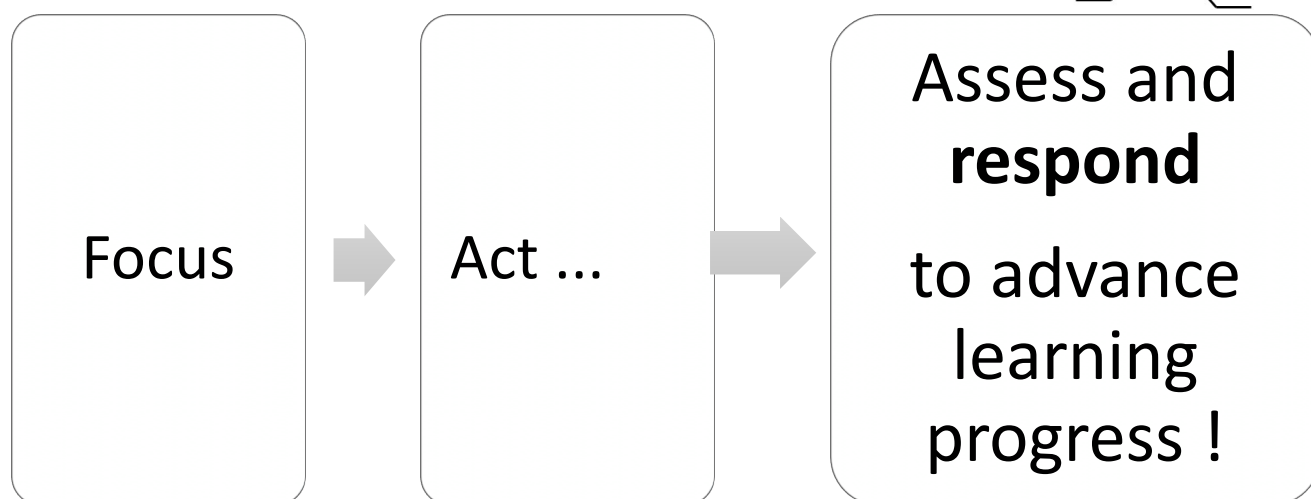
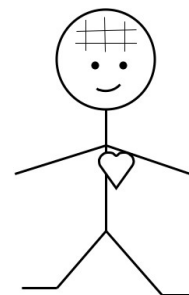


6th - 8th Grade

FIRST QUARTER CORE COMPETENCE DEVELOPMENT



GRADES 6-8 CONNECT

This guide includes grades 6-8 because the strategies, skills, and processes at the middle grades are parallel; it is the complexity of the text and response that vary. Since most upper grade classes are departmentalized, having a common focus for processes each week will enable teachers to vary to specific content but maintain a focus on the transferrable outcomes—increased competence to analyze and interpret texts, write to communicate with evidence, and solve problems strategically.

For resources to support first quarter progress, go to
<http://teacher.depaul.edu>.

Polk Bros. Foundation Center for Urban Education
at DePaul University

**SEL Connects: literature, history, science, math—
learning—life—SEL is everywhere!**

Example--You can set up a display—students choose, then illustrate traits.

**What character traits are most important to our
classroom community? Here are three. Add yours!**

careful	helpful	cooperative

Personalize learning from the beginning: Make a Literacy Survey to Learn What Your Students Like.

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

1. What is your favorite kind of book to read?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. What do you want to learn more about? animals, countries, famous people, music, sports, or another topic?

Communication Competencies

Activities during the quarter should include the development of communication competencies that cross the literacy standards:

- Discussion with focusing question and relevant responses
- Listening with focus
- Collaboration to develop response to issue or question
- Presentation based on research and analysis
- Debate based on logical analysis of issue
- Dramatization of literature and history
- Expressive reading of poetry and speeches
- Visual representation of learning

INTEGRATED STANDARDS 1 AND 10: 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.

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

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Writing Based on Reading strengthens reading and improves writing!

The weekly priorities emphasize writing about texts, synthesizing ideas and information from different texts; supporting a claim with evidence from a text or analyzing the strength of support for a claim in a text (CCSSR8); or interpreting literature.

READING COMPETENCIES

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

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

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

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

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

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

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

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

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

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

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

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

Start a Glossary of Literature Interpretation Vocabulary

CCSSR4—expand academic vocabulary.

The following words were identified in NWEA requirements. *The week-to-week plans include literacy terms that should be applied by students as they analyze texts during the two-weeks for which they are listed. Many will be repeated during subsequent quarters since they are transferrable across texts.*

- ✓ To develop full comprehension of these terms, students can locate or make up examples that show their meaning.
- ✓ Add more academic terms to help your students read thoughtfully.

Although NWEA has identified some of these terms at lower “RIT” bands, once learned, they need to stay in use to continue to be applied in students’ analysis of literature.

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 (senses)	sequence	setting
short story	simile	sonnet
stanza	structure	summarize
summary	support	suspense
symbol	symbolism	symbolize
synecdoche	tale	tall tale
theme	third person	third person objective
third person omniscient	title	title page
tone	trait	viewpoint
voice	word play	world literature

Analyze Craft and Structure

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

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

Story Writers	Poets	Nonfiction Writers	Biographers
action colloquialism descriptive details dialogue figurative language flashback foreshadowing hyperbole idiom imagery irony metaphor mood narrator <ul style="list-style-type: none"> • first person • second person • third person • omniscient onomatopoeia plot twist point of view repetition satire sensory detail simile story within a story suspense symbolism narration tone visual detail voice	alliteration figurative language hyperbole imagery irony metaphor meter mood narrator onomatopoeia paradox personification point of view repetition rhyme rhythm satire sensory detail simile symbolism tone visual detail voice	allusion analogy anecdote argument boldface captions compare contrast data debate description details dialogue examples figurative language graph headings humor illustrations imagery narrative point of view quotations sarcasm satire sequence text structure: <ul style="list-style-type: none"> • cause-effect • compare/contrast • description • problem-solution • sequence table timeline titles and subtitles tone transition voice	<i>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.</i> <ul style="list-style-type: none"> • challenges • commentary • conflict • conflict resolution • context • details • dialogue • mood • quotations • perspectives • tone

6th-8th Grades First Quarter, Weeks 1-2 Learning Priorities

	Week of September 3	Week of September 10
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
<p>Reading Literature CCSSR2—analyze the development of a theme RL3—development of characters RL5—writer’s choices (craft and structure)</p> <p>LITERACY TERMS: INFER; TRAIT; MOTIVE; AUTHOR; COMMUNICATE; RESOLUTION; PLOT; SETTING; SUMMARIZE; NARRATOR</p>	<p><input type="checkbox"/> Take reading interest survey.</p> <p>Pre-assess—you can use this graphic organizer to assess students’ current competence to interpret an unfamiliar story--</p> <p><input type="checkbox"/> Analyze and infer character traits and motives and analyze how the author communicates them.</p> <p>INTEGRATE WRITING:</p> <p><input type="checkbox"/> Profile yourself—what are your positive traits?</p> <p><input type="checkbox"/> Write to support your choice of your most positive trait with an example.</p>	<p><input type="checkbox"/> Describe and analyze character, setting, plot, motive and draw conclusions about motives and reasons for actions and the resolution of a problem.</p> <p><input type="checkbox"/> Summarize the story. Analyze how the author communicates the characters through dialogue and actions and the narrator.</p> <p><input type="checkbox"/> Identify the message—and how the writer’s choices of characters and actions and the narrator’s voice help to communicate it.</p> <p>INTEGRATE WRITING</p> <p><input type="checkbox"/> Write about a brief narrative about a positive decision you made when facing a challenge. Explain how it represents “grit” or determination. Include dialogue.</p>
Nonfiction Sources	__book __biography __history __article __atlas __video __textbook __website __encyclopedia	__book __biography __history __article __atlas __video __textbook __website __encyclopedia
<p>Science CCSSRI2—explain ideas</p>	<p>PREASSESSMENT</p> <p><input type="checkbox"/> How does a scientist work?</p> <p><input type="checkbox"/> What science career would you like to have in the future?</p> <p><input type="checkbox"/> What is a science topic you learned that you like? How did you learn it?</p>	<p><input type="checkbox"/> How do you take notes when you observe that help you learn?</p> <p><input type="checkbox"/> What strategies so scientists use?</p> <p><input type="checkbox"/> What strategies does a science reader use?</p> <p><input type="checkbox"/> Pre-assess nonfiction reading strategies. (teacher.depaul.edu)</p>
<p>Social Science CCSSRI2: Analyze a text to clarify ideas</p>	<p>PREASSESSMENT</p> <p><input type="checkbox"/> How do you read a history?</p> <p><input type="checkbox"/> Why is history important? What do you think the most important event is in history—and why?</p> <p>INTEGRATE WRITING</p> <p>Give students a text to read and respond to—let them choose a text they’re interested in. Ask them to write a summary of one idea.</p>	<p>GIVE STUDENTS A TEXT TO ANALYZE AND RESPOND TO as an activity or pre-assessment.</p> <p><input type="checkbox"/> How do you organize information to make ideas clear when you read history?</p> <p><input type="checkbox"/> What strategies, text features structures, and techniques does a nonfiction writer use to help readers learn?</p> <p><input type="checkbox"/> How do you figure out the meaning of unfamiliar words when you read?</p>
<p>Word Patterns and Grammar</p>	<p><input type="checkbox"/> Parts of speech--review/assess: ask students to write about a character or person or place using the parts of speech.</p>	<p>Pre-assess or develop word knowledge:</p> <p><input type="checkbox"/> Give examples of: compound words; root words and affixes.</p>

6th-8th Grades First Quarter, Weeks 3-4 Learning Priorities

	Week of September 17	Week of September 24
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
<p>Reading Literature CCSSRL5: analyze author's choices—structure of the story, representation of the theme—Continues analysis of development of theme (CCSSRL52)</p> <p>LITERATURE TERMS: main characters; traits; problem and solution; causes and effects; dialogue; mood; tone; narrator</p>	<p>ANALYZE THE DEVELOPMENT OF A THEME</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize a story, including main characters and their traits and actions, problem and solution, causes of effects. <input type="checkbox"/> Infer the theme. Analyze how the author develops it (unfolds it) with sections of story (plot) <input type="checkbox"/> Analyze how author's choices – dialogue, narrator, plot, have effects—on mood, tone. <p>INTEGRATE WRITING Write a note to the author. Tell how the techniques helped you interpret the text.</p>	<p>ANALYZE THE DEVELOPMENT OF A THEME</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how an author develops a theme through the plot and other story elements <input type="checkbox"/> Infer reasons for the author's techniques including dialogue idioms, colloquialisms, figurative language—how do those help the reader interpret the story's plot, characters, and theme? (Students should continue to complete the literature glossary). <p>INTEGRATE WRITING Constructed response—dramatize a scene from the story. Include dialogue that is consistent with the characters—and kinds of techniques the writer uses.</p>
Nonfiction Sources	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia
<p>Science CCSSRI2 Collect information to support an idea</p> <p>LITERACY TERMS: Reading rate; complexity of text; specific evidence; summarize</p>	<p>How do you know what is important to include in notes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust reading rate to complexity of text. <input type="checkbox"/> Locate information using text features <input type="checkbox"/> Cite specific evidence from text to respond to questions <input type="checkbox"/> Summarize what you learn. <input type="checkbox"/> Start Latin and Greek Root Word Glossaries 	<p>How do you review notes to understand more?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust reading rate to complexity of text. <input type="checkbox"/> Locate information using text features <input type="checkbox"/> Cite specific evidence from text to respond to questions <input type="checkbox"/> Summarize what you learn. <input type="checkbox"/> Then identify the most important idea you learned. <input type="checkbox"/> Continue Latin and Greek Root Word Glossaries (ongoing)
<p>Social Science CCSSRI2 Collect information to support an idea CCSSRI5— Analyze the writer's techniques</p> <p>LITERACY TERMS: Central idea; text structure; supporting ideas; text features; analyze</p>	<p>Analyze how a nonfiction writer develops a central idea.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the structure of the text. <input type="checkbox"/> Identify text features the writer uses. <input type="checkbox"/> Outline or use a graphic organizer to show the central idea and supporting ideas. <p>INTEGRATE WRITING Write a note to the author. Explain how you were able to learn the central idea from the writer's choices.</p>	<p>Analyze how a nonfiction writer develops a central idea.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the structure of the text. <input type="checkbox"/> Identify text features the writer uses. <input type="checkbox"/> Outline or use a graphic organizer to show the central idea and supporting ideas. <p>INTEGRATE WRITING Write a note to another student about the text. Explain the ideas you learned and how a writer uses techniques to teach someone who is reading nonfiction.</p>
Word Patterns and Grammar	<input type="checkbox"/> Analyze word structures. Root word, prefix, suffix	<input type="checkbox"/> Make root-word “trees” to clarify roots, prefixes, suffixes

6th-8th Grades First Quarter, Weeks 5-6 Learning Priorities

	Week of October 1	Week of October 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 CCSSRL2 Analyze story development of theme (applies standard 5—author’s choices) LITERATURE TERMS: THEME, NARRATOR; RELATIONSHIPS;	Mid-Quarter Assessment ANALYZE STORY ELEMENTS <input type="checkbox"/> Classify parts of a story —characters, setting, actions. Infer the theme and identify supporting examples. <input type="checkbox"/> Analyze relationships among the characters, including how the narrator feels about events—and characters. <input type="checkbox"/> Analyze how the writer conveys these through details and techniques (continuing the glossary of literary techniques). INTEGRATE WRITING: Make a story map and concise summary of how the writer communicates the theme.	Based on week 5 assessment, either advance to more complex text or revisit these essentials. <input type="checkbox"/> Classify parts of a story —characters, setting, actions. Infer the theme and identify supporting examples. <input type="checkbox"/> Analyze relationships among the characters, including how the narrator feels about events—and characters. <input type="checkbox"/> Analyze how the writer conveys these through details and techniques. INTEGRATE WRITING: <input type="checkbox"/> Write a synopsis of what might happen next that maintains the theme.
Nonfiction Sources	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia
Science CCSSRI2—support an idea with examples. CCSSRI7—integrate information from different sources—may include videos.	ASK a BIG FOCUS QUESTION: Students... Take notes from a video or experiment and then... <input type="checkbox"/> Locate information using text features <input type="checkbox"/> Cite specific evidence from text to respond to questions, including graphics. INTEGRATE WRITING <input type="checkbox"/> Combine information from different sources to respond to BIG question. <input checked="" type="checkbox"/> <i>Recommended: Students evaluate and improve each other’s responses—improving the evidence they provide.</i>	ASK a BIG FOCUS QUESTION: Students... Take notes from a video or experiment and then... <input checked="" type="checkbox"/> Locate information using text features <input checked="" type="checkbox"/> Cite specific evidence from text to respond to questions, including graphics. INTEGRATE WRITING <input checked="" type="checkbox"/> Combine information from different sources to respond to BIG question. <input checked="" type="checkbox"/> <i>Recommended: Students evaluate and improve each other’s responses—improving the evidence they provide.</i>
Social Science CCSSRI2 Collect information to support an idea CCSSRI7—integrate information from different sources—may include videos.	ASK a BIG FOCUS QUESTION: <input type="checkbox"/> Locate information using text features <input type="checkbox"/> Take notes from a video or image. <input type="checkbox"/> Cite specific evidence from text and video to respond to questions INTEGRATE WRITING Compare and contrast learning from a video and learning from a text.	ASK a BIG FOCUS QUESTION: <input type="checkbox"/> Locate information using text features <input type="checkbox"/> Take notes from a video or image. <input type="checkbox"/> Cite specific evidence from text and video to respond to questions INTEGRATE WRITING Compare and contrast learning from a video and learning from a text.
Word Patterns and Grammar	<input type="checkbox"/> Use dictionary and analysis of context (ongoing) to check the meaning of Multi-meaning words	<input type="checkbox"/> Make guide to inferring meaning of word from context—including examples of multi-meaning words

6th-8th Grades First Quarter, Weeks 7-8 Learning Priorities

	Week of October 15	Week of October 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
<p>Reading Literature CCSSRL9—compare and contrast two texts on the same theme (theme continues emphasis on standard 2; also involves standard 5—writer’s choices)</p> <p>LITERATURE TERMS: COMPARE; ANALYZE; TECHNIQUES; LITERATURE; CONTEXT</p>	<p><input type="checkbox"/> Compare how two writers communicate the same theme in different literature. You may choose to analyze one writer this week and then compare next week.</p> <p><input type="checkbox"/> Analyze the choices each writer makes to communicate the theme.</p> <p>INTEGRATE WRITING: Constructed Response: What choices does the writer make to help the reader interpret the theme?</p>	<p><input type="checkbox"/> Compare how two writers communicate the same theme in different literature.</p> <p><input type="checkbox"/> Analyze the choices each writer makes to communicate the theme</p> <p>INTEGRATE WRITING: Compare and contrast how two writers communicate the same theme in different contexts.</p>
Nonfiction Sources	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia
<p>Science CCSSRI7 AND W7 — integrate information from different sources—may include videos.</p> <p>LITERACY TERMS: INTEGRATE; SYNTHESIZE EVALUATE; EVIDENCE; STRENGTH; RELEVANCE</p>	<p>INTEGRATE WRITING</p> <p><input type="checkbox"/> Combine information from different kinds of sources to respond to BIG question.</p> <p><input type="checkbox"/> Decide what your “Big” idea is.</p> <p><input type="checkbox"/> Evaluate the relevance and strength of your evidence to support the response.</p> <p>✓ Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence.</p>	<p>INTEGRATE WRITING</p> <p><input type="checkbox"/> Combine information from different kinds of sources to respond to BIG question.</p> <p><input type="checkbox"/> Decide what your “Big” idea is.</p> <p><input type="checkbox"/> Evaluate the relevance and strength of your evidence to support the response.</p> <p>✓ Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence.</p>
<p>Social Science CCSSRI7 AND W7— integrate information from different sources—may include videos.</p> <p>LITERACY TERMS: INTEGRATE; SYNTHESIZE EVALUATE; EVIDENCE; STRENGTH; RELEVANCE</p>	<p>INTEGRATE WRITING</p> <p><input type="checkbox"/> Combine information from different kinds of sources to respond to BIG question.</p> <p><input type="checkbox"/> Decide what your “Big” idea is.</p> <p><input type="checkbox"/> Evaluate the relevance and strength of your evidence to support the response.</p> <p>✓ Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence.</p>	<p>INTEGRATE WRITING</p> <p><input type="checkbox"/> Combine information from different kinds of sources to respond to BIG question.</p> <p><input type="checkbox"/> Decide what your “Big” idea is.</p> <p><input type="checkbox"/> Evaluate the relevance and strength of your evidence to support the response.</p> <p>✓ Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence.</p> <p>✓</p>
<p>Word Patterns and Grammar</p>	<p><input type="checkbox"/> Expand sentences with adjectives.</p>	<p><input type="checkbox"/> Use thesaurus to find more descriptive terms to expand sentences.</p>

6th-8th Grades First Quarter, Week 9 Learning Priorities

	Week of October 29 Comprehensive Assessment
Literature Genre	_ fable _ fantasy _ poem _ satire _ drama _ novel _ short story _ mystery _ science fiction _ historical fiction _ myth
Reading Literature CCSSRL 9— compare/contrast two readings on same topic/theme. LITERATURE TERMS: Author’s purpose; historical fiction, realistic fiction; history.	Comprehensive Assessment <input type="checkbox"/> Make reader’s guide—how do you interpret literature? Include examples of literary techniques based on your glossary. <input type="checkbox"/> Make a writer’s guide—turn your reader’s guide into a list of recommendations to a fiction writer.
Nonfiction Sources	_ book _ biography _ history _ article _ atlas _ video _ textbook _ website _ encyclopedia
Science CCSSR6—analyze how the writer’s purpose affects content of a text.	Comprehensive Assessment <input type="checkbox"/> Write science learner’s guide—how do you integrate ideas and information from different sources to synthesize science information to support a central idea?
Social Science CCSSR6—analyze how the writer’s purpose affects content of a text.	Comprehensive Assessment Read an unfamiliar history and identify: <input type="checkbox"/> Writer’s position—how do you infer that? <input type="checkbox"/> How well the writer supports it—evaluate strength of evidence.
Word Patterns and Grammar	Comprehensive Assessment: <input type="checkbox"/> Identify words used in a passage including: ✓ Figurative or symbolic words ✓ Prefixes and suffixes ✓ Root words