**Grades 6-8**

THIRD QUARTER LEARNING PRIORITIES

LITERACY SCIENCE SOCIAL SCIENCE

MATH

**SET MATH PROGRESS PRIORITIES**

*List math content to* ***revisit*** *each week based on NWEA and PARCC*

*while you develop new math competencies and students apply the* ***Math Practice Standards****.*

*If you teach science or social science, integrate graphs and data analysis to connect your content to math as well as literacy.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit  |
| February 6th |  |  |
| February13th  |  |  |
| February20th |  |  |
| February 27th |  |  |
| March 6th |  |  |
| March 13th  |  |  |
| March 20th  |  |  |
| March 27th |  |  |
| April 3rd |  |  |

Strategic Problem Solvers Apply the

Common Core Math Practice Standards

It’s about thinking clearly.

Two of the standards are essential every time students solve any problem, so they are

outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.

**MAKE SENSE OF PROBLEMS**

**AND PERSEVERE IN SOLVING THEM** (1)

|  |
| --- |
|  **Think Clearly*** Reason abstractly and quantitatively (2)
* Construct viable arguments and critique the reasoning of others (3)
 |
|  **Use Models and Tools Strategically*** Model with mathematics (4)
* Use appropriate tools strategically (5)
 |
|  **Recognize and Use Patterns and Structure*** Look for and make use of structure (7)
* Look for and express regularity in repeated reasoning. (8)
 |

**ATTEND TO PRECISION** (6)

*This diagram by the Center for Urban Education is based on “Grouping the SMPs” (McCallum 2011), Supporting Student Success, the Indiana Department of Education.*

**MATH PROBLEM SOLVERS THINK STRATEGICALLY -Response**

*Here are some strategies to solve a math problem.*

*These strategies begin with Math Practice Standard 1:*

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

**They all start with read the problem carefully to figure out what it asks.**

1. Read each sentence carefully to make sure you comprehend it.
2. Decide what the problem includes that you need to use to solve it.
3. Notice any numbers written as words—be sure you include them in your problem solution.
4. Look for context--kinds of numbers—money, time, size.
5. Then use a strategy you know to figure out the answer.
6. Start by estimating what the size of the answer will be.

**Here are some strategies you can use.**

* List information you need to use.
* Use a model.
* Use a rule you know.
* Make a table.
* Make a diagram.
* See if it will take just one step to solve it or more steps.
* Choose an operation to start.
* Guess, check, then correct if I need to.
* Look for a pattern.
* Draw a picture so I see what the problem includes.
* Figure out what information I need.
* Underline the information I need and cross out the things I don’t need.
* Make a graph.
* Make a list of operations—the steps to take.
* Make a table or chart.
* Work “backwards”.
* Think of two different ways to solve it, then choose the one you think will work better.
* Write it as a number sentence.

**Most important: Think carefully and clearly.**

Work with precision—make sure you know what the words in the problem mean.

Make sure you are careful to check your work.

*That is Math Practice Standard 6. Attend to precision.*

**Collaborate to Solve Math Problems to Learn More!**

**You can do this first part by yourself and then pair and compare your strategy with another student’s.**

**Then work together to solve the problem using the strategy you both think will work best.**

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |
| How will I solve it? |  |
| What information do I need to solve it? |  |

Work with another student to solve the problem.

**MATH PROBLEM SOLVING GUIDE**

*Common Core Math Practice Standard: Make sense of the problem, then solve it persistently!*

|  |  |
| --- | --- |
| 1. **What will you**  **figure out?**  |  |
| 2. **How** will you solve  the problem? What strategy will you use? |  |
| 3. What **information**  will you use? |  |

4. Solve it here. If you need more space use the back of the page.

My answer is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What rule or pattern did you use when you solved it?

(*Practice standard 2—think abstractly and quantitatively)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategic Math Problem Solver

CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Read a Word Problem. Figure out ways to solve it.

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |

**Figure out two ways to solve it.**

|  |  |
| --- | --- |
| **A. One Strategy** | **B. Another Strategy** |
| I can … | I can… |

**Which way is better?** \_\_A \_\_B

**Why do you think that strategy is better?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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You can pair and compare your answers with another student’s strategies.

*Then you can solve the problem yourself or work with another student.*

**Use the strategy you think is the best way to solve it.**

**My Own Math Homework Guide**

*Complete this guide at school.*

*List the steps to solve a problem with this week’s skill. Then put an example.*

*Take it home and follow your steps to solve more problems.*

This Week’s Math: How to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **List the Steps to Solve this Kind of Problem** | **Here is my example!** |
|  |  |

**Literacy Common Core Anchor Standards Emphasized**

**Integrated LITERACY 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.

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

|  |  |  |
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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**.  |

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

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

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

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

**Start a Glossary of Literature Interpretation Vocabulary**

CCSSR4—expand academic vocabulary.

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

**Analyze Craft and Structure**

**Ask students to identify examples of these techniques when they read—and to use these techniques in their own writing.**

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 languageflashbackforeshadowinghyperboleidiomimageryironymetaphormoodnarrator* first person
* second person
* third person
* omniscient

onomatopoeiaplot twistpoint of viewrepetitionsatiresensory detailsimilestory within a storysuspensesymbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiaparadoxpersonificationpoint of viewrepetitionrhymerhythmsatiresensory detailsimilesymbolismtonevisual detail voice | allusionanalogyanecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesfigurative languagegraphheadingshumorillustrations imagerynarrative point of viewquotationssarcasmsatiresequence 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
 |

Connect Reading and Writing to Learn More.

***Each week integrates writing in response to fiction and nonfiction.***

***PARCC emphasizes writing about reading so that students read thoughtfully.***

[PARCC-Based Constructed Response Challenges—The PCR](http://teacher.depaul.edu/PARCCBasedConstructedResponse.html)

[Prose Constructed Response Guides](http://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf)  (The PCR)

[**NONFICTION** Prose Constructed Response Organizers](http://teacher.depaul.edu/NonfictionPCROrganizers.html)

[**FICTION and Poetry**Prose Constructed Response Organizers](http://teacher.depaul.edu/Fiction_Poetry_PCROrganizers.html)

### PARCC rubrics for Prose Constructed Responses     [grades 6-12](http://teacher.depaul.edu/Documents/Grade6-11July29RubricFinal.pdf)

For the rubric for PARCC Constructed Response go to

[***http://parcc.pearson.com/resources/practice-tests/english/Grade4-5-ELA-LiteracyScoringRubric-July2015.pdf***](http://parcc.pearson.com/resources/practice-tests/english/Grade4-5-ELA-LiteracyScoringRubric-July2015.pdf)

Go to this link to see examples of PARCC Question sets,

Student constructed responses: <https://prc.parcconline.org>

The writing tasks included this quarter require students to read at the comprehensive and thoughtful levels required by PARCC, so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

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

**LITERATURE AND NONFICTION**

Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)

|  | **Week of February 6** | **Week of February 13** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_spiritual | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_spiritual |
| **[Reading](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) *[Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)***CCSSR9 Compare and contrast texts  | * Compare two stories with same general message/theme.
* How does the writer accomplish purpose—not simply to entertain but what is the message the writer wants you to gain from the story or poem?
* How does the narrator’s point of view influence how the events are described?
* Which techniques do the writers use?
* How are the stories alike/different?
 | * Compare two stories with same general message/theme.
* How does the writer accomplish purpose—not simply to entertain but what is the message the writer wants you to gain from the story or poem?
* How does the narrator’s point of view influence how the events are described?
* Which techniques do the writers use?
* How are the stories alike/different?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4 Structure and useInfer from context | * Possessives and plurals
 | * Contractions
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Argumentative and Literary analysis CCSSW1 and CCSSR 5, 6 (aligns with PARCC) | Write a letter to the author of a passage; explain what you think are the best features of the passage. | Write a letter to the author of a passage that supports a position. Tell how to strengthen the support for a claim the writer makes. |
| **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**How do you read nonfiction? CCSSR5 : | * *Answer one big question with two texts or one text and a video.*
* *Use text features to locate information to respond to analytic questions.*
* *Then use text structure to summarize.*
 | * *Answer one big question with two texts or two texts and a video.*
* *Use text features to locate information to respond to analytic questions.*
* *Then use text structure to summarize.*
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**How do you read nonfiction? CCSSR8 | * *Evaluate the strength of support for an author’s claim.*
 | * *Evaluate the strength of support for an author’s claim.*
 |

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

Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_spiritual | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth\_\_spiritual |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)ComprehensiveCCSSRL2—analyze communication of them; CCSSRL5—author’s techniques and purpose |  If possible, use a nonfiction text to contextualize African American spirituals or songs of the Civil Rights movement. Then interpret a relevant song.* How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)
 | If possible, use a nonfiction text to contextualize African American spirituals or songs of the Civil Rights movement. Then interpret a relevant song.* How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4  | * Subject-verb agreement
 | * Verb tense
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSR9—see PARCC examples; CCSSW2--explanatory | * Organize a constructed response to reading two texts on the same issue.
 | Write the constructed response you organized last week. |
| **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**How do you read nonfiction? Compare and contrast two texts.CCSSRI 2, 5, 9 | * *Answer one big question with two texts.*
* *Use text features to locate information to respond to analytic questions.*
* *Then use text structure to summarize.*
* *Identify any statements that represent opinions.*
 | * *Answer one big question with two texts.*
* *Use text features to locate information to respond to analytic questions.*
* *Then use text structure to summarize.*
* *Identify any statements that represent opinions.*
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSR8—analyze evidence supporting a claim | * *Evaluate the strength of support for an author’s claim.*
 | * *Evaluate the strength of support for an author’s claim.*
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**Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

|  | **Week of March 6** | **Week of March 13** |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL2 analyze themeCCSSRL5 analyze author’s techniques to accomplish purpose (CCSSRL6) | * Analyze how an author develops a **theme**.
* **Infer** author’s **purpose—development of the theme or lesson--** and analyze **techniques** author uses to achieve it—examples, tone, irony, narrator, setting, characterization, **figurative language**
 | * Analyze how an author develops a **theme**.
* **Infer** author’s **purpose—development of the theme or lesson--** and analyze **techniques** author uses to achieve it—examples, tone, irony, narrator, setting, characterization, **figurative language**
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI4 Structure and use; Context | Multi-meaning words | * Synonyms and antonyms
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Argumentative | Outline a constructed response evaluating two texts’ support of a claim | Write the constructed response outlined last week. |
| **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**2 central and main ideas and support5 analyze author’s techniques, structure of text7. Integrate ideas and information from different sources. | * Identify central idea and tell how the writer communicates it—what kinds of examples and other **techniques** does the writer use?
* How does the author use headings, visuals, other **techniques**?
* Contrast text to a video
 | * Identify central idea and tell how the writer communicates it—what kinds of examples and other **techniques** does the writer use?
* How does the author use headings, visuals, other **techniques**?
* Contrast text to a video
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**2 Summarize, main idea5 analyze author’s techniques, structure of text | * Identify central idea and tell how the writer communicates it—what kinds of examples and other **techniques** does the writer use?
* How does the author use headings, visuals, other **techniques**?
* Contrast text to a video
 | * Identify central idea and tell how the writer communicates it—what kinds of examples and other **techniques** does the writer use?
* How does the author use headings, visuals, other **techniques**?
* Contrast text to a video
 |

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

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **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)CCSSRL1 analyze, text, answer questions 2 determine theme3 analyze relationships in a text that support the development of the theme 5 analyze author’s techniques  | * Compare and contrast two stories or a story and a poem with the same theme.
* Analyze each writer’s use of techniques.
 | * Compare and contrast two stories or a story and a poem with the same theme.
* *Analyze each writer’s use of techniques.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI4 Structure and use; Context | Root words | Root words and the effects of affixes on their meaning. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW2—explanatory--analyze text (CCSSRL5)  | *Identify author’s techniques used to communicate a position/claim. Then outline and write your own text incorporating those techniques.* | * Write your text this week--with emphasis on focus support and transitions
 |
| **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**CCSSRI.1Read closely, analyze, answer with evidence; CCSSRI 7 and 9: compare/contrast and combine texts. | **Integrate information and ideas from two or more different sources to respond to the FOCUS QUESTION.*** Write analytic questions about the topic.
* Exchange with another student.
* Answer with **evidence**, information or quotation from the text
 | **Integrate information and ideas from two or more different sources to respond to the FOCUS QUESTION.*** Write analytic questions about the topic.
* Exchange with another student.
* Answer with **evidence**, information or quotation from the text
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.6—purpose; 7—integrate ideas and information from different sources | * *Read a primary source document— Explain its* ***purpose and how you identified the purpose***
* *Then read a text that explain the context of that document.*
* *Revise your explanation of the document.*
 | * *Read a primary source document— Explain its* ***purpose and how you identified the purpose***
* *Then read a text that explain the context of that document.*
* *Revise your explanation of the document.*
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**Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **Week of April 3 COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.5Analyze author’s techniques to communicate theme (2) | Analyze an unfamiliar text:* Author’s **purpose**, message—moral or **theme** of the text--and how the author achieves it—**techniques**, characters, **sequence** of events, other elements the author uses to communicate effectively.
* Make a reader’s guide—how to read fiction—what to notice, how to interpret writers’ techniques.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4  | Make a grammar guide—what I know about grammar—with examples. Then continue to add to it during fourth quarter.  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Analytic—explanatory writing is analytic writing when explaining how a writer communicates. | * Make guide to writing an analytic text based on what you have learned, including examples.
* Emphasize focus and support and how to include citations from other sources.
 |
| **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)**DEVELOP NONFICTION LITERACY**CCSSRI.2 Summarize, identify central idea CCSSRI.5 analyze author’s techniques to communicate ideas | * Write a report that explains an important concept you have learned by reading about one science topic.
* Cite **evidence** from texts you have read, including direct quotations.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.8 Identify relevant evidence to support a claim;CCSSW2: Analytic writing-- analyze author’s techniques to communicate ideas | * Write a report that supports **a claim** about one social studies issue.
* Cite **evidence** from texts you have read, including direct quotations.
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