**Grades 6-8**

FOURTH QUARTER LEARNING PRIORITIES

**Links to NWEA Resources**

**MATH** [**NWEA MATH GUIDE 2017**](http://teacher.depaul.edu/Documents/NWEAMATHGUIDE2017.pdf)

Sample Test Items from NWEA <http://warmup.nwea.org/warmup_start_educators_map.html>

Study Recommendations from Khan Academy <https://www.khanacademy.org/mappers?gclid=CNvDsdL249ICFdi6wAodY2IBrw>

Rochester School District Links to Khan Academy

<http://www.rochester.k12.mn.us/common/pages/DisplayFile.aspx?itemId=5588106>

Link to a School District posted on a CPS School website

<http://www.sowashco.org/ro/pages/studentlinks/map/>

Sample Questions from an Online Source for Math and Reading all Grades <http://www.prepdog.org/>

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.pdf)

Sample Questions from NWEA

<http://warmup.nwea.org/warmup_start_educators_map.html>

Practice Tests from an Online Source for Math and Reading Including all Grades <http://www.prepdog.org/>

Link to a School District posted on a CPS School website

<http://www.sowashco.org/ro/pages/studentlinks/map/reading.htm>

**READING STANDARDS EMPHASIZED IN QUARTER 4**

**Integrated Standards:**

**Standard 1-- Cite** textual **evidence** that **most strongly** **supports** **analysis** of what the text says explicitly as well as **inferences** drawn from the text—is developed in conjunction with responding to questions and tasks based on the other reading standards.

Competence in all reading standards supports standard 10—“By the end of the year, reading and comprehend literature and nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The following charts include standards emphasized—and demonstrate how the complexity of the process increases grade to grade but the core process is the same.

**Reading Anchor Standard 2: Determine central ideas or themes** of a text and **analyze** their **development**; **summarize** the **key supporting details** and **ideas**.

|  |  |  |
| --- | --- | --- |
|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Determine** a **theme** or **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments. | **Determine** a **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments. |
| 7 | **Determine** a **theme** or **central idea** of a text and **analyze** its **development** over the course of the text; provide an objective **summary** of the text. | **Determine** two or more **central ideas** in a text and **analyze** their **development** over the course of the text; provide an objective **summary** of the text. |
| 8 | **Determine** a **theme** or **central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to the **characters**, **setting**, and **plot**; provide an objective **summary** of the text. | **Determine** a **central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to **supporting** **ideas**; provide an objective **summary** of the text. |

**Reading Anchor Standard 3**: **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Describe** how a particular story’s or drama’s **plot** unfolds in a series of episodes as well as how the **characters** respond or change as the **plot** moves toward a resolution. | **Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| 7 | **Analyze** how particular elements of a story or drama interact (e.g., how **setting** shapes the **characters** or **plot**). | **Analyze** the interactions between individuals, **events**, and **ideas** in a text (e.g., how **ideas** influence individuals or **events**, or how individuals influence **ideas** or **events**). |
| 8 | **Analyze** how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a **character**, or provoke a decision. | **Analyze** how a text makes **connections** among and distinctions between individuals, **ideas**, or **events** (e.g., through comparisons, analogies, or categories). |

**Reading Anchor Standard 4:**  **Interpret words** and **phrases** as they are used in a text, including determining **technical, connotative**, and **figurative** meanings, and **analyze** how specific **word choices shape meaning or tone**.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of a specific **word choice** on meaning and **tone**. | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings. |
| 7 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings; **analyze** the impact of a **specific word choice** on meaning and **tone**. |
| 8 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of specific word choices on meaning and **tone**, including **analogies or allusions to other texts**. | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings; **analyze** the impact of **specific word choices** on meaning and **tone**, including **analogies or allusions to other texts**. |

**Reading Anchor Standard 5: Analyze** the **structure of texts**, including how specific sentences, paragraphs, and larger **parts** of the text (e.g., a section, chapter, scene, or stanza) **relate to each other and** the **whole**.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Analyze** how a particular sentence, chapter, scene, or stanza fits into the overall **structure** of a text and contributes to the **development** of the **theme**, **setting**, or **plot**.  | **Analyze** how a particular sentence, paragraph, chapter, or section fits into the overall **structure** of a text and contributes to the development of the **ideas**. |
| 7 | **Analyze** how a drama’s or poem’s form or **structure** (e.g., soliloquy, sonnet) contributes to its meaning. | **Analyze** the **structure** an **author** uses to organize a text, including how the major sections contribute to the whole and to the **development** of the **ideas**. |
| 8 | **Compare** and **contrast** the **structure** of two or more texts and **analyze** how the differing **structure** of each text contributes to its meaning and style. | **Analyze** in detail the **structure** of a specific paragraph in a text, including the **role** of particular sentences in developing and refining a key **concept**. |

Reading Anchor Standard 6. **Assess** how **point of view** or **purpose** shapes the **content** and **style** of a text.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Explain** how an **author** develops the **point of view** of the **narrator** or speaker in a text. | **Determine** an **author**’s **point of view** or **purpose** in a text and **explain** how it is **conveyed** in the text. |
| 7 | **Analyze** how an **author** develops and **contrasts** the points of view of different **characters** or **narrators** in a text. | **Determine** an **author’s** **point of view** or **purpose** in a text and **analyze** how the **author** distinguishes his or her position from that of others. |
| 8 | **Analyze** how **differences** in the points of view of the **characters** and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | **Determine** an **author’s** **point of view** or **purpose** in a text and **analyze** how the **author** acknowledges and responds to conflicting **evidence** or viewpoints. |

**Reading Anchor Standard 7:** **Integrate** and **evaluate** **content** presented in **diverse media** **and formats**, including **visually** and **quantitatively**, as well as in words.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 |  **Compare** and **contrast** the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including **contrasting** what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | **Integrate** information presented in different media or formats (e.g., **visually**, quantitatively) as well as in words to develop a coherent understanding of a **topic** or issue. |
| 7 | **Compare** and **contrast** a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera **focus** and angles in a film). | **Compare** and **contrast** a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| 8 | **Analyze** the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular **topic** or **idea**.  |

**Reading Anchor Standard 8:** **Delineate** **and evaluate** the **argument** and **specific claims** in a text, including the **validity of** the **reasoning** as well as the **relevance** and **sufficiency** of the **evidence**. Note: Standard 8 does not apply to literature.

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| 6 | **Trace and evaluate** the **argument** and specific **claims** in a text, distinguishing **claims** that are **supported** by **reasons** and **evidence** from **claims** that are not.  |
| 7 | **Trace and evaluate** the **argument** and specific **claims** in a text, assessing whether the reasoning is sound and the **evidence** is relevant and sufficient to **support** the **claims**. |
| 8 | **Delineate and evaluate** the **argument** and specific **claims** in a text, assessing whether the reasoning is sound and the **evidence** is relevant and sufficient; recognize when irrelevant **evidence** is introduced. |

Standard 9. **Analyze** how two or more **texts address similar themes** or **topics** in order to **build knowledge** or to **compare** the **approaches** the authors take.

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| Grade | **READING LITERATURE** | **READING NONFICTION/INFORMATIONAL TEXT** |
| 6 | **Compare** and **contrast** texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar **themes** and **topics**. | **Compare** and **contrast** one **author’s** **presentation of** **events** with that of another (e.g., a memoir written by and a biography on the same person). |
| 7 | **Compare** and **contrast** a fictional portrayal of a time, place, or **character** and a historical account of the same period as a means of understanding how **authors** of fiction use or alter history. | **Analyze** how two or more **authors** writing about the same **topic** **shape** their presentations of key information by emphasizing different **evidence** or advancing different **interpretations** of facts. |
| 8 | **Analyze** how a modern work of fiction draws on **themes**, **patterns** of **events**, or **character** types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | **Analyze** a case in which two or more texts provide **conflicting information** on the same **topic** and identify where the texts disagree on matters of fact or **interpretation**. |

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be emphasized—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

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| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—What to Revisit** |
| 17 April |  |  |
| 24 April |  |  |
| 1 May |  |  |
| 8 May |  |  |
| 15 May |  |  |
| 22 May |  |  |
| 29 May |  |  |
| 5 June |  |  |

**NONFICTION READING STRATEGIES**

Numbers in parentheses indicate applied Common Core reading standards.

Check the strategies you will emphasize as students prepare for NWEA.

|  |  |
| --- | --- |
| **Strategy** | **PRIORITY** |
| Preview a passage. (R1 and R5) |  |
| Establish a purpose for reading. (RF4) |  |
| Skim a text to detect major visual patterns—see how the pages are organized. (R5) |  |
| Identify structure of text—use paragraphs, headings to see the structure. (R2 and R5) |  |
| Use index, glossary, table of contents. (R1 and W7) |  |
| Adjust reading rate to level of text difficulty (R1 and R2) |  |
| Ask questions during reading; annotate text to identify relevant ideas and information as well as questions to consider (R1 and R2) |  |
| Use word structure, context, and (if available) glossary to determine meanings of academic vocabulary. (RF3 and R4) |  |
| Take Notes as you read—stop to list what’s important (R1 and R2) |  |
| Identify important ideas —then revisit the text to find examples that support them. (R2 and R1) |  |
| List information related to a question (R1 and W7) |  |
| Summarize—list, then summarize important ideas and information (R2) |  |
| Infer word meaning with evidence—support your answer with information (1 and 4)  |  |
| Look for important ideas—stop after a section and figure out what’s important. (R2) |  |
| Re-read to clarify ideas. (R1 and R2) |  |
| Paraphrase—restate the author’s main points. (2)  |  |
| Use graphic organizers—“web”, Venn, cause-effect, other ways to analyze relationships in a text. (R2 and R3)  |  |
| Analyze relationship between author’s purpose (R6) and choices of content. (R5)  |  |
| Use headings, structure of text to locate information. (R5) |  |
| Combine information and ideas from different texts or other sources. (R7) |  |
| Contrast two different texts on the same topic in terms of purpose and content included to accomplish it. (R6, R9) |  |
| Evaluate the strength of evidence to support a claim/position (R2, R5 and R8) |  |
|  |  |
|  |  |

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature.

 These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NWEA INFORMATIONAL TEXT GENRES**  |  | **NWEA LITERATURE GENRES**  |
|  | reference material 221-230 |  | narrative 221-230 |
|  | persuasive 211-220 |  | autobiography 211-220 |
|  | true story 211-220 |  | *biography 211-220\** |
|  | book review 211-220 |  | folk tale 211-220 |
|  | journals and specialized periodicals 211-220 |  | poems 201-210 |
|  | persuasive 211-220 |  | folk tale 201-210 |
|  | personal writing 211-220 |  | fables 201-210 |
|  | advertisements 211-220 |  | myths 201-210 |
|  | textbook 211-220 |  | tall tale 201-210 |
|  | encyclopedia 201-210 |  | historical fiction 201-210 |
|  | thesaurus 201-210  |  | fantasy 191-200 |
|  | informational magazines 191-200 |  | story 191-200 |
|  | atlas 191-200 |  | poems 191-200 |
|  | encyclopedia 191-200 |  | fable 191-200 |
|  | weather reports 191-200 |  | memoir 191-200 |
|  | advertisements 191-200 |  | play 191-200 |
|  | informational magazines 181-190 |  | play 191-200 |
|  | dictionaries 181-190 |  | stories as "make-believe" 181-190 |
|  | informal notes 181-190 |  | story 181-190 |
|  | letters 181-190 |  | poems 181-190 |
|  | journal entry 181-190 |  | fairy tale 181-190 |
|  | lists 181-190 |  | fairy tale 171-180 |
|  | newspaper 171-180 |  | stories as "make-believe" 171-180 |
|  | dictionary 171-180 |  | stories that could happen 171-180 |
|  | lists 171-180 |  |  |
|  | thank you notes 161-170 and 171-180 |  |  |
|  | dictionary 161-170 |  |  |
|  | short informational passage describing events 161-170 |  |  |

Genre is only one part of text complexity.

**As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.**

**Students can explain how to use reference sources not only to prepare for NWEA but to prepare for more independent research.**

*This list is based on NWEA skills items. Adjust it to match your learning priorities.*

*Get it as a Word document you can expand at teacher.depaul.edu.*

| **Reference Source or Tool**  | **How You Use It** |
| --- | --- |
| almanac |  |
| annotated bibliography |  |
| appendix |  |
| atlas |  |
| author’s biography |  |
| bibliography |  |
| catalog |  |
| definition |  |
| dictionary |  |
| directions |  |
| encyclopedia |  |
| field guide |  |
| glossary |  |
| guide letters |  |
| guide words |  |
| index |  |
| label |  |
| manual |  |
| map |  |
| recipe |  |
| reference |  |
| reference book |  |
| reference material |  |
| resource |  |
| schedule |  |
| table  |  |
| table of contents |  |
| thesaurus |  |

**Analyze Craft and Structure….** CCSSR5 (writer’s choices) and CCSSR6 (purpose)

These techniques include all levels of NWEA. Check the techniques that match your grade level should be able to recognize and explain why a writer uses them.

|  |  |  |  |
| --- | --- | --- | --- |
| **Fiction Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| * action
* aphorism
* climax
* colloquialism
* conflict
* context clue
* descriptive details
* dialogue
* falling action
* figurative language
* flashback
* foreshadow
* hyperbole
* idiom
* imagery
* irony
* metaphor
* mood
* myth
* narrator
* onomatopoeia
* parallelism
* phrase
* point of view
* qualities
* resolution
* rising action
* scene
* sensory detail
* simile
* stage directions
* suspense
* symbolism
* narration
* tone
* visual detail
* voice
 | * alliteration
* assonance
* figurative language
* hyperbole
* iambic pentameter
* imagery
* irony
* metaphor
* meter
* mood
* narrator
* onomatopoeia
* point of view
* repetition
* rhyme
* rhythm
* satire
* sensory detail
* simile
* stanza
* symbolism
* tone
* visual detail
* voice
* word play
 | * anecdote
* argument
* boldface
* captions
* claim
* compare
* context
* contrast
* data
* debate
* description
* details
* dialogue
* examples
* graph
* headings
* humor
* illustrations
* narrative
* point of view
* primary source
* quotations
* sequence
* strength of support
* table
* text structure:

cause-effectcompare/contrastdescriptionproblem-solutionsequence * thesis and antithesis
* timeline
* titles and subtitles
* tone
* transition
* viewpoint
* voice
 | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.* * challenges
* commentary
* conflict
* context details
* dialogue
* mood
* quotations
* perspectives
* tone
 |

**More Literary Analysis Terms** CCSSR4—expand academic vocabulary.

|  |  |  |
| --- | --- | --- |
| alliteration  | analogy | anecdote |
| anthology | antithesis | aphorism |
| archetype | assonance | author’s purpose |
| characteristics | characterization | cliché |
| climax | colloquialism | conclusion |
| conflict | connotation | consonance |
| context | detail | dialogue  |
| diary | drama | emotion |
| entertain | evaluate | event  |
| evidence | exaggeration | example |
| excerpt | exposition (fiction) | fable |
| falling action | fantasy | feeling |
| fiction | fictional  | figurative language |
| figure of speech | first person  | flashback  |
| folk tale | foreshadowing | genre |
| historical fiction | humor  | hyperbole |
| iambic pentameter | idiom  | illustration  |
| image | imagery | irony |
| legend | literary device  | literary element |
| literature | main character | metaphor  |
| meter | minor detail | mood |
| moral | myth | narrate |
| narrative  | narrator  | novel |
| omniscient  | onomatopoeia  | order of events |
| oxymoron | parable | paradox |
| paragraph  | parallelism | passage  |
| Phrase | Play | plot |
| plot twist | poem | poet |
| poetry | point of view | predict |
| problem and solution | pun | qualities |
| repetition | resolution  | resolve |
| rhyme  | rhythm | riddle |
| rising action | satire | scansion |
| scene | second person | selection  |
| sensory detail  | sequence | setting  |
| short story  | simile | sonnet |
| stanza | structure | summarize |
| summary  | support  | suspense |
| symbol | symbolism | symbolize |
| synecdoche | tale | tall tale |
| theme | third person | third person objective |
| third person omniscient | title | title page |
| tone | trait | viewpoint |
| voice | word play | world literature |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | POEM | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)5. **Analyze** how a particular sentence, chapter, scene, or stanza fits into the overall **structure** of a text and contributes to the development of the **theme**, **setting**, or **plot**—and accomplishes the writer’s purpose (6) | How do you interpret [Poetry](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)* Analyze how a poem or story includes the author’s point of view or purpose—how the theme is communicated.
* Analyze poet’s techniques—make glossary of poet’s techniques
 | How do writers construct a story?* Analyze how a story includes the author’s point of view or purpose—how the idea, theme, or lesson is communicated.
* identify techniques the writer used to communicate the theme.
* Make fiction technique glossary
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_textbook \_museum exhibit \_reference source *\_primary source* | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**Develop Nonfiction Literacy**CCSSRI3. **Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas about the topic.
* Identify structure of text.
* Make a glossary of nonfiction techniques
* Construct guide to reference sources
 | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas about the topic.
* Identify structure of text.
* Make a glossary of nonfiction techniques
* Construct guide to reference sources.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI3. **Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic.
* Identify structure of text.
* Make a glossary of nonfiction techniques
* Construct guide to reference sources.
 | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic.
* Identify structure of text.
* Make a glossary of nonfiction techniques
* Construct guide to reference sources.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4  | * Organize a root, prefix, suffix guide—start to make your own guide focusing on Latin and Greek roots.
 | * Organize a root, prefix, suffix guide—start to make your own guide focusing on Latin and Greek roots.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Correct grammar, punctuation, syntax | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors.  | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors.  |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSR5 and 6—analyze purpose, structure, techniques—the author’s choices  | HOW DO YOU INTERPRET A STORY? Figure out the theme of a story.Then explain how the writer uses elements of fiction and techniques to communicate the theme or central message of a story.* *Identify how a narrator’s perspective influences how events are presented.*
 | HOW DO YOU INTERPRET A STORY?Explain how to figure out a writer uses elements of fiction and techniques to communicate the theme or central message of a story.* *Identify how a narrator’s perspective influences how events are presented.*
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_primary source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**Develop Nonfiction Literacy**CCSSRI2 **Determine** a **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments.  | * Demonstrate how to use nonfiction reading strategies.
* Construct multiple choice questions about a nonfiction text.
 | * Demonstrate how to use nonfiction reading strategies.
* Construct multiple choice questions about a nonfiction text.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**CCSSRI2 **Determine** a **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments.  | * Demonstrate how to use nonfiction reading strategies.
* Construct multiple choice questions about a nonfiction text.
* Identify techniques a nonfiction author uses
 | * Demonstrate how to use nonfiction reading strategies.
* Construct multiple choice questions about a nonfiction text.
* Identify techniques a nonfiction author uses
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4  | * Choose priorities from the NWEA vocabulary list – students give and correct examples.
 | Choose priorities from the NWEA vocabulary list – students give and correct examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW4 clarify strategies of writing clearly | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors.
 | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors.
 |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL9. **Compare** and **contrast** texts in different forms or genres in terms of their approaches to similar **themes**. | * Compare and contrast two different works of fiction with a similar theme. What similar or different strategies do the writers use to communicate? How are the elements different—setting, plot, characters?
 | * Compare/contrast drama and prose. Decide which is more effective in communicating a theme or lesson—support your opinion.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_primary source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **Develop Nonfiction Literacy**CCSSRI8. **Trace and evaluate** the **argument** and specific **claims** in a text, distinguishing **claims** that are **supported** by **reasons** and **evidence** from **claims** that are not. | * Identify a claim made by a writer.
* Evaluate the evidence provided to support it—for strength and relevance.
* Continue reference source guide.
 | * Identify claims about the same topic made by a two different writers--
* Evaluate the evidence provided to support each writer’s claim—for strength and relevance.
* Complete reference source guide.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**CCSSRI8 **Determine** a **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments. | * Identify a claim made by a writer.
* Evaluate the evidence provided to support it—for strength and relevance.
* Continue reference source guide.
 | * Identify claims about the same topic made by a two different writers--
* Evaluate the evidence provided to support each writer’s claim—for strength and relevance.
* Complete reference source guide.
 |
| [**Word Patte**](http://teacher.depaul.edu/html/vocabulary.html)**rns and Grammar**CCSSR4  | * Make guide to literary terms relating to dialogue—colloquialism, idiom, irony, other techniques with examples.
 | * Construct your own thesaurus of positive words about progress and values.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW8 Write about a topic based on information from different sources  | * Start to organize a booklet, report, or exhibit about a topic. Choose a BIG question. List ideas you will include. Note kinds of information and examples you will need.
 | * Begin to organize the information to prepare the report/exhibit/booklet.
 |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)9. **Compare** and **contrast** texts in different forms or genres in terms of their approaches to similar **themes** and **topics**. | * Compare two different texts by the same author. Summarize how they are alike and different.
 | * Identify and analyze the kinds of choices writers make in different passages—using passages read during the quarter. Analyze the choices a writer makes to communicate a theme.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_primary source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **Develop Nonfiction Literacy**CCSSR7—synthesize information from different texts.   | Organize culminating projects such as:* Science Expo—students each choose a topic or work in pairs, present the topic with examples they illustrate and summarize.
* Science strategies guide: students write a guide to doing science, from observation through conclusion.
* Science Careers: Students identify a job they want to do, and explain the science they would use in that job. Career areas can be in food service, technology, astronomy, health—encourage diversity.

Prepare the Science Learning Yearbook—each student provides a page/section. | Organize culminating projects such as:* Science Expo—students each choose a topic or work in pairs, present the topic with examples they illustrate and summarize.
* Science strategies guide: students write a guide to doing science, from observation through conclusion.
* Science Careers: Students identify a job they want to do, and explain the science they would use in that job. Career areas can be in food service, technology, astronomy, health—encourage diversity.

Prepare the Science Learning Yearbook—each student provides a page/section. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**CCSSR7—synthesize information from different texts.  | Choose a topic you care about in social scienceCollect ideas and information from different sources.Outline a report or booklet or presentation on it. | Write the text you prepared in the previous week. |
| [**Word Patte**](http://teacher.depaul.edu/html/vocabulary.html)**rns and Grammar**CCSSR4 academic vocabulary | * Make a glossary of words that relate to meeting challenges—such as persistence. In the glossary, cite examples from history and literature that exemplify the terms.
 | * Make a glossary of words that relate to meeting challenges—such as persistence. In the glossary, cite examples from history and literature that exemplify the terms.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW8 Organize a report.* | * Draft/design the booklet/exhibit/report.
 | * Complete the booklet/exhibit/report.
 |

**Grades 6-8: FOURTH QUARTER Learning Priorities Week 38**

|  | **Week of June 12**  |
| --- | --- |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)SynthesisCCSSRL5 and 6 | **Recognize Progress*** Students choose their favorite reading of the year, write an explanation of why it is their favorite, using terms relating to the interpretation of literature.
* Hold a speech or poetry reading in which students read and interpret [poems](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm), including poems they have written.
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_\_magazine\_video \_\_textbook\_ reference books |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**Develop Nonfiction Literacy**synthesisCCSSRI7 and W7, 8, 9 | Prepare the Science Learning Yearbook—each student provides a page/section. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**synthesisCCSSRI7 and W7, 8, 9 | Choose a career in government or community service and explain why you want it and how you will contribute to progress in it. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4  | * Words about traits of individuals who make progress, such as persistence.
* Your own grammar guide.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)persuasive | * Write an inspiring speech, poem, or song.
 |