**Fourth Quarter Priorities**

**PREVIEW**

**This guide is being expanded to incorporate NWEA resources.**

**To access those directly, go to**

**NWEA Resources**

**NWEA Math Resources**

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

**Reading Progress Resources**

* [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)**Comprehensive 2017 Guide**

**Strengthen Specific NWEA Reading Abilities**

* [**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)

**Kindergarten and Pre-K**

FOURTH QUARTER LEARNING PRIORITIES

**READING:**

**Integrated Standards:** All reading standards require **standard 1 competence**--With prompting and support, ask and answer questions about key details of a text and support **standard 10 progress**: Actively engage in group reading activities with purpose and understanding.

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 1. With prompting and support, ask and answer **questions about key details** in a text. | 1. With prompting and support, ask and answer **questions about key details** in a text.  |
| 2. With prompting and support, **retell** familiar stories, including **key details**. | 2. With prompting and support, identify the **main topic** and **retell** **key details** of a text. |
| 3. With prompting and support, identify **characters**, **settings**, and major **events** in a story. | 3. With prompting and support, **describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| 4. Ask and answer questions about unknown words in a text. | 4. With prompting and support, ask and answer questions about unknown words in a text. |
| 6. With prompting and support, name the **author** and **illustrator** of a story and define the **role** of each in telling the story. | 6. Name the **author** and **illustrator** of a text and define the **role** of each in presenting the **ideas** or information in a text. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. With prompting and support, **describe** the **relationship** between **illustrations** and the story in which they appear (e.g., what moment in a story an Illustration depicts). | 7. With prompting and support, **describe** the **relationship** between **illustrations** and the text in which they appear (e.g., what person, place, thing, or **idea** in the text an **illustration** depicts). |

**Writing based on reading and on experiences.**CCSSW.K.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

**Check the Speaking and Listening Competencies you will emphasize.**

**Comprehension and Collaboration**

* [SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

[\_\_SL.K.1a](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[\_\_SL.K.1b](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/) Continue a conversation through multiple exchanges.

* [SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/2/) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
* [SL.K.3](http://www.corestandards.org/ELA-Literacy/SL/K/3/) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

* [SL.K.4](http://www.corestandards.org/ELA-Literacy/SL/K/4/) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
* [SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/) Add drawings or other visual displays to descriptions as desired to provide additional detail.
* SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

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FIRST GRADE **PREP** REQUIREMENTS

*To complete kindergarten so that students are prepared for first grade, identify content and skills to emphasize from this chart, your curriculum, and your assessment results.*

*Then adjust the priorities for each week to prepare your students for first grade.*

|  |  |  |  |
| --- | --- | --- | --- |
| **READING** **Answer questions with evidence**  | * Locate information in pictures
* Listen for information
* Re-tell stories
* Identify character traits and actions
* Classify
* Compare/contrast
* Predict
* Explain what the parts of a book are
 | **SCIENCE** Learn ideas through experiences and reading. | * How to learn science by looking
* How to learn science by listening
* How to learn science from books
* How to explain science with pictures and words
* How to answer a question about a topic
 |
| **GENRES** | * Fiction: stories, fairy tales, folk tales, and realistic fiction
* Poems, songs, paintings—students can infer the ideas in all of them
* Non-Fiction: science, social studies
 | **SOCIAL STUDIES**Learn ideas through experiences and reading.  | * How to learn about a place from a model or map
* How to learn about a topic by listening
* How to “read” a picture
* How to learn about different people and places through books and other sources.
* How to explain a topic with pictures and words
 |
| **WORD KNOWEDGE****PHONICS** | * Consonants
* Vowels
* Initial consonant blends
* Sight words—the Fry vocabulary
* Fry phrases
 | **MATH** Numbers and Operations | * Count, read, write #1-20
* Compare whole numbers
* Recognize words to 10
* Represent numbers using physical models
* Represent number facts to 20
* Add
* Count by 2’s, 10’s
* Count backwards
* Subtract
* Word problems
* Fractions (whole, half)
 |
| **WRITING**  | * descriptive writing
* dictate language experience stories
* write captions
* write sentences
 | **LEARNING SKILLS** | * Listen
* Work with others
* Follow directions
* Collaborative conversations
 |

**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | **Poetry** | **Poetry** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSR.K.1—read closely, then infer with evidenceRelate to vocabulary development, phonics, rhymes.Link to online poetry[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) [Poems](https://www.poetryfoundation.org/resources/children)  | **How do you understand a poem?*** Figure out how a writer uses words to help you pay attention to parts of the poem and emphasizes parts with rhyme and repetition to help you understand the message of the poem.
* Draw a picture that shows what the poet wants you to think about when you hear/read the poem.
 | **How do you understand a poem?*** Figure out how a writer uses words to help you pay attention to parts of the poem and emphasizes parts with rhyme and repetition to help you understand the message of the poem.
* Draw a picture that shows what the poet wants you to think about when you hear/read the poem/read the poem.
 |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI 2 Relate information to a topic CCSSRI7—explain how pictures provide information about a topic  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list and picture information from texts and illustrations*
* *Explain a topic with words and information you learn.*
* *Explain how pictures provide information about a topic*
* Make a Topic Word Bank
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Locate and list and picture information from texts and illustrations*
* *Explain a topic with words and information you learn.*
* *Explain how pictures provide information about a topic*
* Make a Topic Word Bank
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[f](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) Construct sight word sentences | *Sight Words:*

|  |
| --- |
|  |
|  |  |

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| --- |
|  |

PHONICS: | *Sight Words:*

|  |
| --- |
|  |
|  |  |

PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.8—write to answer questions about a topic | * Descriptive writing—add words to sentences; write sentences—describing science or social science topic you are learning.
 | * Descriptive writing—add words to sentences; write sentences—describing science or social science you are learning.
 |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRK.2—identify theme/messageCCSSRK.6—role of author and illustrator**Recommended: Vary genres**[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **How do you figure out the message of a story?**Tell how the writer and illustrator help you understand:

|  |  |
| --- | --- |
| Part of the Story | What Words or Pictures tell you |
| People |  |
| The Place |  |
| Actions |  |

* How do the characters’ actions help you understand the theme?
 | **How do you figure out the message of a story?**Tell how the writer and illustrator help you understand:

|  |  |
| --- | --- |
| Part of the Story | What Words or Pictures tell you |
| People |  |
| The Place |  |
| Actions |  |

* How do the characters’ actions help you understand the theme?
 |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION** **LITERACY**CCSSRI.K.2Provide information to explain a topicMake a Topic Picture Glossary  | ***How do you learn from books and pictures?****Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.** *List important information—teacher guides with questions.*
* *Then tell what you think is most interesting.*
* *Organize/picture important details to include in individual page or class booklet or display. (Connect to this week’s writing.)*
 | ***How do you learn from books and pictures?****Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.** *List important information—teacher guides with questions.*
* *Then tell what you think is the most interesting.*
* *Organize/picture important details to include in individual page or class booklet or display. (Connect to this week’s writing.)*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) Construct sight word sentences | *Sight Words:*PHONICS: | *Sight Words:*PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.8—write to answer questions about a topic | * Descriptive writing—write sentences with details—use the topic picture glossary and words from nonfiction sources. Students can combine their glossaries with illustrations and captions to make a booklet
 | * Descriptive writing—write sentences with details—use the topic picture glossary and words from nonfiction sources. Students can combine their glossaries with illustrations and captions to make a booklet.
 |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.9*Compare and contrast stories* [Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **How do you compare and contrast adventures of characters in familiar stories?**How do writers and illustrators help you understand the characters’ traits?How do the characters’ actions show the writer’s message? | **How do you compare and contrast adventures of characters in familiar stories?**How do writers and illustrators help you understand the characters’ traits?How do the characters’ actions show the writer’s message? |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP** **NONFICTIONLITERACY** CCSSRI.K.2Provide information to explain a topic | How do you learn from books and pictures?Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.* List important information—teacher guides with questions.
* Then tell what you think is most interesting.
* Organize/picture important details to include in individual page or class booklet or display.
* Make a Topic Picture Glossary
 | How do you learn from books and pictures?Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.* List important information—teacher guides with questions.
* Then tell what you think is the most interesting.
* Organize/picture important details to include in individual page or class booklet or display.
* Make a Topic Picture Glossary
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Construct sight word sentences | Sight Words:PHONICS: | Sight Words:PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.3Narrative | Write story—words and/or pictures with captions showing characters and events | * I can draw a biography—Me this year—include pictures and captions.
 |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.K.9*Analyze across stories*[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **Compare and contrast different stories with the same theme**—may include folk tales, fables, as well as contemporary fiction.* Identify ways each story’s main character solves a problem, how other characters help, other ways the stories may be alike or different.
 | **Compare and contrast different stories with the same theme**—may include folk tales, fables, as well as contemporary fiction.* Identify ways each story’s main character solves a problem, how other characters help, other ways the stories may be alike or different.
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books\_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP** **NONFICTION LITERACY** CCSSRI.K.2Summarize | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use pictures and text sources to learn about a topic.*
* *List and picture important information.*
* ***Summarize*** *what you learned about the topic.*
* Make a Topic Picture Glossary
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use pictures and text sources to learn about a topic.*
* *List and picture important information.*
* ***Summarize*** *what you learned about the topic.*
* Make a Topic Picture Glossary
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Construct sight word sentences | *Sight Words:*PHONICS:* Word Book—what are my favorite words? (Could be alphabetical, topical, or kinds of words such as shape words, words that tell about me.)
 | *Sight Words:*PHONICS:* Word book—what are my favorite words? (Could be alphabetical or topical, or kinds of words such as shape words, words that tell about me.)
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2—explanatory text | * I can make a picture book about a topic with words and sentences.
 | * Make a picture book about a topic with words and sentences, too.
 |

**Kindergarten: FOURTH QUARTER Learning Priorities Weeks 38-39**

|  | **Weeks of June 12 and 19** |
| --- | --- |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) [Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **Recognize Progress*** Our Favorite Books
* Why we like them.
* What we will read this summer.
 |
| **Nonfiction Sources** | \_ picture books \_big books\_topic/trade books \_\_videos \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP** **NONFICTION** **LITERACY** CCSSRI.K.2Summarize | * What we learned about science and social science this year—learning display or booklets, each student contributes
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Construct sight word sentences | *Sight Words:*PHONICS:* Make a class pictionary/dictionary, classifying words by topics.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.K.2 | * Write about what you learned.
* Each student can contribute to a personal portfolio and a class learning portfolio.
 |

**1st Grade**

FOURTH QUARTER LEARNING PRIORITIES

**Common Core First Grade Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. Retell stories, including **key details**, and **demonstrate understanding** of their **central message** or **lesson**. | 2. Identify the **main Topic and BIG Question: BIG Question: retell** **key details** of a text. |
| 3. **Describe** **characters**, **settings**, and major **events** in a story, using **key details**. | 3. **Describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | 4. Ask and answer questions to help **determine** or clarify the meaning of **words and phrases** in a text. |
| 5. **Explain** major **differences** between books that tell stories and books that give information, drawing on a wide reading of a range of **text types**. | 5. Know and use various **text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to **locate** key facts or information in a text. |
| ***INTEGRATION OF KNOWLEDGE AND IDEAS*** | ***INTEGRATION OF KNOWLEDGE AND IDEAS*** |
| 7. Use **illustrations** and details in a story to **describe** its **characters**, **setting**, or **events**. | 7. Use the **illustrations** and details in a text to **describe** its **key ideas**. |

*Integrated Standards:* Standard 1—ask and answer questions about key details in a text—is the basis for responding to questions and completing tasks based on the other reading standards. Progress in each standard supports standard 10 -- With prompting and support, **read** **prose** and **poetry** and informational texts appropriately complex for grade 1.

***Nonfiction reading competencies are developed each week***

***in science and social science****.*

**Writing:**

CCSSW.1.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[\_\_SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[\_\_SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

[\_\_SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion.

* [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* [SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3/) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

* [SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* [SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* [SL.1.6](http://www.corestandards.org/ELA-Literacy/SL/1/6/) Produce complete sentences when appropriate to task and situation.

***Integrate the Conventions in Writing and Speaking***

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**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre**Links to online poetry[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | **Poetry** | **Poetry** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.4Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | * Read/listen to a poem and draw what the words help you understand or feel.
* Identify **words and phrases** in [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that suggest feelings or appeal to the senses.
* Identify the ways a poet helps you figure out what is important in a poem.
 | * Read/listen to a poem and draw what the words help you understand or feel.
* Identify **words and phrases** in [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that suggest feelings or appeal to the senses.
* Identify the ways a poet helps you figure out what is important in a poem.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI 1.7. Use the **illustrations** and details in a text to **describe** its **key ideas**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture glossary based* on two different sources about same topic

[Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf) [Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf) * *Read, experience, draw, list* ***facts*** *about topic to answer a FOCUS QUESTION .*
* ***Summarize*** *what you learned.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture glossary based on two different sources about same topic*

[Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf) [Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf)* *Read, experience, draw, list* ***facts*** *about topic to answer a FOCUS QUESTION*
* Summarize what you learned.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Make Synonym Chart
 | *Sight Words:*PHONICS:* Make Synonym chart
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW1.2*Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | **I can write sentences about a topic with capitals and punctuation.*** (Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays)
 | **I can write sentences about a topic with capitals and punctuation.*** (Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays)
 |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL1.7. Use **illustrations** and details in a story to **describe** its **characters**, **setting**, or **events**.[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | How do the parts of a story help you understand it?* Locate information a writer uses to describe character, place, action/event
* Illustrate the most important characters, places, events, with captions.
 | How do the parts of a story help you understand it?* Locate information a writer uses to describe character, place, action/event
* Illustrate the most important characters, places, events, with captions.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **AND** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY** CCSSRI 1.7. Use the **illustrations** and details in a text to **describe** its **key ideas**.[Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf)  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *List words and pictures that help you figure out important information.*
* Tell an **idea** about the topic based on a **nonfiction text**. Tell how the writer uses **words, pictures, sentences, questions to help you understand it.**
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *List words and pictures that help you figure out important information.*
* Tell an **idea** about the topic based on a **nonfiction text**. Tell how the writer uses **words, pictures, sentences, questions to help you understand it.**
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:Make Antonyms Chart | *Sight Words:*PHONICS:Make homonyms chart |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **I can write sentences about a topic with capitals and punctuation.**(Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays) | **I can write sentences about a topic with capitals and punctuation.**(Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays) |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.9—compare stories[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)   | How do you compare stories?* **Compare** and **contrast** the main **characters** in stories. How are they alike? How are they different?
* Contrast the kinds of choices the main character makes in each story.
* How did both writers help you understand a message or moral from the choices?
 | How do you compare stories?* **Compare** and **contrast** the main **characters** in stories. How are they alike? How are they different?
* Contrast the kinds of choices the main character makes in each story.
* How did both writers help you understand a message or moral from the choices?
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **AND** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI1.2 explain an idea with information from pictures and visuals [Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf)  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Classify information in a chart—may be a class, group, or individual activity.*
* *Draw a picture and write a caption telling one idea you learned about the topic.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Classify information in a chart—may be a class, group, or individual activity.*
* *Draw a picture and write a caption telling one idea you learned about the topic.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Make Multi-meaning words chart or matching game—match the word with its context
 | *Sight Words:*PHONICS:* Multi-Meaning words chart or matching game—match the word with its context.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **I can write sentences about a topic with capitals and punctuation.**Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays. | **I can write sentences about a topic with capitals and punctuation.****R**ecommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays. |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2Summarize, identify theme/message[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)   | **How do you Summarize a story?** * Tell what the most important actions are.
* Identify a choice the main character makes.
* Tell what the character learns or how the character changes.
* Tell what the central message is.
* Tell what parts of the story help you figure that out.
 | **How do you Summarize a story?** * Tell what the most important actions are.
* Identify a choice the main character makes.
* Tell what the character learns or how the character changes.
* Tell what the central message is.
* Tell what parts of the story help you figure that out.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.1.2**summarize**[Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf)   | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** Locate and list information that you can use to answer the focus question.
* With a partner or group, decide which information you will use in your answer.
* Tell the answer.
* [Write](http://teacher.depaul.edu/html/science_writing.html)*/draw a summary of what you learned.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** Locate and list information that you can use to answer the focus question.
* With a partner or group, decide which information you will use in your answer.
* Tell the answer.
* [Write](http://teacher.depaul.edu/html/science_writing.html)*/draw a summary of what you learned.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Prefixes
 | *Sight Words:*PHONICS:* Suffixes
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW 1.7. Participate in shared research and writing projects  | * Collaborate with other students to write about this week’s learning in science or social studies.
* Include student illustrations as well as sentences in booklets or displays
 | * Collaborate with other students to write about this week’s learning in science or social studies.
* Include student illustrations as well as sentences in booklets or displays
 |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 38-39**

|  | **Weeks of June 12 and 19** |
| --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2Summarize, identify theme/message[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **Recognize Progress*** My favorite story or poem—students select their favorite, tell what they like about it, and share it with another student.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY** CCSSRI.1.2Identify important information to communicate ideas about a topic --Summarize | * My own topic book—students write about a topic.
* They can use a primary topic book as their mentor text.
* First they should plan what they will include. Then they should draw or collect pictures and write captions.
* [Book Planner](http://teacher.depaul.edu/files/documents/BookMaker.pdf) [Spanish](http://teacher.depaul.edu/files/documents/BookMakerSpanish.pdf)
* students exchange and read the books they write.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | * Phonics Progress: Contribute to class chart of sounds we know.
* My own guide to writing sentences with different kinds of punctuation. I write the rule and an example.
* Class word “bank”—words we’ll take to second grade.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*descriptive* | * Descriptive sentences about me.
* Narrative sentences about how I have learned a lot this year.
* Descriptive sentences about my progress.
 |

**2nd Grade**

FOURTH QUARTER LEARNING PRIORITIES

**Common Core Second Grade Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. Recount stories, including fables and folktales from diverse cultures, and **determine** their **central message**, **lesson**, or **moral**. | 2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. |
| 3. **Describe** how **characters** in a story respond to major **event**s and **challenges**. | 6. Identify the main **purpose** of a text, including what the **author** wants to answer, **explain**, or **describe**. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. **Describe** how **words and phrases** (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | 4. **Determine** the **meaning** of **words and phrases** in a text relevant to a grade 2 **topic** or subject area. |
| 5. **Describe** the overall **structure** of a story, including describing how the beginning introduces the story and the ending concludes the action. | 5. Know and use various **text features** (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to **locate** key facts or information in a text efficiently. |
| 6. Acknowledge **differences** in the points of view of **characters**, including by speaking in a different voice for each **character** when reading dialogue aloud. | 6. Identify the main **purpose** of a text, including what the **author** wants to answer, **explain**, or **describe**. |
| ***INTEGRATION OF KNOWLEDGE AND IDEAS*** | ***INTEGRATION OF KNOWLEDGE AND IDEAS*** |
| 7. Use information gained from the **illustrations** and words in a print or digital text to demonstrate understanding of its **characters**, **setting**, or **plot**. | 7. **Explain** how specific **images** (e.g., a diagram showing how a machine works) contribute to and clarify a text. |

**Integrated Standards:** 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to **demonstrate understanding** of **key details** in a text—is the basis for responding to questions and tasks based on the other reading standards. Progress in all standards supports standard 10-- By the end of the year, **read and comprehend** literature, including **stories** and **poetry**, and informational texts, including **history/social studies, science, and technical texts** in the grades 2–3 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

**Writing:** CCSSW.2.8Recall information from experiences or gather information from provided sources to answer a question.

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

\_\_[SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[\_\_SL.2.1b](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others’ talk in conversations by linking their comments to the remarks of others.

[\_\_SL.2.1c](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.

* [SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
* [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas**

* [SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
* [SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
* [SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**Second Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre**Links to online poetry and resources[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | POEM[**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | POEM[**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL2.4. **Describe** how **words and phrases** supply **rhythm** and meaning in a story, poem, or song.CCSSRL2.2 What is the poet’s idea? | How does a poet help you understand the ideas in a poem?* What do you like about the poem?
* What words does the poet use that help you see or feel things?
* What is the poet’s message or idea—what does the poet want you to understand?
 | How does a poet help you understand the ideas in a poem?* What do you like about the poem?
* What words does the poet use that help you see or feel things?
* What is the poet’s message or idea—what does the poet want you to understand?
* Add your own next part to the poem or write your own.
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text.CCSSR2.6—author’s purpose—what does the writer want you to learn? | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Identify important idea(s) in reading and activities; list fact(s) that support it (them).*
* *Make glossary—*[*Topic/picture* Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[*Spanish*](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf)
* [Write](http://teacher.depaul.edu/html/science_writing.html) *to explain what you learned. Identify an important idea and information that supports it.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Identify important idea(s) in reading and activities; list fact(s) that support it (them).*
* [Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf)
* [Write](http://teacher.depaul.edu/html/science_writing.html) *to explain what you learned. Identify an important idea and information that supports it.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Multi-meaning words—infer from context
 | *Sight Words:*PHONICS:* Multi-meaning words—infer from context –make your own examples.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | * Write to answer the Focus question in science or social science.
 | * Write your own poem—use techniques you like that you found in poems you read.
* [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)[Flowers Poem Builder](http://teacher.depaul.edu/files/documents/PoemBuilder-Flowers.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PoemBuilder-FlowersSpanish.pdf)
 |

**Second Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) **Describe** how **characters** in a story respond to major **event**s and **challenges**. (CCSSRL2.3)[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)    | How does a story writer help you understand the theme?* Locate information a writer uses to describe character, setting, events; illustrate with captions.
* **Describe** how **characters** in a story respond to major **event**s and **challenges**.
* Explain how the writer’s choices help you get the writer’s message.
 | How does a story writer help you understand the theme?* Locate information a writer uses to describe character, setting, events; illustrate with captions.
* **Describe** how **characters** in a story respond to major **event**s and **challenges**.
* Explain how the writer’s choices help you get the writer’s message.
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_\_ video \_\_museum exhibit | \_topic/trade book \_ biography\_ history \_\_ video \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text.2.7. **Explain** how specific **images** contribute to and clarify a text. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features--especially graphics—to figure out important information. Tell how the graphics help you understand the ideas of the passage.*
* [Identify important details that support the main idea of a paragraph or passage.](http://teacher.depaul.edu/files/documents/Icaninferthemainidea2ndgrade.pdf)
* What is the writer’s purpose—and how do you know?
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features—especially graphics—to figure out important information. Tell how the graphics help you understand the ideas of the passage.*
* [Identify important details that support the main idea of a paragraph or passage.](http://teacher.depaul.edu/files/documents/Icaninferthemainidea2ndgrade.pdf)
* What is the writer’s purpose—and how do you know?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS: | *Sight Words:*PHONICS:* Make a chart: Synonyms/Antonyms
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)C CCSSW 2.8. Recall information from experiences or gather information from provided sources to answer a question. | * *Write to answer a question with information from the text. (Relate to nonfiction science or social science.) List what you will include. Then write the response.*
 | * *Write to answer a question with information from the text. (Relate to nonfiction science or social science.) List what you will include. Then write the response.*
 |

**Second Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) **CCSSRL2.2 figure out the theme of a story.****CCSSRL2.3**  **Describe** how **characters** in a story respond to major **event**s and **challenges**.[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | HOW DO WRITERS HELP YOU UNDERSTAND THE THEME OF A STORY?* Trace the changes in a story—how a character learns about others or himself/herself.
* Then figure out why the writer tells the story that way—what is the message that the change is intended to help you understand?
* What is the message or lesson of the story?
* Why do you think that?
 | HOW DO WRITERS HELP YOU UNDERSTAND THE THEME OF A STORY?* Trace the changes in a story—how a character learns about others or himself/herself.
* Then figure out why the writer tells the story that way—what is the message that the change is intended to help you understand?
* What is the message or lesson of the story?
* Why do you think that?
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* *List ideas you learned.*
* [Write](http://teacher.depaul.edu/html/social_studies_writing.html)*/draw a summary of one idea you learned.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* *List ideas you learned.*
* [Write](http://teacher.depaul.edu/html/social_studies_writing.html)*/draw a summary of one idea you learned.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:Make your own Fry phrases | *Sight Words:*PHONICS:Make your own Fry phrases |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW 2.7. Participate in shared research and writing projects  | Collaborate to Write a paragraph to explain an idea with examples—add diagram or illustration.  | Collaborate to Outline and write a booklet or multi-paragraph explanation of a topic. Include diagram(s) and/or illustrations |

**Second Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL 2.9. **Compare** and **contrast** the adventures and experiences of **characters** in stories.[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | *HOW ARE STORIES DIFFERENT?** **Compare**/**contrast** two stories

|  |  |  |
| --- | --- | --- |
| Setting |  |  |
| Main character |  |  |
| What the main character does to solve a problem |  |  |

* How are the main characters different or alike?
* How do the writers help you understand the theme through what the main characters do?
 | *HOW ARE STORIES DIFFERENT?** **Compare**/**contrast** two stories

|  |  |  |
| --- | --- | --- |
| Setting |  |  |
| Main character |  |  |
| What the main character does to solve a problem |  |  |

* How are the main characters different or alike?
* How do the writers help you understand the theme through what the main characters do?
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* [**Summarize**](http://teacher.depaul.edu/html/Nonfiction-Summarize.html) ideas you learned.
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* [**Summarize**](http://teacher.depaul.edu/html/Nonfiction-Summarize.html) *ideas you learned.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS: | *Sight Words:*PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW 2.7. Participate in shared research and writing projects  | * Collaborate to write a paragraph to explain an idea you learned from reading about a topic. Include information from the text that you write in your own words.
 | * Collaborate to outline and write a booklet or multi-paragraph explanation of a topic. Include diagram(s) and/or illustrations
 |

**Second Grade: FOURTH QUARTER Learning Priorities Weeks 38-39**

|  | **Weeks of June 12 and 19** |
| --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSR2.5 | **Recognize Progress*** My favorite story or poem—students select their favorite story/poem, write to explain why they like it—support their opinion with evidence; share it with another student.
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_ video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI.2.2Summarize | [My own topic book](http://teacher.depaul.edu/GraphicOrganizers/Show%20to%20Tell.pdf)—students write about a topic they learned, explaining important ideas with relevant information.Book exchange—students exchange and read the books they wrote.[Book planner](http://teacher.depaul.edu/files/documents/BookMakerSpanish.pdf) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | [Make a guide to writing with correct grammar](http://teacher.depaul.edu/GraphicOrganizers/My%20Own%20Grammar%20Guide.pdf)[Spanish](http://teacher.depaul.edu/GraphicOrganizers/My%20Own%20Grammar%20Guide%20in%20Spanish.pdf)Class word “bank”—words we’ll take to the next grade. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Apply writing skills to communicate effectively.CCSSW3--narrative | My second grade biography. |

**3rd Grade**

FOURTH QUARTER LEARNING PRIORITIES

**Common Core Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; **determine** the **central message**, **lesson**, or **moral** and **explain** how it is **conveyed** through **key details** in the text. | 2. **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**. |
| 3. **Describe** **characters** in a story (e.g., their **traits**, motivations, or feelings) and **explain** how their actions contribute to the sequence of **events**. | 3. **Describe** the **relationship** between a series of historical **event**s, scientific **idea**s or **concept**s, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, distinguishing literal from **nonliteral** language. | 4. **Determine** the **meaning** of general academic and **domain-specific words and phrases** in a text relevant to a grade 3 **topic** or subject area. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; **describe** how each successive part builds on earlier sections. | 5. Use **text features** and search tools (e.g., key words, sidebars, hyperlinks) to **locate** information relevant to a given **topic** efficiently. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the most important points and key details presented in two texts on the same topic. |

Integrated Standards: Standard 1--Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers. is part of accomplishing each competence. Progress in each standard is the basis for standard 10 progress—by the end of the year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**Writing:** The following writing standards are integrated into nonfiction reading to learn.

|  |
| --- |
| * 7. Perform short, focused research tasks that build knowledge about a topic.
 |
| * 8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.
 |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.3.1a](http://www.corestandards.org/ELA-Literacy/SL/3/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.3.1b](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[\_\_SL.3.1c](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[\_\_SL.3.1d](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/) Explain their own ideas and understanding in light of the discussion.

* [SL.3.2](http://www.corestandards.org/ELA-Literacy/SL/3/2/) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

* [SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
* [SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
* [SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

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**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**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. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

 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.

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action descriptive detailsdetaildialoguefigurative languagehumorhyperboleillustrationimagerymoodnarratorpoint of viewproblem and  solutionsequencesymbolismtonevisual detail   | adjectives alliterationdetailfigurative languagehumorhyperboleimagemetaphormoodonomatopoeiapoint of viewrepetitionrhymerhythmsimilesymboltonevisual detail  | boldface captionscomparecontrast description detailsdialogueexamplesgraphheadingshumorillustrations imagemapnarrative point of viewquotationssequence text structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestransition | *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
* dialogue
* illustrations
* photographs
* quotations
 |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature genre** | Poem[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)[Children’s Poems](https://www.poetryfoundation.org/resources/children) | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Distinguish literal from nonliteral language (CCSSRL3.4)Analyze craft and structure—CCSSR3.5 | * Explain and illustrate the central message of a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm).
* Refer to parts of poems such as stanza to describe how each part builds on earlier parts
* Explain how the writer helps you “get” the message.
 | * Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Figure out the message and tell how the writer communicates it
 |
| **Nonfiction Sources** | \_topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI.3.2 **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**.CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently.NWEA Nonfiction [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.****How do you learn from reading nonfiction?** *Use text features to locate information that supports ideas.*
* *what are the main ideas?*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.****How do you learn from reading nonfiction?**Link to Online Resource:** *analyze the text—what are the main ideas?*
* *Use text features to locate information that supports ideas*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Figurative language
 | * Figurative language
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW3.5. With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing. | * Organize and write a poem
* Use techniques to enhance its communication of the idea.
 | * Plan a story—including the structure of a text and the techniques you will use, such as having a narrator who is part of the story (first person)
 |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| **LITERATURE** **Analyze different genres with an emphasis on theme and writer’s craft and structure.** | Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Figure out the message and tell how the writer communicates it with techniques.
 | Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Figure out the message and tell how the writer communicates it
 |
| **Nonfiction Sources****NWEA** [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx) [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_\_topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently. RI3.9. **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.****How do you learn from reading nonfiction?** *analyze the text—what are the main ideas?*
* *Use text features to locate information that supports ideas.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.****How do you learn from reading nonfiction?** *analyze the text—what are the main ideas?*
* *Use text features to locate information that supports ideas*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Analyze the use of adjectives.
* Classify kinds of adjectives—characteristics of persons, places, objects
 | * Analyze how suffixes affect the meaning of a word
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW3.8. gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | * Organize a \_\_poem \_\_story \_\_history \_\_fable

that communicates a theme. Recommended: students choose the genre to write. * Recommended: Students work in pairs.
 | * Organize a report—can be collaborative—on a topic you learn about from nonfiction sources—science or social science.
 |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)compare two stories (CCSSRL 3.9) | * Write a comparison of one story to another—that also develops the same theme. Compare the parts of each story.
 | * Write a comparison of one story to another—that also develops the same theme. CCSSRL3.9
* Analyze techniques -- comparison of the stories.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently. CCSSRI3.9. **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**.
* Analyze the two writers’ purpose and the techniques they use to communicate.
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**.
* Analyze the two writers’ purpose and the techniques they use to communicate.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Make a Compound word list.
* Construct compound words from separate words.
 | * Make a Synonym chart.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Continue to organize the report started in previous week.
 | * Illustrate and edit the report—turn it into a booklet.
* Include graphic organizers
 |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29**  | **Week of June 5** |
| --- | --- | --- |
| **Literature genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Compare and contrast two texts on the same topic or theme.CCSSRL3.9 | * Compare historical fiction and a history about the same event—how are they alike; how is each different because of its genre?

History and historical fiction about Chicago are posted at this link— [Reading](http://teacher.depaul.edu/Reading%20Chicago.html) Chicago | Compare a story and another story with the same theme. How do the writers use the parts of the story—the events, the central character’s choices, to communicate the same theme? |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI3.2. **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Identify an important idea stated in the text. Explain how the writer helped you realize it is important.*
* *Make a graphic organizer (web or other diagram) showing how the information supports that idea.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Identify an important idea stated in the text. Explain how the writer helped you realize it is important.*
* *Make a graphic organizer (web or other diagram) showing how the information supports that idea.*
 |
| [**Word Knowledge**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Give examples/explanations of literacy terms -- these NWEA word lists are a resource:
 | * Give examples/explanations of literacy terms -- these NWEA word lists are a resource:
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW3.5*  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Start to work on a booklet or exhibit about what you have learned about literature or nonfiction.
 | * Students can work collaboratively in pairs and also can start as a pair and then work with other students to construct the booklet or exhibit that demonstrates their learning.
 |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 38-39**

|  | **Weeks of June 12 and 19** |
| --- | --- |
| **Literature genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) | **Recognize Progress*** My favorite story or poem--students select their favorite, explain how the writer’s craft is part of why they like it.

**Recognize Progress*** Book exchange—students choose a book/story they recommend, compare them, identifying similarities and differences.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**Develop nonfiction literacy** CCSSRI.3.2**synthesize** | * [My career in \_\_\_\_\_\_](http://teacher.depaul.edu/Documents/Yourethe__.pdf)students write about a career they want to have based on science learning this year.
* The future: Students write/draw/diagram/map a kind of progress they want for Chicago in the future.

Chicago’s future—students decide what they foresee the city’s future should be.This activity can integrate science and social science. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Words about change—list them, then use them to write about change—in your biography.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Apply writing skills to communicate ideas.* | * My biography—progress I have made this year.
 |

**4th Grade**

FOURTH QUARTER LEARNING PRIORITIES

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. **Determine** a **theme** of a story, drama, or poem from details in the text; **summarize** the text. | 2. **Determine** the **main idea** of a text and **explain** how it is **supported** by **key details**; **summarize** the text. |
| 3. **Describe** in depth a **character**, **setting**, or **event** in a story or drama, drawing on **specific details** in the text (e.g., a **character’s** thoughts, words, or actions). | 3. **Explain** **events**, procedures, **ideas**, or **concepts** in a historical, scientific, or technical text, including **what happened and why**, **based on specific information** in the text. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including those that allude to **significant** **characters** found in mythology (e.g., Herculean). | 4. **Determine** the **meaning** of general academic and **domain-specific** **words or phrases** in a text relevant to a grade 4 **topic** or subject area. |
| 5. **Explain** major **differences** between poems, drama, and prose, and **refer to** the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of **characters**, **settings**, **descriptions**, dialogue, stage directions) when writing or speaking about text. | 5. **Describe** the overall **structure** (e.g., chronology, comparison, cause/effect, problem/solution) of **events**, **ideas**, **concepts**, or information in a text or part of a text. |
| 6. **Compare** and **contrast** the **point of view** from which different stories are narrated, including the difference between first- and third-person narrations. | 6. **Compare** and **contrast** a firsthand and secondhand account of the same **event** or **topic**; **describe** the **differences** in **focus** and the information provided. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. **Make connections** between the text of a story or drama and a **visual** or oral presentation of the text, identifying where each version reflects specific **descriptions** and directions in the text. | 7. **Interpret** information presented **visually**, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and **explain** how the **information contributes to an understanding** of the text. |
| 8. (Not applicable to literature) | 8. Explain how an author uses reasons and evidence to support particular points in a text. |
| 9. **Compare** and **contrast** the treatment of similar **themes** and **topics** (e.g., opposition of good and evil) and **patterns** of **events** (e.g., the quest) in stories, myths, and traditional literature from different cultures. | 9. **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably. |

**Integrated Standards: Standard 1-- Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text—is applied in responding to questions and tasks based on all other reading standards.

*All the reading competence development is designed to reach standard 10:* By the end of the year, **read and comprehend** literature and informational text in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

**Writing:**

Common Core Writing Standards for Fourth Grade

Standards 7 and 8 and 9A are integrated into reading/writing about science and social science.

|  |
| --- |
| ***RESEARCH TO BUILD KNOWLEDGE*** |
| * 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.
 |
| * 8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.
 |
| * 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:

\_\_a. Apply *grade 4 reading standard*s to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”).\_\_b. Apply *grade 4 reading standards* to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”). |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility. They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.4.1a](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.4.1b](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

[\_\_SL.4.1c](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

[\_\_SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

* [SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge and Ideas**

* [SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/4/4/) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [SL.4.5](http://www.corestandards.org/ELA-Literacy/SL/4/5/) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
* [SL.4.6](http://www.corestandards.org/ELA-Literacy/SL/4/6/) Differentiate between contexts that call for formal (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal when appropriate to task and situation.

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

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**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**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. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

 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 |  |

**Craft and Structure Activity**

**Ask students to explain with examples how writers use these techniques and structures.**

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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action colloquialismdescriptive detailsdialoguefigurative languageflashbackhyperboleidiomimageryironymetaphormoodnarratoronomatopoeiapoint of viewsensory detailsimilesuspense symbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiapoint of viewrepetitionrhymerhythmsatiresensory detailsimilesymbolismtonevisual detail voice | anecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesgraphheadingshumorillustrations narrative point of viewquotationssequence text structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestonetransitionvoice | *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
 |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | POEM [poetry](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) resources[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)[Children’s Poems](https://www.poetryfoundation.org/resources/children) | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.4.4 and 5—analyze poet’s use of language and images; CCSSRL9—contrast poem and prose  | *How do you interpret a poem?** Interpret the use of imagery, metaphors, similes, in a poem
* NWEA Poetry [Techniques](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)
* Contrast poetry and prose
 | How do writers write stories in different genres?* Ask students to make their own [Genre Guide](http://teacher.depaul.edu/Documents/GenreGuide.pdf)—what are the features of different genres, what’s an example we have read?
* What techniques does the writer use to communicate in a story?
* How does the narrator affect the story’s tone and mood?
* NWEA fiction technique [Vocabulary](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary.docx)
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI.4.2Answer BIG questions to develop BIG ideas.Use text features and author’s choice of examples to figure out nonfiction (CCSSR5) | *How do you learn when you read nonfiction?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources? (Focus on one each week.) | *How do you learn when you read nonfiction?** *use information and ideas from a text to figure out main ideas—*
* —

How do you use different reference sources? (Focus on one each week.) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage | Figurative language—explain how a poet uses it.Look for examples of images, metaphors, similes in poems. | * Review root words—make word family trees.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)poetry | * Organize and write a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) with a central message
* Use the techniques of a poet to communicate it.
 | * Outline a nonfiction passage you could write to explain this week’s science or social studies topic.
 |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Analyze writer’s craft and structure—how the writer helps you understand the theme.CCSSRL 4.5 | How does the story writer use techniques to communicate?* Figure out the message and tell the choices the writer makes to communicate it, including the role of the narrator.

Emphasize writer’s techniquesUse relevant NWEA fiction technique to explain the writer’s craft in a story. | How does the story writer use techniques to communicate?* Figure out the message and tell how the writer communicates it, including the role of the narrator.

Emphasize writer’s techniquesUse relevant NWEA fiction technique to explain the writer’s craft in a story. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI.4.2Answer BIG questions to develop BIG ideas.Use text features and author’s choice of examples to figure out nonfiction (CCSSRI 4.5)[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | *Analyze nonfiction sources:**What are the important ideas the writer is teaching me—and how does the writer help me learn them--*Analyze the text using **Nonfiction reader’s terms—**based on NWEA-How do you use different reference sources? (Focus on one each week.) | *Analyze nonfiction sources:**What are the important ideas the writer is teaching me—and how does the writer help me learn them--*Analyze the text **using Nonfiction reader’s terms**—based on NWEA-How do you use different reference sources? (Focus on one each week.) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Review Root Words—emphasis on Latin and Greek roots.
 | * Suffixes and Prefixes-- explain how they affect work meaning—with examples.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)report CCSSW 4.4 | * Figure out what you think the writer did to prepare to write a text you read—what was the writer’s outline?
 | * Continue to analyze a text—how did the writer decide what information and examples to include?
 |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL4.9. **Compare** and **contrast** the treatment of similar **themes** and **topics** and patterns of **events** in stories, myths, and traditional literature from different cultures. | * Compare one story to another—that also develops the same theme. Analyze how each writer uses details—character, setting, plot--to communicate. Also may be applied to compare a fiction and nonfiction work on the same topic.
 | * Analyze how a writer communicates with different techniques—compare two stories in the same genre or different genres to identify techniques and the ways the writers use them.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Learning** CCSSRI.4.2Answer BIG questions to develop BIG ideas.9. **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably.[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | *Choose a big question to research.** *Use two or more sources to locate information to answer it.*
* *Begin to organize information.*

*This begins a four-week project that correlates with writing development.*How do you use different reference sources? (Focus on one each week.) | * *Continue the research from Week of May 15.*

*This is a continuation of a four-week project that includes the writing process listed for these weeks.*How do you use different reference sources? (Focus on one each week.) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Identify and construct and use Compound words
* Start glossary for the booklet or exhibit (see science or social science)
 | * Make Synonyms chart
* Continue content glossary.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*report CCSSW8*  | * Start to research to write a booklet or make an exhibit about a topic. (Relates to science or social science) Start by identifying big idea and supporting ideas you will look for examples to support.
 | * Outline the report, look for additional examples
 |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29**  | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL4.9. **Compare** and **contrast** the treatment of similar **themes** and **topics** and patterns of **events** in stories, myths, and traditional literature from different cultures. | * Analyze history and historical fiction—how does a historical fiction writer create a story that is based in history? How are the two genres different?
 | * Compare different kinds of fiction—choose one to advocate as your favorite—explain how the writer’s techniques in that kind of fiction make it effective. Use examples from stories you have read.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI.4.2Answer BIG questions to develop BIG ideas.CCSSRI 4.9. **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably.[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | * *Synthesize the research*
* Seek additional information if needed
* How do you use different reference sources? (Focus on one each week.)
 | * *Synthesize the research*
* *Seek additional information if needed*

How do you use different reference sources? (Focus on one each week.) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Complete topic glossary
 | * Improve the words included in your report—add adjectives!
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.4.2 | * Write the report/booklet or construct the exhibit.
* Include illustrations and captions.
 | * Edit and publish the booklet/report—or present the exhibit.
 |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 38-39**

|  | **Weeks of June 12 and 19** |
| --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)analyze writer’s craftCCSSRL 4.5  | * Reading recommendation—write a synopsis of the book/story/poem and tell why you recommend it. Include information about the way the writer communicates ideas, why the topic or theme is relevant.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Progress****Synthesize**CCSSRI 4.7 | * students write about a career they want to have based on science learning this year.
* The future: Students write/draw/diagram/map a kind of progress they want for Chicago, Illinois or the United States in the future. (Could be a letter to the candidates for governor.)
* students “deposit” important science ideas and information they learned this year, sorted by topic. Can include illustrations.

These can be presented to current 3rd graders. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Words about change.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Apply writing skills to communicate ideas.* | * My biography—progress I have made this year.
 |

**5th Grade**

FOURTH QUARTER LEARNING PRIORITIES

**This quarter asks students to apply their complete “repertoire” of reading strategies.**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. **Determine** a **theme** of a story, drama, or poem from details in the text, including how **characters** in a story or drama respond to challenges or how the speaker in a poem reflects upon a **topic**; **summarize** the text. | 2. **Determine** two or more **main ideas** of a text and **explain** how they are **supported** by **key details**; **summarize** the text. |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** **language** such as metaphors and similes. | 4. **Determine** the **meaning** of general academic and **domain-specific and phrases** in a text relevant to a grade 5 **topic** or subject area. |
| 5. **Explain** how a series of chapters, scenes, or stanzas fits together to provide the overall **structure** of a particular story, drama, or poem. | 5. **Compare** and **contrast** the overall **structure** (e.g., chronology, comparison, cause/effect, problem/solution) of **events**, **ideas**, **concepts**, or information in two or more texts. |
| 6. **Describe** how a **narrator’s** or speaker’s **point of view** influences how **events** are **described**. | 6. **Analyze** multiple accounts of the same **event** or **topic**, noting important **similarities and differences** in the **point of view** they represent. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. **Analyze** how **visual** and multimedia elements contribute to the meaning, **tone**, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | 7. Draw on information from multiple print or digital sources, demonstrating the ability to **locate** an answer to a question quickly or to solve a problem efficiently.  |
| 8. (Not applicable to literature) | 8. **Explain** how an **author** uses **reasons** and **evidence** to **support** particular points in a text, identifying which **reasons** and **evidence** **support** which point(s). |
| 9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | 9. **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. |

**Integrated Standards: Standard 1-- Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text—is applied in responding to questions and tasks based on all other reading standards. All reading competence development supports progress to standard 10--

*All the reading competence development is designed to reach standard 10:* By the end of the year, **read and comprehend** literature and informational text in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

**Writing:**

**Writing based on reading is emphasized in science and social science as well as in literature.**

|  |
| --- |
| ***RESEARCH TO BUILD KNOWLEDGE*** |
| * 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.
 |
| * 8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.
 |
| * 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:

\_\_a. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).\_\_b. Apply *grade 5 reading standards* to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”). |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

[\_\_SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[\_\_SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

* [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

* [SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
* [SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) Adapt speech to a variety of contexts and tasks, using formal when appropriate to task and situation.

**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**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. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

 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.

**Author’s Craft and Structure**

Ask students to identify/give examples of each of these author’s “tools” and explain how they help readers comprehend texts.

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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action colloquialismdescriptive detailsdialoguefigurative languageflashbackhyperboleidiomimageryironymetaphormoodnarratoronomatopoeiapoint of viewsensory detailsimilesuspense symbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiapoint of viewrepetitionrhymerhythmsatiresensory detailsimilesymbolismtonevisual detail voice | anecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesgraphheadingshumorillustrations narrative point of viewquotationssequence text structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestonetransitionvoice | *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
 |

**Students can explain how to use reference sources as they prepare for next grades—and NWEA.**

*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 |  |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | POETRY[poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) resources | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)read closely (1) to figure out how the writer develops a theme (2, 5), including choice of words | **How do you interpret a poem?*** **Determine** a **theme** of a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) from details in the text, including how the speaker in reflects upon a **topic**
 | **How does a writer use craft to construct a story?*** Identify, explain and illustrate the central message of a story. Analyze how the writer develops that theme with plot. Identify choices—including descriptive words—that help readers “see” the story.
* How does the identity of the narrator affect the tone of the story?
* Use NWEA Fiction terms-to identify techniques a writer uses.
 |
| **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) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI.5.2Answer BIG questions to develop BIG ideas.Use text features and author’s choice of examples to figure out nonfiction (CCSSR5) | *How do you learn when you read nonfiction?** *use information and ideas from a text to figure out main ideas—*
* Use nonfiction reader’s questions to analyze text—
 | *How do you use text features to learn when you read nonfiction?** Use nonfiction reader’s questions to analyze text—
* Which reference works do you use—and how?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 structure | Make a poetry glossary—kinds of figurative language and other techniques with examples. [T](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf) | 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)CCSSW5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | * Organize and write a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that communicates a theme—could be the same theme as a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) interpreted.
 | * Plan a story with a central message—or add to the story you analyzed. (Develops ability to analyze story structure and author’s techniques.)
 |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL5.9. **Compare** and **contrast** stories in the same genre on their approaches to similar **themes** and **topics**. | * **Analyze writer’s techniques**
* Compare two stories. Analyze how each writer uses details—character, setting, plot--to communicate.
 | * **Analyze writer’s techniques**
* Compare two stories. Analyze how each writer uses details—character, setting, plot--to communicate.
 |
| **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) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably.  | * *Using two texts, continue to analyze learning from nonfiction: What are the important ideas the writer is teaching me—and how does the writer help me learn them?*
* *What text structure does the writer use to develop the central idea and supporting ideas?*
 | * *Using two texts, continue to ask: What are the important ideas the writer is teaching me—and how does the writer help me learn them?*
* *What text structure does the writer use to develop the central idea and supporting ideas?*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 structure | * Continue root word and affix guide development—include examples you find in reading and that you construct.
 | * Continue root word and affix guide development—include examples you find in reading and that you construct.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | * analyze a nonfiction text—what do you think the writer did to organize it?Then use the same process to start to organize your own nonfiction text.
* [Writing](http://teacher.depaul.edu/html/Writing1.htm) guides
 | * Outline the report you will write.
* List techniques you will use
 |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL5.9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | * Analyze a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) or story –explain how the writer communicates a theme. List examples of how the writer supports that theme. Quote from the text to provide examples. Compare to another poem or story. Compare techniques used.
 | * Compare/contrast stories or histories that communicate the same theme. First, identify the theme, then list what the writer includes to clarify the theme. List techniques the writer uses to communicate effectively.

CCSSRL5.9 |
| **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) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably.  | *Choose a big question to research.** *Use two or more sources to locate information to answer it.*
* *Begin to organize information.*

*This begins a four-week project that correlates with writing development.* | *Continue the research.**This is a continuation of a four-week project that includes the writing process listed for these weeks.** *Recommended: Make an exhibit for one subject, a booklet for the other—science and social science.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 structure | * Make a list of Compound words based on words you find in reading and words by categories such as sports.
 | * Make a synonym-antonym chart—first, list a word, then put a synonym, then an antonym
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | * Collect information for a report or exhibit.
* Organize it based on one central idea and several supporting ideas.
 | * Outline the report or exhibit.
* Collect more examples to support it.
 |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL5.9. **Compare** and **contrast** stories in the same genre on their approaches to similar **themes** and **topics**. | * Compare and contrast two stories or a story and a poem. Analyze how each writer’s choices and strategies help the reader to figure out the theme.
 | * Figure out what you think a writer thinks about before writing a story--

Analyze two stories you have already read—what choices did the writers make? |
| **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) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | * *Synthesize the research—this is a continuation of previous week’s research.*
* seek additional information if needed
 | * *Conclude—what is your “claim” about the topic?How will you support it in your booklet or exhibit?*
 |
| **FLUENCY**\_\_rate\_\_comprehension \_\_expression \_\_diction | This week’s read-aloud:  | This week’s read-aloud:  |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 structure | Make a guide to figuring out an unfamiliar word—with examples—using context, root words, suffixes, affixes | * Make a grammar guide—include contractions, possessives, other forms of words that are important to comprehension.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | * Write the booklet or construct the exhibit.
 | * Improve the booklet or exhibit.
 |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 38-39**

|  | **Weeks of June 12 and 19** |
| --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)SynthesisCCSSRL5.5 and 5.6 | * Reading recommendation—write a synopsis of the book/story/[poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) and tell why you recommend it. Include information about the way the writer communicates ideas, why the topic or theme is relevant.
 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy** **Synthesize**CCSSRI5.7 | * students write about a career they want to have based on science learning this year.
* The future: Students write/draw/diagram/map a kind of progress they want for the United States in the future.
* Content Learning Bank: students organize important ideas and information they learned this year, sorted by topic. Can include illustrations. These can be presented to current fourth graders.
 |
| **FLUENCY**\_\_rate\_\_comprehension \_\_expression \_\_diction | This week’s read-aloud:  |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 structure | * Words about change.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Apply writing skills to communicate ideas.* | * My biography—progress I have made this year.
 |

**Grades 6-8**

FOURTH QUARTER LEARNING PRIORITIES

**Upper Grade teachers may want to focus on Chicago Futures**

**—integrating literature and social science.**

Chicago Progress [Learning Guides](http://teacher.depaul.edu/chicago.html) include integrated literacy activities--

Analyze Chicago Innovations Plan Your Future Plan Chicago Progress

**READING**

**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—is developed in second quarter and emphasized in third and fourth quarters.

**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.

|  |  |  |
| --- | --- | --- |
| 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 |  |  |
| 12 June |  |  |

**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. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

 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 |  |

**Students can identify/give examples to demonstrate abilities to interpret craft and structure.** CCSSR4—expand academic vocabulary.

*These words are based on NWEA item specifications, but also apply generally. Recommended: Students make glossary with examples from texts.*

|  |  |  |
| --- | --- | --- |
| 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 |

**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 a poem?* Analyze how a poem or story includes the author’s point of view or purpose—how the theme is communicated.
* Interpreting [Poetry](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)
 | 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.
* Use the NWEA fiction terms (in front section)

to identify examples of techniques the writer used to communicate the 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**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.
* Begin a glossary of nonfiction reader’s terms
 | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic.
* Make your own claim about the topic, supporting it with evidence from the text.
 |
| [**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.
* Begin a glossary of nonfiction reader’s terms (see list in front section)
 | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic.
* Make your own claim about the topic, supporting it with evidence from the text.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4 Structure and useAcademic vocabulary | * Academic Vocabulary—make glossary and write with words relating to interpreting a poem.
 | * Academic Vocabulary—make glossary and write with words relating to interpreting a story-- NWEA fiction terms
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)How do you write a \_\_\_\_\_\_? | * How do you write a poem?
* Students explain with examples.
 | * How do you write nonfiction?
* Students explain with examples.
 |

**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.  | * Analyze how a writer communicates ideas with examples.
* Make the outline that the writer might have used to organize the passage.
* Write a three-sentence summary.
* Construct guide to reference sources—this is a multi-week project that begins this week.
 | * Analyze how a nonfiction writer communicates ideas with examples.
* Identify strategies the nonfiction writer uses to clarify the topic and communicate ideas through examples
* Continue the reference source guide.
 |
| [**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.  | * Analyze how a writer communicates ideas with examples.
* Make the outline that the writer might have used to organize the passage.
* Write a three-sentence summary.
* Construct guide to reference sources
 | * Analyze how a nonfiction writer communicates ideas with examples.
* Identify strategies the nonfiction writer uses to clarify the topic and communicate ideas through examples
* Continue the Reference Source guide
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4  | * Academic Vocabulary—make glossary and write with words relating to interpreting nonfiction.
 | * Review Greek and Latin roots, identify words with those roots in readings.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW4 clarify strategies of writing clearly | * Make a list of strategies a nonfiction writer uses—including examples based on your reading.
 | * Check your list of strategies—examine a nonfiction text to see if the writer used them—and other strategies.
 |

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

**8th grade teachers may want to focus on Chicago Futures**

**—integrating literature and social science.**  [Learning Guides](http://teacher.depaul.edu/chicago.html)  includes guides to

Analyze Chicago Innovations Plan Your Future Plan Chicago Progress

|  | **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 with examples to suffixes and prefixes—how they affect word meaning.
 | * Make guide to literary terms relating to dialogue—colloquialism, idiom, irony, other techniques with examples.
 |
| [**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 guide to literary 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 Weeks 38-39**

|  | **Weeks of June 12 and 19**  |
| --- | --- |
| [**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.
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| **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.
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| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)persuasive | * Write an inspiring speech, poem, or song.
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