**Grades 6-8**

THIRD QUARTER LEARNING PRIORITIES

***When students write about what they read, they can exercise skills comprehensively to comprehend and then respond to the text.***

**Research has confirmed that when students write about what they learn they learn more.**

*Recommended: Organize a “****humanities”*** *approach integrating social science and literacy focusing on Black History in February and Women’s History in March.*

**Students who are PARCC competent will achieve more on NWEA—and in high school.**

**PARCC Constructed Response resources are at**

<http://teacher.depaul.edu/PARCCGuides.html> *.*

Go to this link to see examples of PARCC Question sets including examples of Student constructed responses: <https://prc.parcconline.org>

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SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit |
| 5  February |  |  |
| 12 February |  |  |
| 19  February |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Students should take high-interest math activities home.* |
| 2 April |  |  |
| 9 April |  |  |

**PARCC Constructed Response Examples**

**Although NWEA is the test that “counts” for the SQRP rating,**

**if students are PARCC competent they will achieve more on NWEA—and in high school.**

**If students complete PARCC-like tasks, they’ll learn more!**

**LITERARY ANALYSIS Task—Analyze author’s craft in a poem and s story**

*6th grade adaptable. PARCC samples include this kind of task at other grades.*

You have read two texts about people who make pottery. Think about how the narrator in the passage from … and the speaker in … respond to the potters in each set. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem. Be sure to cite specific details and examples from **both** texts to support your essay.

**NARRATIVE Task – Write the sequel.**

*6th grade adaptable—PARCC samples include this kind of task at other grades.*

Today you will listen to an audio recording from the book Alice’s Adventures in Wonderland. As you listen, pay close attention to details and events as you answer the questions to prepare to write a narrative story. …

Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice’s point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice’s sister responds to the story. Use details from the audio recording in your response.

**RESEARCH SIMULATION TASK—APPLIES TO SCIENCE**

*8th grade adaptable—PARCC samples include this kind of task at other grades.*

*Most of the samples include use of video for the research simulation task.*

You have now read two articles about the beginning of sound technology and one article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight. Be sure to use details from **all** **three articles** in your answer.

**Adaptable PARCC-Based Constructed Responses**

*If students are PARCC competent they will achieve more on NWEA—and in high school.*

**Literature**

* After you read two stories, think about the similarities and differences in how the writers develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.
* Write an essay that compares and contrasts how the narrators view the characters and events in the two different stories.
* Write an essay that analyzes how the two texts develop the same theme. Compare and contrast how each author uses techniques to communicate the theme.
* Write an essay analyzing how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story.
* Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

**Nonfiction**

* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?
* Compare how two articles and one video explain the same situation. Support your essay with information from all three sources.
* After you read two histories with the same theme, think about how they develop it. Write an essay that compares and contrasts the approaches each text uses to develop the same theme.
* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.
* After you read two different articles on the same topic, write an essay comparing the purposes of the two sources. Then analyze how each source uses explanations and descriptions to accomplish its purpose. Support your response with evidence form each source.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.

**PARCC Rubrics for Constructed Response: Grades 6-11**

**NONFICTION Research Simulation Task and Literary Analysis Task**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FOCUS | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading Comprehen-sion of Key Ideas and Details** | The student response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective and convincing** textual  evidence. | The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis, and supporting the analysis with **adequate** textual evidence. | The student response demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis and supporting the analysis with **basic** textual evidence. | The student response demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence. | The student response demonstrates **no comprehension** of ideas by providing inaccurate or no analysis and **little to no** textual evidence. |
| **Writing Written Expression** | The student response   * addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task by using **clear and convincing** reasoning supported by **relevant textual** evidence; * demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer’s progression of ideas; * establishes and maintains an **effective** style, attending to the norms and conventions of the discipline. | The student response   * addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, by using **clear** reasoning supported by **relevant textual** evidence; * demonstrates coherence, clarity, and cohesion, making it **fairly easy to follow** the writer’s progression of ideas; * establishes and maintains a **mostly effective** style, while attending to the norms and conventions of the discipline. | The student response   * addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, by using **some** reasoning and **text-based** evidence; * demonstrates **some** coherence, clarity, and/or cohesion, making the writer’s progression of ideas **usually discernible but not obvious**; * has a style that is **somewhat** effective, **generally** attending to the norms and conventions of the discipline. | The student response   * addresses the prompt and develops the claim or topic and provides **minimal** development that is **limited in its appropriateness** to the task by using **limited** reasoning and **text-based** evidence; *or* * is a developed, text-based response with **little or no awareness** of the prompt; * demonstrates **limited** coherence, clarity, and/or cohesion, making the writer’s progression of ideas **somewhat unclear**; * has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline. | The student response   * is **undeveloped** and/or   **inappropriate** to the task;   * **lacks** coherence, clarity, and cohesion. * has an inappropriate style, with **little to no** awareness of the norms of the discipline. |
| **Writing**  **Knowledge of Language and Conventions** |  | The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r. | The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**. | The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |

**Narrative Task Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Writing Written Expression** | The student response   * is **effectively** developed with narrative elements and is **consistently appropriate** to the task; * demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer’s progression of ideas; * establishes and maintains an **effective** style, attending to the norms and conventions of the discipline. | The student response   * is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; * demonstrates coherence, clarity, and cohesion, making it **fairly easy** to follow the writer’s progression of ideas; * establishes and * maintains a **mostly effective** style, while attending to the norms and conventions of the discipline. | The student response   * is developed with **some** narrative elements and is **somewhat appropriate** to the task; * demonstrates **some** coherence, clarity, and/or cohesion, making the writer’s progression of ideas **usually discernible but not obvious**; * has a style that is **somewhat** effective, **generally** attending to the norms and conventions of the discipline. | The student response   * is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; * demonstrates **limited** coherence, clarity, and/or cohesion, making the writer’s progression of ideas **somewhat unclear**; * has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline. | The student response   * is **undeveloped** and/or i**nappropriate** to the task; * **lacks** coherence, clarity, and cohesion; * has an **inappropriate** style, with **little to no** awareness of the norms of the discipline. |
| **Writing Knowledge of Language**  **and Conventions** |  | The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r. | The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**. | The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |

NOTE:

* + The reading dimension is not scored for elicited narrative stories.
  + The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
  + Tone is not assessed in grade 6.
  + Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

**Grades 6-8 NONFICTION CHECKLIST**

**Science and Social Science** classes can use this Checklist to guide students to write about content. *If the analysis of claims and support cannot be completed within social science or science courses, then it should be included in the literacy course.*

I will explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Reading Comprehension**  *What are the important ideas or claims in each text? What information supports them?* | * I figured out what the important ideas or claims in each source are. * I identified information that supports the ideas/claims in each source. * I used those ideas and facts in my response to the task. * If the task asked me to combine information, then I chose the most important information from each source to use. * If the task asked me **to compare** different sources, I identified the ideas and information that are alike. * If the task asked me to contrast sources, I identified ideas and information that are different. * If the task asked me to evaluate the strength of a writer’s support for a claim, I analyzed the relevance of examples, how clearly the writer explained them, and how many facts the writer included. |
| **Writing to Analyze**  *I organized my response to stay focused on important ideas.*  *I included enough examples to make my analysis clear.* | * I organized an explanatory essay that responded to the task. * I wrote a clear introduction that previewed the main ideas. * I kept focused on responding to the task. * I used strategies such as compare/contrast to make the response clear in a logical structure. * I focused each paragraph on one idea or sub-topic. * I included relevant details and examples to support each point I made. * I used linking words to connect ideas and parts. * I wrote objectively—I did not use my own opinions but only stated ideas and examples that were based on the text. * I wrote a clear and logical conclusion. * I reviewed my response to make sure I had accomplished my purpose. |
| **Conventions**  *I kept my ideas clear by paying attention to spelling and punctuation.* | * I capitalized the first word in a sentence and any proper noun. * I used quotation marks if I included a quote. * I spelled most words correctly. * I used punctuation correctly: commas, semi-colons, dashes, exclamation marks, any other punctuation. * I used correct verb tense. * I used pronouns correctly. * I used parentheses correctly. * I used a variety of sentence patterns to communicate clearly. |

**Reading Resources**

The following links connect to guides to strengthen and assess literacy skills that can be developed in demonstrations (“I do—show me”), guided reading (“Help me—we do), and independent work or assessments (“You do—Watch me)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)  [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)  [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)  [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides  [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)  [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)  [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)  [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)  [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)  [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**NONFICTION Skills Guides** to use in

demonstrations (“I do),

guiding groups,

independent work and

assessments.

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

**Literacy Standards**

The following charts demonstrate how the complexity of the process increases grade to grade but the core process is the same.

**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.

Increase the complexity of the text during third quarter so that students are able to meet standard 10: 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.

**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.

|  |  |  |
| --- | --- | --- |
|  | **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**.

|  |  |  |
| --- | --- | --- |
|  | **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**.

|  |  |  |
| --- | --- | --- |
|  | **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.

|  |  |  |
| --- | --- | --- |
|  | **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.

|  |  |  |
| --- | --- | --- |
|  | **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.

|  |  |
| --- | --- |
| 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. |

**Reading Anchor 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.

|  |  |  |
| --- | --- | --- |
|  | **LITERATURE** | **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**. |

**Literacy Analysis Terms** CCSSR4—expand academic vocabulary.

*Recommended: Students sort the terms to match different genres, then give examples.*

|  |  |  |
| --- | --- | --- |
| 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 |
| pathetic fallacy | phrase | play |
| plot | 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 |

**Analyze Craft and Structure**

CCSSR5 (writer’s choices) and CCSSR6 (purpose)

Students should be able to interpret the writer’s use of these techniques to communicate the theme of a story or central idea of nonfiction.

|  |  |  |  |
| --- | --- | --- | --- |
| **Fiction Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  aphorism  climax  colloquialism  conflict  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 | analysis  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  thesis and antithesis  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  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 * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**Third Quarter READING VOCABULARY**

Select “technique” of the week for literature to feature as students locate in reading and also create examples.

Choose a Nonfiction text feature to highlight each week—ask students to write their own explanations of how the text feature helps readers comprehend a nonfiction text.

|  |  |  |
| --- | --- | --- |
| Week of | LITERATURE TECHNIQUES | NONFICTION TEXT FEATURES |
| 5  February |  |  |
| 12 February |  |  |
| 19  February |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Spring Break!* |
| 2 April |  |  |
| 9 April |  |  |

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities Weeks 21-22**

*The social science class should develop the competencies in analyzing claims and support. If necessary, adjust this sequence to include readings and responses in that section.*

|  | **Week of February 5** | **Week of February 12** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_history \_\_biography  Recommended | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_history \_\_biography |
| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**  Comprehensive emphasizing author’s craft and structure | * Analyze the writer’s craft in a story and history or history and historical fiction—relate to Black History. * Which techniques does the writer use to develop the situation, relationships, and theme? * How does the narrator’s point of view influence how the characters and events are described? | * Compare /contrast two stories or a story and history or history and historical fiction. *(Could be a story read previously with a new text. Relate to Black History.)* * Which techniques do the writers use to develop the characters and theme? * How does the narrator’s point of view influence how the characters and events are described?? |
| **Literature Terms** (CCSSR4) | Select terms from the chart on page 13-14 plus more you want to emphasize. | Select terms from the chart on page 13-14 plus more you want to emphasize. |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Constructed Response  CCSSW4—organize with focus and support  CCSSW5—edit for clarity  Edit for conventions | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare, then repair using the checklist and improving grammar. | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare, then repair using the checklist and improving grammar. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR4 | * Vary sentence structure | * Vary sentence structure |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

PARCC-Based Constructed Response Tasks

* After you read two stories, think about the similarities and differences in how the writers develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.
* Write an essay that compares and contrasts how the narrators view the characters and events in the two different stories.
* Write an essay that analyzes how the two texts develop the same theme. Compare and contrast how each author uses techniques to communicate the theme.
* Write an essay analyzing how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.
* Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities Weeks 23-24**

**If the social science class does not develop the analysis of claims and support, the analysis of literature must be adjusted to include readings and responses that are included in that sequence.**

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_history \_\_biography | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth  \_\_history \_\_biography |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Comprehensive emphasizing author’s craft and structure | Analyze techniques used in a poem and a story that develop the same theme.  Recommended: collaborate with social science to use nonfiction to contextualize African American spirituals or songs of the Civil Rights movement. | Compare and contrast two texts from different genres that relate to the same focus such as a history and historical fiction. |
| **Literature Terms (CCSSR4)** | Make a literary techniques glossary—may include terms from prior weeks. | Make a literary techniques glossary—may include terms from prior weeks |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Constructed Response  CCSSW4—organize with focus and support  CCSSW5—edit for clarity  Edit for conventions | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare, then repair using the checklist. | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare, then repair using the checklist. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4 | Edit for Subject-verb agreement, verb tense | * Edit for pronoun-antecedent clarity |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

PARCC-Based Constructed Response Tasks

* After you read two stories, think about the similarities and differences in how the writers develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.
* Write an essay that compares and contrasts how the narrators view the characters and events in the two different stories.
* Write an essay that analyzes how the two texts develop the same theme. Compare and contrast how each author uses techniques to communicate the theme.
* Write an essay analyzing how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.
* Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

*If the social science class does not develop the analysis of claims and support, the analysis of literature must be adjusted to include readings and responses that are included in that sequence.*

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **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)  CCSSRL2 theme  CCSSRL5 analyze author’s techniques | * **Infer** author’s **purpose—development of the theme--**and analyze **techniques** author uses to achieve it—examples, tone, irony, narrator, setting, characterization, **figurative language** | * **Infer** author’s **purpose—development of the theme--** and analyze **techniques** author uses to achieve it—examples, tone, irony, narrator, setting, characterization, **figurative language** |
| **Literature Terms (CCSSR4)** | Focus on terms relevant to one genre such as myth. Students make glossary. | Focus on terms relevant to one genre such as myth. Students make glossary. |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  Constructed Response  CCSSW4—organize with focus and support  CCSSW5—edit for clarity  Edit for conventions | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare, then repair using the checklist . | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare, then repair using the checklist. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4 | Edit for grammar—students revise any errors that prevent comprehension of their writing. | Edit for grammar—students revise any errors that prevent comprehension of their writing. |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

PARCC-Based Constructed Response Tasks

* After you read two stories, think about the similarities and differences in how the writers develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.
* Write an essay that compares and contrasts how the narrators view the characters and events in the two different stories.
* Write an essay that analyzes how the two texts develop the same theme. Compare and contrast how each author uses techniques to communicate the theme.
* Write an essay analyzing how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.
* Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities Weeks 27-28**

If the social science class does not develop the analysis of claims and support, the analysis of literature must be adjusted to include readings and responses that are included in that sequence.

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **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)  2 determine theme  3 analyze elements of fiction to identify theme  5 analyze author’s techniques | * Compare and contrast two stories or a story and a poem with the same theme. * Analyze each writer’s use of techniques. | * *Make chart of writer’s techniques in different genres with examples from texts you have read.* * *Add dialogue to a story or play, or add stanza to a poem.* |
| **Literature terms** | Select terms from the literature terms chart and give examples. | Select terms from the literature terms chart and give examples. |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm) | *Constructed Response—write one or improve one.* | * *Improve a constructed response.* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI4  Structure and use; Context | Make a grammar guide with examples of good grammar. | **Add NON-examples to the grammar guide. Examples of what “not to do” with corrections.** |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

PARCC Constructed Response guide: [http://teacher.depaul.edu/ Guides.html](http://teacher.depaul.edu/PARCCGuides.html)

PARCC-Based Constructed Response Tasks

* After you read two stories, think about the similarities and differences in how the writers develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.
* Write an essay that compares and contrasts how the narrators view the characters and events in the two different stories.
* Write an essay that analyzes how the two texts develop the same theme. Compare and contrast how each author uses techniques to communicate the theme.
* Write an essay analyzing how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.
* Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **Week of April 9 COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Literature Genre** | \_\_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)  CCSSRL.5  Analyze author’s techniques to communicate theme (2) | Analyze an unfamiliar text:   * Author’s **purpose**, message—moral or **theme** of the text--and how the author achieves it—**techniques**, characters, **sequence** of events, other elements the author uses to communicate effectively. * Make a reader’s genre guide—how to interpret different genres—what to notice, how to interpret writers’ techniques. |
| **Literature terms** | Students select relevant terms for their genre guide. |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm) | * Make guide to writing an essay. * Emphasize focus and support and how to include citations from other sources. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4 | * Make a grammar guide—what I know about grammar—with examples. Then continue to add to it during fourth quarter. |

**SOCIAL SCIENCE**

**Grades 6-8: THIRD QUARTER Learning Priorities Weeks 21-22**

**This quarter emphasizes the analysis of claims and support.**

|  | **Week of February 5** | **Week of February 12** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source |
| **Content Development**  through applied literacy skills and strategies—CCSSR7. | **Teacher sets a FOCUS question.**  Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.**   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the central idea or claim and supporting ideas/evidence. | **Teacher sets a FOCUS question.**  Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.**   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the central idea or claim and supporting ideas/evidence. |
| **Core Vocabulary** | Select core content vocabulary.  Students make glossaries. | Select core content vocabulary.  Students make glossaries. |
| Write to Learn More | **Constructed Response**  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses. | **Constructed Response**  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses. |

**Nonfiction Constructed Response Examples based on PARCC**

* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?
* Compare how two articles and one video explain the same situation. Support your essay with information from all three sources.
* After you read two histories with the same theme, think about how they develop it. Write an essay that compares and contrasts the approaches each text uses to develop the same theme.
* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.
* After you read two different articles on the same topic, write an essay comparing the purposes of the two sources. Then analyze how each source uses explanations and descriptions to accomplish its purpose. Support your response with evidence form each source.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.
* PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

**SOCIAL SCIENCE**

**NONFICTION WRITERS USE TEXT FEATURES TO COMMUNICATE IDEAS**

|  |  |  |
| --- | --- | --- |
| Diagrams | Charts | Graphs |
| Maps | Glossary | Bibliography |
| Author’s Biography | Index/Table of Contents | Label |
| Schedule | Guide Words | Headings and subheadings |
| Title | Caption | Boldface |
| Primary source | Secondary Source |  |

A nonfiction author teaches ideas about a topic.

List text features in the left column.

Then in the right column tell how a reader would use each one.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**You can turn this into a matching game.**

Cut out the techniques and explanations, and then mix them up.

Then ask other students to match the feature with the way readers use it.

**Grades 6-8:THIRD QUARTER Learning Priorities Weeks 23-24**

**Emphasis: Evaluating Strength of Support for a Claim**

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source |
| **Content Development**  **through integrated literacy application**  CCSSR7—Integrate ideas and information from different sources.  CCSSR8—evaluate strength of support for a claim. | Teacher sets a Focus question that  students locate Claims and Support to respond to by reading different sources—including when appropriate a video.   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the claim and supporting evidence. | Teacher sets a Focus question that  students locate Claims and Support to respond to by reading different sources—including when appropriate a video.   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the claim and supporting evidence. |
| **Core Vocabulary** | Select core content vocabulary.  Recommended:  Students make glossaries. | Select core content vocabulary.  Recommended:  Students make glossaries. |
| **Write to Learn More** | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on one aspect of the response based on the checklist or rubric . | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on one aspect of the response based on the checklist or rubric . |

**Nonfiction Constructed Response: Claim and Support Analysis Examples based on PARCC**

* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?
* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.

PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

**SOCIAL SCIENCE**

**Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

**Emphasis: Evaluating Strength of Support for a Claim**

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source |
| **Content Development**  **through integrated literacy application**  CCSSR7—Integrate ideas and information from different sources.  CCSSR8—evaluate strength of support for a claim. | Teacher uses Constructed Response question to focus the week’s reading.  Students analyze two or three sources to identify claims and evaluate the strength of support. | Teacher uses Constructed Response question to focus the week’s reading.   * Students analyze two or three sources to identify claims and evaluate the strength of support. |
| **Core Vocabulary** | Select core content vocabulary.  Recommended:  Students make glossaries. | Select core content vocabulary.  Recommended:  Students make glossaries. |
| **Write to Learn More** | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on the checklist 6 or rubric on page. | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on the checklist on or rubric . |

**Nonfiction Constructed Response: Claim and Support Analysis Examples based on PARCC**

* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?
* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.

PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

**SOCIAL SCIENCE**

**Grades 6-8: THIRD QUARTER Learning Priorities Weeks 27-29**

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source  \_\_internet source |
| **Content Development**  **through integrated literacy application**  CCSSR7—Integrate ideas and information from different sources. | Teacher uses Constructed Response question to focus the week’s reading.  Students analyze two or three sources to identify claims and evaluate the strength of support.. | Teacher uses Constructed Response question to focus the week’s reading.   * Students analyze two or three sources to identify claims and evaluate the strength of support. |
| **Core Vocabulary** | Recommended:  Students make glossaries about nonfiction technique terms | Recommended:  Students make glossaries about nonfiction technique terms |
| **Write to Learn More** |  | Students plan their own claim and support on an issue--concise plan that they will expand in the following week. |

**SOCIAL SCIENCE Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **Week of April 9 COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Content Development**  **With integrated literacy application**  CCSSR7—Integrate ideas and information from different sources. | Then they write to communicate about an issue with their own claim based on evidence they have collected during the quarter. |
| **Core Vocabulary** | * Students make glossary of logic terms they would include in a claim and support presentation—such as argument, evidence, strength of support. |

**SCIENCE**

**NONFICTION WRITERS USE TEXT FEATURES TO COMMUNICATE IDEAS**

|  |  |  |
| --- | --- | --- |
| Diagrams | Charts | Graphs |
| Maps | Glossary | Bibliography |
| Author’s Biography | Index/Table of Contents | Label |
| Schedule | Guide Words | Headings and subheadings |
| Title | Caption | Boldface |
| Primary source | Secondary Source |  |

A nonfiction author teaches ideas about a topic.

List text features in the left column.

Then in the right column tell how a reader would use each one.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
|  |  |
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|  |  |
|  |  |

**You can turn this into a matching game.**

Cut out the techniques and explanations, and then mix them up.

Then ask other students to match the feature with the way readers use it.

**Grades 6-8: THIRD QUARTER Learning Priorities Weeks 21-22**

This quarter emphasizes the analysis of ideas and information from different sources. It includes the evaluation of support for a claim about a science issue.

The literacy development should complement hands-on science activities and include interpretation of video sources.

|  | **Week of February 5** | **Week of February 12** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source |
| **Content Development**  through applied literacy skills and strategies—CCSSR7. | **Teacher sets a FOCUS question.**  Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.**   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the central idea or claim and supporting ideas/evidence. | **Teacher sets a FOCUS question.**  Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.**   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the central idea or claim and supporting ideas/evidence. |
| **Core Vocabulary** | Select core content vocabulary.  Recommended:  Students make glossaries. | Select core content vocabulary.  Recommended:  Students make glossaries. |
| Write to Learn More | **Constructed Response**  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses. | **Constructed Response**  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses. |

**Nonfiction Constructed Response Examples based on PARCC**

* Compare how two articles and one video explain the same situation. Support your essay with information from all three sources.
* After you read two different articles on the same topic, write an essay comparing the purposes of the two sources. Then analyze how each source uses explanations and descriptions to accomplish its purpose. Support your response with evidence form each source.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.
* PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

**SCIENCE**

**Grades 6-8:THIRD QUARTER Learning Priorities Weeks 23-24**

This quarter emphasizes the analysis of ideas and information from different sources. It includes the evaluation of support for a claim about a science issue.

The literacy development should complement hands-on science activities and include interpretation of video sources.

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source |
| **Content Development**  **through integrated literacy application**  CCSSR7—Integrate ideas and information from different sources. | Teacher sets a Focus question that  students locate Claims and Support to respond to by reading different sources—including when appropriate a video.   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the claim and supporting evidence. | Teacher sets a Focus question that  students locate Claims and Support to respond to by reading different sources—including when appropriate a video.   * Preview text to Identify text features the writer uses. * Identify text structure * Use a graphic organizer to show the claim and supporting evidence. |
| **Core Vocabulary** | Select core content vocabulary.  Recommended:  Students make glossaries. | Select core content vocabulary.  Recommended:  Students make glossaries. |
| **Write to Learn More** | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on one aspect of the response based on the checklist on page 6 or rubric on page 4. | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on one aspect of the response based on the checklist on page 6 or rubric on page 4. |

**Nonfiction Constructed Response Examples based on PARCC**

* Compare how two articles and one video explain the same situation. Support your essay with information from all three sources.
* After you read two different articles on the same topic, write an essay comparing the purposes of the two sources. Then analyze how each source uses explanations and descriptions to accomplish its purpose. Support your response with evidence form each source.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.

PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

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**Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

**Emphasis: Evaluating Strength of Support for a Claim**

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source |
| **Content Development**  **through integrated literacy application**  CCSSR7—Integrate ideas and information from different sources.  CCSSR8—evaluate strength of support for a claim. | Teacher uses Constructed Response question to focus on claims and support about a science issue.  Students analyze two or three sources to identify claims and evaluate the strength of support. | Teacher uses Constructed Response question to focus on claims and support about a science issue.  Students analyze two or three sources to identify claims and evaluate the strength of support. |
| **Core Vocabulary** | Select core content vocabulary.  Recommended:  Students make glossaries of terms relating to claims and support—argument, evidence—with examples. | Select core content vocabulary.  Recommended:  Students make glossaries of terms relating to claims and support—argument, evidence—with examples. |
| **Write to Learn More** | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on the checklist on page 6 or rubric on page 4. | Constructed Response  Teacher previews what is required—use the checklist or rubric.  Students outline their response in web or another format.  Teacher checks outline and guides improvements.  Students write response.  Students pair to compare and improve their responses—focusing on the checklist on page 6 or rubric on page 4. |

**Nonfiction Constructed Response: Claim and Support Analysis Examples based on PARCC**

* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?
* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.
* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.

PARCC Constructed Response guide: <http://teacher.depaul.edu/PARCCGuides.html>

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**Grades 6-8: THIRD QUARTER Learning Priorities Weeks 27-29**

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_\_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_internet source | PARCC begins this week. |
| **Content Development**  **through integrated literacy application**  CCSSR7—Integrate ideas and information from different sources. | Teacher guides students to make “how to” guide: how to learn science by integrating ideas and information from different sources. | Teacher uses Constructed Response question to focus the week’s reading.   * Students analyze two or three sources to identify claims and evaluate the strength of support. |
| **Core Vocabulary** | Recommended:  Students make glossary terms they would use in an analysis of a claim, such as evidence, strength of support. | Students choose words they would use to explain the process of analyzing a topic or issue. |
| **Write to Learn More** | Students make guide to writing a constructed response.  Recommended: one group prepares guide on analyzing the support of a claim, including examples from their work this quarter.  One group prepares guide on comparing the presentation of ideas and information in two or three different sources. | Students write their own claim about an issue they choose, including evidence they have learned from prior research. |

**SCIENCE Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **Week of April 9 COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Content Development**  **With integrated literacy application**  CCSSR7—Integrate ideas and information from different sources. | Students synthesize ideas and information from different sources.  Students present the ideas and information in different formats—presentation, display, article with claim and support, debate, booklet. |
| **Core Vocabulary** | * Students make glossaries based on their own presentations, displays, articles, |