Meet the NWEA Reading Challenge
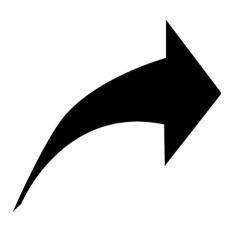

Strategically

Polk Bros. Foundation Center for Urban Education
http://teacher.depaul.edu

Resources

ACTION PLAN FOR NWEA READING PROGRESS

Week	Reading Literature	Reading Nonfiction	Grammar/Syntax

Recommendations:
- Increase text complexity and guide students to adjust their rate of reading to enable them to comprehend the more complex passages.
- Students make glossaries of literacy terms—with their own examples.
- Students explain what they will find in different genres.
- Students put the number of a question next to the part(s) of a passage they used to figure out the answer.
- Students Have students make up their own guide to NWEA test success.

Develop Careful Reading Habits

Students need to develop abilities that help them learn more in every subject. In the left column, note a learning ability you will strengthen. In the right column, note how you will guide students to strengthen that ability. We put some examples. Make your own plan.

Reading Habit	How to Strengthen It
Students take time to think; students re-think	Students answer individually, then pair to COMPARE, then repair (choose a better answer)
Students analyze questions before they answer them.	Students restate the question in their own words. Then they "think out loud"—how will I answer it? Students pair and decide what a multiple choice question asks, then decide which is the best answer—this can be done with online questions—"pick carefully before you click"
Read carefully.	*Make the following steps part of every reading:* Use context to figure out the meaning of unfamiliar words Summarize it and then identify the theme (literature) or central idea (nonfiction) Explain how the author helps the reader understand it—structure of the text, features (nonfiction), techniques.

What is the NWEA Reading Challenge?

text complexity

Recommendation:
Guide students to exercise skills with a text they can comprehend fluently, then guide them to apply the skill with more complex texts.

Task complexity--levels of questions

Recommendation:
Guide students to respond to a complex question with steps—for example, figure out what the question is asking; locate the relevant part of the text to respond; analyze the text; evaluate the responses.

RESOURCES TO SET PRIORITIES

These pages include information about NWEA requirements that you can use to decide what to include in class activities and guided groups.

NWEA Genres

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

What will you do to expand students' knowledge of different 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
	essay 171-180		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		

*NWEA is using the term informational strictly as text that provides information. Informational text is a sub-genre of nonfiction. Autobiographies and memoirs are nonfiction genres. NWEA has classified them as literature, so for purpose analyzing NWEA data—and previewing NWEA requirements--they are listed in the Literature column.
** "True story" is an NWEA term.

Literacy Analysis Terms   CCSSR4—expand academic vocabulary.

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	figurative language	Figure of speech
First person	Flashback	Folk tale
Foreshadow	Formal essay	genre
historical fiction	humor	hyperbole
iambic pentameter	idiom	illustration
image	imagery	irony
legend	literary device	literary element
literature	main character	metaphor
meter	minor detail	mood
moral	myth	narrate
narrative	narrator	novel
omniscient	onomatopoeia	order of events
oxymoron	parable	paradox
paragraph	parallelism	passage
Phrase	Play	plot
plot twist	poem	poet
poetry	point of view	predict
problem and solution	pun	qualities
repetition	resolution	resolve
rhyme	rhythm	riddle
rising action	satire	scansion
scene	second person	selection
sensory detail	sequence	setting
short story	simile	sonnet
stanza	structure	summarize
summary	support	suspense
symbol	symbolism	symbolize
synecdoche	tale	tall tale
theme	third person	third person objective
third person omniscient	title	title page
tone	trait	viewpoint
voice	word play	world literature

NWEA Skills Categories: Reading FICTION

COMPREHEND: What does the story tell me?
LOCATES INFORMATION
INFERS MEANING
MAKES PREDICTIONS
DRAWS CONCLUSIONS

ANALYZE TO INFER
The following NWEA skills relate to inferring the theme or moral of a story.
SUMMARIZES
INFERS/ANALYZES THEME/LESSON/MORAL/MAIN IDEA of a Story or other work of literature

INTERPRET:
What structure and techniques does the author use to communicate the theme?

SETTING
CHARACTER
PLOT—SEQUENCE, CAUSE AND EFFECT, CONFLICT/RESOLUTION
AUTHOR'S VIEWPOINT
TONE
POINT OF VIEW
DIALOGUE
FORESHADOWING
IRONY
MOOD
IMAGERY AND SENSORY LANGUAGE
FIGURATIVE LANGUAGE
SIMILES AND METAPHORS
IDIOMS
SYMBOLISM
(See the list of techniques for more specifics.)

NWEA Poetry Interpretation
The following competencies are specified for poems.
- o **Compares content/concepts**
- o **Analyzes the mood**
- o **Identifies specific forms**
- o Analyzes poems to **determine the main idea**
- o **Compares** poems to determine the **common theme**
- o Analyzes poems to **identify the theme** or main idea
- o **Identifies the mood** in a poem
- o **Infers the author's viewpoint**

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

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

Fiction Writers	Poets	Nonfiction Writers	Biographers

o action
o aphorism
o cliche
o climax
o colloquialism
o conflict
o context clue
o descriptive details
o dialogue
o falling action
o figurative language
o flashback
o foreshadow
o hyperbole
o idiom
o imagery
o irony
o metaphor
o mood
o myth
o narrator
o onomatopoeia
o parallelism
o phrase
o point of view
o qualities
o resolution
o rising action
o scene
o sensory detail
o simile
o stage directions
o suspense
o symbolism
o narration
o tone
o visual detail
o voice
	o alliteration
	o assonance
	o figurative language
	o haiku
	o hyperbole
	o iambic pentameter
	o imagery
	o irony
	o limerick
	o metaphor
	o meter
	o mood
	o narrator
	o onomatopoeia
	o point of view
	o repetition
	o rhyme
	o rhythm
	o satire
	o sensory detail
	o simile
	o stanza
	o symbolism
	o tone
	o visual detail
	o voice
	o word play
		o anecdote
		o argument
		o boldface
		o captions
		o claim
		o compare
		o context
		o contrast
		o data
		o debate
		o description
		o details
		o dialogue
		o examples
		o graph
		o headings
		o humor
		o illustrations
		o main topic
		o narrative
		o point of view
		o primary source
		o quotations
		o persuasive
		o sequence
		o strength of support
		o table
		o text structure:
		   cause-effect
		   compare/contrast
		   description
		   problem-solution
		   sequence
		o thesis; antithesis
		o timeline
		o titles and subtitles
		o tone
		o topic sentence
		o transition
		o viewpoint
		o voice
			A biographer may use many of the nonfiction writer's techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.
			o challenges
			o commentary
			o conflict
			o context details
			o dialogue
			o mood
			o quotations
			o perspectives
			o tone

NWEA Reading Informational Text Requirements

Uses Text Features of Nonfiction to Locate and Analyze Information
- ✓ **Classification**
- ✓ **Diagrams/Charts/Graphs**
- ✓ **Maps**
- ✓ **Glossary**
- ✓ **Bibliography**
- ✓ **Author's Biography**
- ✓ **Index/Table of Contents**
- ✓ **Label**
- ✓ **Schedule**

Locate Information, Then Compare/Contrast, Sequence, Identify/Infer Cause-Effect; Infer/Draw Conclusions
- ✓ **Locate Information**
- ✓ **Compare/Contrast**
- ✓ **Sequence of Events**
- ✓ **Infer**
- ✓ **Draw Conclusions**
- ✓ **Cause/Effect**

Summarize Then Infer Main Idea and Author's Purpose
- ✓ **Summarize/Describe**
- ✓ **Key Details**
- ✓ **Main Idea**
- ✓ **Synthesize**

Author's Intent/Purpose
- ✓ **Author's Viewpoint/Bias**
- ✓ **Point of View/Purpose**
- ✓ **Facts vs. Opinions**
- ✓ **Validity of Information**
- ✓ **Author's Style/Technique**
- ✓ **Persuasive Language**

NONFICTION READING STRATEGIES

Numbers in parentheses indicate applied Common Core reading standards.
Check the strategies you will emphasize as students prepare for NWEA.

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

Text Features of Nonfiction
- ✓ Diagrams/Charts/Graphs
- ✓ Maps
- ✓ Glossary
- ✓ Bibliography
- ✓ Author's Biography
- ✓ Index
- ✓ Table of Contents
- ✓ Title Page
- ✓ Guide Words

Reference Sources
NWEA questions include items that ask students how to use these, items that ask which source to use to accomplish a task such as "Which would you use to write a paper about a historic event."

This list includes all levels of NWEA.
Some items such as the Annotated Bibliography would not be relevant to earlier grades.

Almanac
Annotated Bibliography
Dictionary
Encyclopedia
Field Guide
Formal Essay
Magazine
Manual
Newspaper article
Primary source
Report
Science Book
Thesaurus

Grammar, Syntax, Punctuation

161-170	181-190 AFFIXES
capital letter	Recognizes multiple meanings of homographs
comma	Selects the correct definition of a suffix (-phobia)
contraction	Selects the correct meaning of a prefix and root
exclamation mark	word; Selects the correct meaning of a word
period	based on its prefix
question mark	Selects the correct word when given the
sentence fragment	definition of the suffix
	Selects the correct word when given the
171-180	definition of the suffix and root word
apostrophe	Uses prefixes, suffixes, and root words (meaning
past tense	of each part given) to construct a word with a
possessive	given meaning
Chooses the correct prefix (re-)	
Chooses the correct prefix (un-)	191-200
Chooses the correct suffix based on context (-er)	abbreviation
Chooses the correct suffix based on context (-ful)	clause
Chooses the correct suffix based on context (-less)	formal language
Chooses the correct suffix based on context (-y)	future tense
	imperative sentence
181-190	interjection
adverb	main clause
colon	main heading
compound sentence	part of speech
heading	predicate
hyphen	proofread
plural	simple sentence
proper noun	Chooses the correct word based on context and
punctuate	knowledge of a suffix (-ist)
quotation	Chooses the prefix that when added to a given
quotation mark	root word will best complete a given statement
run-on sentence	(e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-, il-)
semicolon	
singular	
subject verb agreement	
tense	
verb phrase	

Grammar, Syntax, Punctuation

201-210	Selects the correct definition of a suffix (-phobia)
active voice	Selects the correct meaning of a prefix and root word
adjective clause	Selects the correct meaning of a word based on its prefix
adjective phrase	Selects the correct word based on the suffix and definition
adverb clause	Selects the correct word when given the definition of the suffix
antecedent	Selects the correct word when given the definition of the suffix and root word
capitalization	Uses prefixes, suffixes, and root words to construct a word with a given meaning
common noun	
complex sentence	
compound-complex sentence	
conjunction	
declarative sentence	
dependent clause	**211-220**
direct object	Comma Splice
direct quotation	Fragment
gerund	Participial
independent clause	
introductory sentence	**221-230**
irregular verb	dash
linking verb	ellipsis
modifier	infinitive
multiple meaning word	italics
noun clause	predicate noun
noun phrase	reflective pronoun
parentheses	
participial phrase	**231-240**
preposition	appositive
present tense	objective pronoun
singular noun	
subordinate clause	

prefixes and suffixes

Analyzes similar words to determine the meaning of a prefix

Determines the meaning of a word when a prefix of given meaning is attached to that word

Determines the meaning of an adjective from

Gives the meaning of the prefix un-

Gives the meaning of words (meaning of root given) that contain the prefix pre-

Identifies words (containing prefixes and/or suffixes) that come from the same root or base word

ACTIVITY RESOURCES

Strengthen Student Strategies: READING FICTION

NWEA Competence	Strategy
All competencies	• Confirm that you know what the terms mean--explain what the literature term means with an example: character trait, inference, theme, plot, other terms—see list of terms. • Read a question, decide how to figure out the best response, then evaluate which answer is best.
Figure out the theme of a story	• Identify the important events. • Figure out what lesson or message the author wants the reader to understand because of those events.
Infer character traits	• Identify actions a character takes. • Figure out what trait those actions show the character has.
Identify techniques an author uses.	• Identify techniques used in a story. • Explain how the technique an author uses helps you understand the characters, setting, or plot of a story.
Interpret complex text	• Adjust rate of reading to complexity of text. • Read the story completely, then revisit it to respond to questions.

Question Builders

The following question frames can be used by teachers to focus students on specific interpretation and analysis skills. The students should read the entire selection and then respond to specific questions. Students also can construct their own questions with these frames.

Infer word meaning from Context
- What does ____ mean in paragraph __?
- Which word in paragraph __ helps the reader understand the meaning of __?
- Which word best defines ____ [a word] as used in this sentence?
- In paragraph __, it says … What is a ____?
- Which of these is the meaning of ____ as used in paragraph n?
- Which of these is closest in meaning to ___ as used in the passage?
- Which word in paragraph __ helps the reader know what _____ means?
- What phrase means the opposite of _____ as used in paragraph x?
- What does the word _____mean in paragraph x?

Use etymology (upper grade)
- Based on the etymology of the word ____, what does ____ mean?

Synonyms and Antonyms
- Which word from means the same as ___ in paragraph __?
- What is a synonym for _____ in paragraph n?
- Which would be the best synonym for ___?
- Which is the antonym of _____?

Classify Genre
- What is the genre of _____?
- Which term best describes this type of literature?

Locate Information
- What question does the article answer?
- What was one way that _____?

Analyze details
- Which word from paragraph __ shows that _____?
- Which word best describes _____

Analyze a Table, Chart, Other Source in Nonfiction
- Which conclusion does the table support?
- According to the article and the map, in which place _____?
- According to the chart, which statement is true?

Compare/Contrast
- How is _____ different from _____?
- Which of these is most like _____
- ___ and ___ were alike because they both _____

Analyze Plot
- What is the purpose of _____? [an action by a character]
- Which of these best describes the problem in the passage?
- How do _____'s feelings change from the beginning to the end?

Analyze Sequence and Infer Cause-Effect
- What do the people do last at_____?
- According to the passage, which of these happened first?
- According to the passage, what causes ___?
- How did _____ change _____
- What is the most likely reason _____?
- What happened because _____?

Analyze characters
- What is the most important thing __ learns about himself?
- How does __ *most likely* feel about ___?
- How does __[a character] change from the beginning to the end of the passage?
- Which words best describe _____'s character?

Infer motive
- Why does _____ feel _____?
- Why does _____ do _____?

Infer a prediction
- After reading the title, what should you expect to learn from this selection?
- After reading the passage, which is the most likely to occur?

Structure of the Passage
- Which is true of paragraphs __ and __?
- Which of these best describes the organizational pattern in paragraph 3?
- How does the author organize paragraphs x through x?
- Why is paragraph ___ important in this selection?
- How does the author organize the information in this article?

Setting
- Which does "_____" suggest about the setting?
- Which detail explains the setting?

Summary
- Which phrase *best* summarizes paragraph __?
- What is the passage *mainly* about?
- Which is the *best* summary of "_____"?

Interpret Figurative Language
- What does _____ mean as used in the passage?
- Which of these is a metaphor?
- How does the narrator describe _____?

Theme (fiction and poetry) or Central Idea (nonfiction)
- What is the main idea of paragraphs __-__?
- Which sentence from paragraph __ expresses the main idea of the paragraph?
- Which of these is a theme of this story?
- What is another good title for this passage?

Distinguish minor and significant details
- Which of these is a minor detail in the passage?
- Which of these is an important detail that supports _____?

Identify Opinion
- What is an opinion from the story?
- Which of these is an opinion from the passage?
- Which sentence best describes the author's opinion of _____?
- What statement from the passage is an opinión?
  Which of these statements is a fact?

Support for a Claim
- Which sentence from the passage *best* support the idea that …?
- How does the author support the idea that _____?
- Which claim is supported by evidence from "_____"?

Author's techniques
- Why does the author compare ___ to ___?
- What is the *main* purpose of _____ [a text feature]?
- Which statement from the passage <u>best</u> represents ___'s mood in paragraph __?
- Why did the author include _____ in paragraph __?
- Why does the author include these details?
- Why does the author include the phrase __?
- Which literary device is used in the sentence below?
- What literary device is used in the text below?
- Which of these techniques did the author use in the story?

Infer Mood
- What is the mood in most of the story?
- How does the author create the mood?

Infer Tone
- In paragraphs xx to xx, what is the author's tone?
- What is the tone of the passage?
- Why does the narrator refer to _____ as _____?

Identify point of view
- From which point of view is the passage told?
- In this poem, which point of view does the poet use?

Author's Purpose
- Which does the author want the reader to learn from this passage?
- What is the author's *main* purpose for comparing ____ to ___?
- What was the author's purpose in writing _____?
- What is the most likely reason the author wrote this selection?
- Why did the author write this selection?

Infer the Author's Point of View
- With which statement would the author most likely agree?
- What is the author's point of view?

Identify Genre and Purpose of the Genre
- Which would be the best to read to learn how to _____?
- In which book would this selection most likely be found?
- Who would be most likely to use this article?
- Which book would the author most likely have used to write this selection?
- Which of the following books would most likely contain information about _?
- This selection is an example of which kind of literature?
- What type of story is _____?

Genre-Focused Learning Activity *Examples*

Poetry

Picture the **important words** in the poem—words that give the reader an image.
Analyze a poem, **restate the meanings of important lines**.
Make **metaphor or simile** chart: word in column 1; picture in column 2.
List **examples of techniques** the poet used. Explain how they helped communicate the theme.
Write a poem that **communicates** the same **theme.**

Nonfiction

Use **nonfiction features** to **identify important ideas and information**. Then make a "learner's guide"—how do you learn when you read nonfiction?
Clarify structure of a text: **Outline passage**, identifying **important ideas** and **supporting information**. **Identify central idea**. **Summarize** the passage, stating **central idea.**
Analyze Cause-Effect: Make timeline of important events in a **nonfiction narrative**--biography or history. Explain an important **choice, causes** and the **effects** of that choice.
Integrate information: Identify **relevant information** from two different articles to respond to a **constructed response prompt**.
Compare and contrast ideas and content of two different texts on same topic.

Fiction--Elements of Fiction—Author's Choices

Sequence--make timeline of events in a story--identifying important actions. Identify **causes and effects** of an event.
Complete "map" a story", **characters** and **setting**; **problem** and **solution**.
Write concise **summary**. Decide which event(s) are most important and how the writer uses them to communicate the **theme.**
Infer the theme of the story and **support analysis with evidence** based on the author's choices. (NWEA uses main idea and also theme in different questions.)
Compare and contrast two stories with same theme.
Plan a story to communicate a theme (or main idea—NWEA term).

Fiction--Character Development

Also can apply to biography analysis.

Complete **character analysis** chart: how author communicates the **traits** and **feelings** of characters in the story--**actions, dialogue, reactions** of characters.
Add **dialogue** to a story—what might the characters have said at different points?
Dramatize a story, **selecting events important to the character's development** and adding dialogue that communicates how the central character develops.
Analyze how the author uses the character's development to support the theme of the story.
Synthesis: Write the next part of the story—tell what the character does next.

Activities that will develop students' ability to analyze literature—in different genres.

This list is intended to inspire creative thinking by students.

They can choose a task that they apply to a current text.

1. Advertisement for a book or a genre
2. Autobiography (fictional but realistic) or a character
3. "Before and After" portrait of a character representing changes
4. Biography of a character or real person, with illustrations
5. Cause, effect, indirect effects diagram
6. Debate
7. Dialogue (add to a story or historical event)
8. Diary of a character
9. Draw the setting
10. Exhibit about a time period/context
11. Figurative language list with illustrations
12. Graphic organizers with icons instead of or in addition to words
13. Hats for characters that communicate their traits
14. Illustrations for poems or stories
15. Journal that a character or person (historical or biography) might have written
16. Letter—from a character to another, from you to the writer, from … to …
17. "Map" a story
18. Nonfiction reader's guide
19. Novel reader's guide
20. Poem about or "by" a character or to communicate theme
21. Poet's Toolkit—technique list with examples
22. Questions based on a reading
23. Resume of a character
24. Song based on a story
25. Story Reader's Guide—how to read a story
26. Story Writer's Guide—how to write a story
27. Symbol for a character or a theme
28. Timeline for a story—with pictures showing significant events
29. Unpoem—restate a poem in a paragraph
30. Venn diagram to compare and contrast literature or nonfiction
31. Web diagram to represent a theme—including symbols or drawings
32. Write the next part of the story

POETRY INTERPRETATION QUESTIONS

Before/At Beginning of Reading   What kinds of things does a poet do to write a good poem?

Students should read a poem at least two times so first they appreciate it and then interpret it.

After First Reading	After Second Reading
Infer from Context What does the word _____ mean? *Why do you think so?*	**Identifies specific form of poem** Which kind of poem is it? (limerick, haiku, sonnet are examples). How do you know?
Analyze Mood How does the poet want you to feel? *Why do you think that?*	**Analyze Author's Techniques** What technique does the writer use? rhyme repetition irony sensory language simile metaphor symbolism figurative language
Analyze Structure Why does the poet start with the first sentence—what does the poet want you to think about because of that first sentence? Why does the poet end with the last sentence? What does the poet want to be sure you think about because of that last part?	*How does that technique help the poet communicate the idea or theme of the poem?*
Identify/Infer the Main Idea or Theme What is the main idea or theme of the poem? State it in a sentence. *What parts of the poem communicate that theme?*	**ADVANCED:** **Compare this poem to another poem or to a story with a similar theme.** *How are they alike?* *How are they different?*

Poem Analyzer   *Italicized items are NWEA specifications.*

Read a poem three times.

First time, enjoy it!

Note what you like about the poem. Draw a picture that shows what you see when you read it.

Second Time: Interpret It.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(191) Analyzes poem to determine main idea. (NWEA uses main idea and theme.)

What is the theme? _____

What is one statement from the poem that best represents that theme or main idea?

(221) Evaluates statements to choose the one which best represents the main idea of a poem

_____

How does the author feel about the topic? _____

(191) Infers author's viewpoint (term not used) in poems.

What does the writer include that tells you that? _____

_____

Third Time, Analyze how the writer helps you understand the poem.

CCSSR4. **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.

What is the mood of the poem?*(181)* _____

List one line that shows that mood. (*181)* _____

_____

Look for examples of these kinds of words and phrases. List one you find (if you find it).
Tell what it means.

simile (181)	
metaphor (201)	
image (201)	

Think More   Explain how the writer helps you understand the poem. (191)
Do More   Write your own poem about the same theme.

Grammar and Punctuation Make Meaning Clear

The Grammar, Syntax, and Prefix/Suffix Challenge
NWEA requires students to know subject-verb agreement, possessives, and much more.

- Feature grammar that students need to improve: students look for examples of it when they read, then make their own grammar glossary.
- Post incomplete sentences, ask students to decide the best word(s) to complete them.
- Construct a prefix and suffix poster with students—examples of how they change meaning of a word.

Plus: What are your activities to strengthen students' abilities to apply these abilities when writing or reading?

Free and Valuable Online Reading Resources

The following pages contain links for teachers and parents to use as resources. These sites were recommended by the International Reading Association (IRA) and The National Council of Teachers of English (NCTE).

25 Activities for Reading and Writing Fun (Reading Rockets Web Site)

http://www.readingrockets.org/article/392/

"Fun" is the key word in this selection of 25 reading and writing activities for families with children (infants to sixth grade). Scroll through to find your child's grade range and then pick an activity to do today!

Between the Lions

http://pbskids.org/lions/index.html

This website is designed for parents and kids to surf together. Stories from the popular PBS show are posted online with links to associated games.

Book Adventure

http://www.bookadventure.com/

Book Adventure is a free reading motivation program for children in grades K-8. Children create their own booklists from recommended titles, take multiple choice quizzes on the books they've read offline, and earn points and prizes for their literary successes.

Enlighten Me

http://www.enlightenme.com/enlightenme/pta/

Created by Verizon Reads and FableVision, this website for children ages 7-12, as well as parents, teachers, and caregivers, features articles, activities, and booklists designed to promote creative thinking and encourage a lifelong love of reading.

International Children's Digital Library (ICDL)

http://en.childrenslibrary.org/

Imagine a world where a comprehensive library of international children's literature is available to all children across the globe. With participants from around the world, this 5-year research project is building an international collection of children's books that reflects both the diversity and quality of children's literature.

Character Scrapbook (K-8)

Children can analyze the characters in any book, as well as print and collect scrapbook pages.

http://teacher.scholastic.com/activities/scrapbook/index.htm

Let the Show Begin! Literary Talent Show (Grades K-6)

Children choose their favorite songs, poems, or stories to act out in a talent show for friends and family.

http://www.readwritethink.org/parent-afterschool-resources/activities-projects/show-begin-literary-talent-30609.html

Share What You're Reading (Grades 1-12)

Share what you are reading with other students and discover new books

http://teacher.scholastic.com/activities/swyar/index.asp

Library in the Sky
http://www.libraryinthesky.org/
Containing over 15,000 links to educational resources on the Internet, this site guides teachers, students, parents, librarians, and members of the community on their journeys through cyberspace.

Literature Resources
http://www.about-arts.com/
About-Arts.com -- A directory of literature-related websites and discussion groups.

Merriam-Webster Online: The Language Center
http://www.merriam-webster.com/
You can access the full text of *Merriam-Webster's Collegiate Dictionary* and *Collegiate Thesaurus*. Site links take you to word games and the featured "Word of the Day".

Reading Rockets
http://www.readingrockets.org
A project of WETA, the public broadcasting station in Washington, DC, this site provides detailed information about learning to read and strategies for supporting struggling readers at home, at school, and in the community. It offers news, practical information, expert advice, and resources for parents, teachers, tutors, child care providers, and policymakers.

RIF Reading Planet
http://www.rif.org/kids/readingplanet.htm
RIF Reading Planet is a place where kids and families come together to explore the world of books. Grown-ups can browse through a universe of activities and ideas for motivating kids to read. Kids can post reviews of favorite books and participate in interactive games and activities.

Talking Over Books
http://www.edb.utexas.edu/resources/talking/
Part of the UTOPIA project of the University of Texas at Austin, this site provides ideas and resources for sharing books with young children: reading them, discussing them, enjoying them together, and celebrating the child's developing literacy skills.

Word Central
http://www.wordcentral.com/
Merriam-Webster's site just for kids features the "Daily Buzz Word", spelling bee quizzes, student dictionaries, and "Build Your Own Dictionary."

Young Authors' Workshop
http://www.planet.eon.net/~bplaroch/Teacher.html
Links to websites on all aspects of the writing process for kids, including places to publish their writing.