interpret data/observations** ❑ **Report** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Support conclusions from evidence in different sources** ❑ **Distinguish fact from opinion** ❑ **Write reports**	STRATEGIES AND SKILLS ❑ **Collect and organize data** ❑ **Sequence** ❑ **Support a position** ❑ **Interpret data/observations** ❑ **Report** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Support conclusions from evidence in different sources** ❑ **Evaluate a statement or argument** in terms of the information presented to support it ❑ Analyze the value of reading **different texts on same topic** ❑ **Write reports**

FRAMEWORK RESOURCE: 7th GRADE SCIENCE CONTENT

Based on the Illinois Learning Standards and ISAT Samples and Specifications

SCIENCE IS THINKING: Inquiry, Data Analysis, forming a hypothesis, observation; measurement, evaluating an outcome.

Biology, Genetics, and Reproduction

amoeba	bacteria, bacterium
bio (prefix)	carnivorous
carnivore	cell
classification	disease
dominant	euglena
flagellum	heredity
meiosis	mitosis
omnivore	organism
osmosis	population
recessive	reproduction
relate	

Botany

carbon dioxide
classification
efficient
food chain
herb
herbivore
osmosis
oxygen
palmate
solar energy
structure

Matter and Energy

acids	bases
buoyancy	chemical energy
compound	electricity
diffuse	diffraction
energy	friction
heat	light
light waves	magnetism
property	reflection
refract	solution
substance	

The Earth's Structure and Processes, including ecosystems

biodegradable	condensation
consume	climate
crust	distribution
ecosystem	erode
food web	fossil
habitat	igneous
layer	metamorphic
parasite	rock cycle
sedimentary	water cycle

ASTRONOMY

air mass	atmosphere
constellation	gravity
hemisphere	mass
orbit	planets
rotation	solar system
star	weight

Science, Technology, Society, and Safety

average	biodegradable
conclusion	estimate
experiment	investigate
measure	rate
recycle	research
strategy	visual observation

Science Content Category Table (ISBE.net)

Grade	4	7
State Goal 11	**20%**	**20%**
Standard 11A – Scientific Inquiry	10%	10%
Standard 11B – Technological Design	10%	10%
State Goal 12	**60%**	**60%**
Standard 12A – Living Things[1]	10%	10%
Standard 12B – Environment and Interaction of Living Things	10%	10%
Standard 12C – Matter and Energy[2]	10%	10%
Standard 12D – Force and Motion	10%	10%
Standard 12E – Earth Science[3]	10%	10%
Standard 12F – Astronomy	10%	10%
State Goal 13	**20%**	**20%**
Standard 13A – Safety and Practices of Science	10%	10%
Standard 13B – Science, Technology, Society[4]	10%	10%
Total	**100%**	**100%**

[1] Includes the following topics: Classification, Cell Biology (Grade 7 only), Reproduction (Grade 4 only), Genetics and Reproduction (Grade 7 only), Botany (Grade 7 only), Change Over Time (Grade 7 only)

[2] Includes the following topics: Properties of Matter, The Atom (Grade 7 only), Acids and Bases (Grade 7 only), Energy/Electricity (Grade 4 only), Electricity (Grade 7 only), Light

[3] Includes the following topics: Basic Earth Science (Grade 4 only), The Earth's Structure (Grade 7 only), The Earth's Dynamic Processes, The Atmosphere, Water

[4] Includes the following concept: Measurement

SCIENCE PROGRESS STRATEGIES
❑ Students read and write about science topics
❑ Students use graphic organizers to "show" science
❑ Post science vocabulary and illustrations
❑ Students write science learning reports
❑ Students make and interpret data tables and graphs each week
❑ January: Revisit core science essential for ISAT
❑ February: Emphasize scientific method and data interpretation, continue to revisit core science content essential for ISAT
❑ Use ISAT sample test to simulate science test; clarify test-taking strategies

7th Grade SOCIAL STUDIES CORE: Choose Topics to Expand Knowledge and Strengthen Literacy

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Use Graphic Organizers   ⇔ Write Learning Reports

CONTENT:	CONTENT:	CONTENT:	CONTENT:
Reading/Learning Strategies ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Identify **how a text presents information** (e.g. sequentially, causally, comparatively) ❑ **Summarize a text explicitly** without adding opinions or prior knowledge ❑ **Describe how events, ideas, or information are organized** in a whole text or part of it. ❑ **Answer questions with evidence** ❑ **Use illustrations** to clarify a text ❑ **Identify steps in a process** presented in a text ❑ Interpret **maps, timelines, graphs** ❑ **Use text features** to locate information about a topic ❑ **Classify** information ❑ Use **academic vocabulary**	**Reading/Learning Strategies** ❑ Read with **purpose** ❑ **Analyze and infer cause-effect relations** ❑ **Quote from a text to support statements about the text** ❑ **Interpret maps, timelines, graphs, diagrams** ❑ **Use text features** and search tools to locate information relevant to a topic ❑ **Summarize** ❑ Use **glossary** ❑ **Explain how an author uses evidence to support claims** ❑ **Distinguish among fact, opinion, and reasoned judgment** ❑ **Make and support claims based on evidence** ❑ Use **academic vocabulary**	**Reading/Learning Strategies** ❑ Read with **purpose** ❑ **Collect information to answer a question** ❑ Identify **main topic, main ideas, and key details** ❑ **Analyze how an author's choice of words affects meaning of a text** ❑ **Analyze how a text includes the author's point of view or purpose** ❑ **Summarize** ❑ Use and make **glossary** ❑ Describe how **events or ideas in a text relate** ❑ Interpret and make **maps, timelines, graphs, diagrams** ❑ **Synthesize** information from different texts ❑ **Analyze relationship between primary and secondary sources on same topic** ❑ Use **academic vocabulary**	**Reading/Learning Strategies** ❑ Read with **purpose** ❑ **Compare and contrast two texts** on same topic ❑ **Explain the relationships between two or more historical events.** ❑ **Analyze two accounts of the same event or topic** and describe similarities and differences in the details they provide ideas they develop ❑ **Summarize** ❑ Interpret and make **maps, timelines, graphs, and diagrams** ❑ Use **academic vocabulary**

*See the Core **Reading and Writing** Standards for History/Social Studies for additional specifications for literacy in social studies.*

7th Grade MATH CORE: Set priorities.

Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.
Each quarter lists Common Core elements of math.   List your priorities for each quarter.
Include ISAT priorities listed on the next page.
For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability

FRAMEWORK RESOURCE: REPRESENTATIVE 7th GRADE MATH

This chart lists terms from the Illinois Learning Standards and ISAT sample. See the Common Core standards for national priorities.

Operations/Problem Solving

calculate	determine
divisible	estimate
factors	formula
greatest common factor	inequality
absolute value	ascending order
square root	number line
operation probability	sign
ordered pairs	value
order of operations	square number
descending order	value
cube root	

Fractions, Decimals, Percentages

convert	denominator
fraction	greater than >
improper fraction	less than <
mixed number	numerator
ratio	simplest form
simplify	decimal
decimal point	equivalent
equivalent	fraction bar
per	percent
proportion	

ALGEBRA

balance	equation
equivalent	exponent
expression	inequality
integer	negative
positive	represent
table of values	unknown
value	variable
additive identity property	additive inverse property
arithmetic sequence	associative property
combination	compound inequality
function	linear equation
multiplicative identity property	multiplicative inverse property
multiplicative property of zero	permutation
prime factorization	rational number
scientific notation	

Analyzing Graphs and Data

average
coordinate
data
data point
histogram
intersect, intersecting lines
pattern
pie graph
stem and leaf plot
line plot
median
range
mode
probability
slope
x axis
y axis
scatter plot
intercept

Geometry

area	capacity
circumference	complementary angles
conversion	cube
cylinder	hypotenuse
isosceles trapezoid	line segment
parallelogram	perimeter
rectangular prism	rectangular pyramid
regular pyramid	right cylinder
scale	square prism
surface area	three-dimensional
trapezoid	triangular prism
two-dimensional	vertex
vertices	

Measurement

exactly	gram
height	kilometer
gallon	measure
kilogram	mile
mass	ounce
perimeter	scale
non-standard unit	liter
miles per hour	degrees, Celsius, Fahrenheit
Measurement system	milliliter

8th GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Identify **theme and how author uses techniques to develop it** ❑ **Analyze how plot "unfolds"** ❑ Interpret **tone, mood, imagery** ❑ **Answer questions with a wide range of evidence from throughout the text** ❑ **Compare/contrast** ❑ **Infer word meaning** ❑ **Summarize** ❑ Infer **main idea** ❑ Explain **how authors produce effects** such as suspense, humor ❑ Analyze how **graphics** contribute to meaning	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Identify **two or more themes or central ideas in a text and analyze how they relate** ❑ **Analyze how an author develops a theme** ❑ **Analyze how recurring images or events contribute to development of theme or central idea** ❑ **Predict** ❑ **Analyze structure, techniques of text** ❑ **Compare/contrast** ❑ **Analyze and infer relationships** ❑ **Paraphrase** ❑ **Summarize** ❑ **Synthesize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Analyze how author presents **points of view of different persons in a text** ❑ Distinguish **literal and figurative** language ❑ **Contrast poetry and prose, identify structure and techniques of poems** ❑ **Analyze how comparisons (metaphors, allusions, analogies) contribute to meaning** ❑ **Identify how a narrator's perspective or point of view influences how events are described** ❑ **Compare a fictional account to a factual account**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson** of a story ❑ **Infer motives, feelings and how they relate to actions** ❑ **Compare/contrast drama and prose stories** ❑ **Compare/contrast different stories** addressing similar themes or by the same author ❑ **Compare different kinds of poems** ❑ **Summarize** ❑ **Analyze stories in same genre**, comparing and contrasting their approaches to similar themes/topics ❑ **Analyze how a modern work draws on patterns found in traditional literature**
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures ***Check the genres you will include each quarter.***	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __satire __realistic fiction _mystery **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __satire __realistic fiction _mystery **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __satire __realistic fiction _mystery __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles	**Fiction/Literature:** _ story __fable _ fantasy _poem __myth __drama __novel __short story __satire __realistic fiction _mystery __science fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __informational text __newspaper __articles
Fluency ILS1B 4AB *Use partner reading and reader's theater to expand fluency.*	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

8th GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⟺ Follow Directions ⟺ Collaborate ⟺ Write Learning Reports ⟺ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply vocabulary skills to reading and writing.	❏ Analyze figurative and connotative meanings of words and phrases in text ❏ Adjectives and adverbs (sentence expansion) ❏ Plurals, subject-verb agreement, other essentials of grammar ❏ use dictionary, glossary, and thesaurus ❏ Use academic vocabulary in writing and speaking ❏ Emphasize content area vocabulary and literary terms	❏ compound words ❏ suffixes ❏ adverbs ❏ synonyms and antonyms ❏ multi-meaning words ❏ Use academic vocabulary ❏ Insert vocabulary development priorities ❏ Emphasize content area vocabulary and literary terms	❏ Emphasize content area vocabulary and literary terms ❏ Figurative language	❏ Emphasize content area vocabulary and literary terms ❏ Expressive language
LEARNING TO WRITE WRITING TO LEARN 3A precision 3B clarity 3C vary formats Connect to content *See Core Standards for Writing in history/social studies and science for description of writing to develop in the content areas*	❏ Write and expand a variety of kinds of sentences ❏ **Gather information from experiences or texts to answer a question in own words** ❏ Outline and write **essay**, emphasis: narrative ❏ **Use punctuation to clarify and emphasize** ❏ **Journal** ❏ Show **relationships** among events/experiences ❏ **Analyze "mentor" texts and write in same format**. ❏ **Write about the content of science** (aligns with Science Fair)	❏ **Write arguments** (persuasive) in which they support a claim logically ❏ Use **academic vocabulary** in writing about a topic ❏ **Vary sentence patterns for meaning, interest, and style** ❏ Gather information from experiences or texts to **write about a theme** ❏ **Revise essay** and other writing for focus, coherence, clear communication ❏ Analyze "mentor" texts and write in same format ❏ **Write about content of social studies** (aligns with History Fair and high school prep) ❏ **Journal**	❏ **Outline, write, and revise narrative and persuasive essays, using a variety of techniques** ❏ **Improve essays with language, images, examples** ❏ Write **poems** ❏ Gather information from experiences or texts to **answer a BIG question in own words** ❏ Analyze "mentor" texts and write in same format ❏ Use technology to produce, publish, and present information ❏ **Journal**	❏ Participate in **shared research and writing projects** ❏ Gather information from experiences or texts to answer a question in own words ❏ **Write paper on a research topic** ❏ Outline and write essay: **expository** ❏ **Journal**

8th Grade MATH CORE: Set priorities.

Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.
Each quarter lists Common Core elements of math.   List your priorities for each quarter.
Include ISAT priorities listed on the next page.
For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability	❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability

FRAMEWORK RESOURCE: REPRESENTATIVE 8th GRADE MATH

This chart lists terms from the Illinois Learning Standards and the ISAT sample. See the Common Core standards for national priorities.

Operations/Problem Solving

calculate	determine
divisible	estimate
factors	formula
greatest common factor	inequality
absolute value	ascending order
square root	number line
operation probability	sign
ordered pairs	value
order of operations	square number
descending order	value
cube root	

Fractions, Decimals, Percentages

convert	denominator
fraction	greater than >
improper fraction	less than <
mixed number	numerator
ratio	simplest form
simplify	decimal
decimal point	equivalent
equivalent	fraction bar
per	percent
proportion	

ALGEBRA

balance	equation
equivalent	exponent
expression	inequality
integer	negative
positive	represent
table of values	unknown
value	variable
additive identity property	additive inverse property
arithmetic sequence	associative property
combination	compound inequality
function	linear equation
multiplicative identity property	multiplicative inverse property
multiplicative property of zero	permutation
prime factorization	rational number
scientific notation	

Analyzing Graphs and Data

average
coordinate
data
data point
histogram
intersect, intersecting lines
pattern
pie graph
stem and leaf plot
line plot
median
range
mode
probability
slope
x axis
y axis
scatter plot
intercept

Geometry

circumference	complementary angles
conversion	cube
cylinder	hypotenuse
isosceles trapezoid	line segment
parallelogram	perimeter
rectangular prism	rectangular pyramid
regular pyramid	right cylinder
scale	square prism
surface area	three-dimensional
trapezoid	triangular prism
two-dimensional	vertex
vertices	

Measurement

exactly	gram
height	kilometer
gallon	measure
kilogram	mile
mass	ounce
perimeter	scale
non-standard unit	liter
miles per hour	degrees, Celsius, Fahrenheit
Measurement system	milliliter

8th Grade SCIENCE CORE
Set Content Priorities for Each Quarter and Develop Literacy In Science

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Use Graphic Organizers ⇔ Write Learning Reports

1st quarter	2nd quarter	3rd quarter	4th quarter
CONTENT:	CONTENT:	CONTENT:	CONTENT:
STRATEGIES AND SKILLS ❑ **Observe** ❑ **Form hypotheses** ❑ **Locate information** ❑ **Take notes** ❑ **Collect data** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ **Cite specific evidence from text to support explicit responses to questions** ❑ Make and **interpret tables and graphs** ❑ **Write with academic language**	STRATEGIES AND SKILLS ❑ **Investigate hypothesis** ❑ **Take notes** ❑ **Locate and classify information** ❑ **Collect and organize data** ❑ **Sequence** ❑ Use and make **glossary** ❑ **Gather information to answer a question** ❑ **Cite specific evidence from text to support explicit and inferential responses to questions** ❑ Make and **interpret tables and graphs** ❑ **Write reports**	STRATEGIES AND SKILLS ❑ **Collect and organize data** ❑ **Take notes** ❑ **Sequence** ❑ **Interpret data/observations** ❑ **Report** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Support conclusions from evidence in different sources** ❑ **Distinguish fact from opinion** ❑ **Write reports**	STRATEGIES AND SKILLS ❑ **Collect and organize data** ❑ **Sequence** ❑ **Support a position** ❑ **Interpret data/observations** ❑ **Report** ❑ Use and make **glossary** ❑ Make and **interpret tables and graphs** ❑ **Support conclusions from evidence in different sources** ❑ **Evaluate a statement or argument** in terms of the information presented to support it ❑ Analyze the value of reading **different texts on same topic** ❑ **Write reports**

8th Grade SOCIAL STUDIES CORE: Choose Topics to Expand Knowledge and Strengthen Literacy

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Use Graphic Organizers ⇔ Write Learning Reports

CONTENT:	CONTENT:	CONTENT:	CONTENT:
Reading/Learning Strategies ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Identify **how a text presents information** (e.g. sequentially, causally, comparatively) ❑ **Summarize a text explicitly** without adding opinions or prior knowledge ❑ **Describe how events, ideas, or information are organized** in a whole text or part of it. ❑ **Answer questions with evidence** ❑ **Use illustrations** to clarify a text ❑ **Identify steps in a process** presented in a text ❑ Interpret **maps, timelines, graphs** ❑ **Use text features** to locate information about a topic ❑ **Classify** information ❑ Use **academic vocabulary**	**Reading/Learning Strategies** ❑ Read with **purpose** ❑ **Analyze and infer cause-effect relations** ❑ **Quote from a text to support statements about the text** ❑ **Interpret maps, timelines, graphs, diagrams** ❑ **Use text features** and search tools to locate information relevant to a topic ❑ **Summarize** ❑ Use **glossary** ❑ **Explain how an author uses evidence to support claims** ❑ **Distinguish among fact, opinion, and reasoned judgment** ❑ **Make and support claims based on evidence** ❑ Use **academic vocabulary**	**Reading/Learning Strategies** ❑ Read with **purpose** ❑ **Collect information to answer a question** ❑ Identify **main topic, main ideas, and key details** ❑ **Analyze how an author's choice of words affects meaning of a text** ❑ **Analyze how a text includes the author's point of view or purpose** ❑ **Summarize** ❑ Use and make **glossary** ❑ Describe how **events or ideas in a text relate** ❑ Interpret and make **maps, timelines, graphs, diagrams** ❑ **Synthesize** information from different texts ❑ **Analyze relationship between primary and secondary sources on same topic** ❑ Use **academic vocabulary**	**Reading/Learning Strategies** ❑ Read with **purpose** ❑ **Compare and contrast two texts** on same topic ❑ **Explain the relationships between two or more historical events.** ❑ **Analyze two accounts of the same event or topic** and describe similarities and differences in the details they provide ideas they develop ❑ **Summarize** ❑ Interpret and make **maps, timelines, graphs, and diagrams** ❑ Use **academic vocabulary**

*See the Core **Reading and Writing** Standards for History/Social Studies for additional specifications for literacy in social studies.*