**Grades 6-8**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES



**For resources to support learning progress, go to**

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)**.**

**Links to specific resources are embedded in the following pages.**

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**Learning Guides in Spanish and English**

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

***Readings--Texts in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

[**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**Activities to Develop Comprehensive   
Reading/Thinking\Writing Competence**

* **Expand**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)
* [**Writing Guides**](http://teacher.depaul.edu/html/Writing1.htm)
* [**Primary Guides**](http://teacher.depaul.edu/PrimaryLiteracyResources.html)
* [**Common Core Standards**](http://teacher.depaul.edu/CommonCoreStandards.html)**Charts**
* [**Common Core Posters**](http://teacher.depaul.edu/CommonCorePosters.html)
* [**Nonfiction Learning Guide**](http://teacher.depaul.edu/Documents/NonfictionLearningGuide.pdf)

**Reading Texts and Guides**

* [**Fiction**](http://teacher.depaul.edu/Fiction.html)
* [**Nonfiction**](http://teacher.depaul.edu/Nonfiction.html)
* [**Poetry and Proverbs, Speeches and Songs**](http://teacher.depaul.edu/PoetrySpeechesSongs.html)

**CONNECT SEL and LITERACY**

[***Incorporate SEL***](http://teacher.depaul.edu/Documents/IncorporateSELfromtheStart.pdf)[**Exemplary Trait/EmotionsChart**](http://teacher.depaul.edu/Documents/Ms.BrunettaWashingtonclarifiescharactertraitsvsemotions.pdf)

***Teaching/Learning Resources***

* [*Develop Thinking Across the Curriculum*](http://teacher.depaul.edu/Documents/developthinkingcrossthecurriculum.pdf)
* Online Resources to [Strengthen Math](http://teacher.depaul.edu/Documents/OnlineResourcesStrengthenMathUpdated2-2-18.pdf)
* [*Strengthen Science Learning*](http://teacher.depaul.edu/Documents/StrengthenScienceLearning.pdf)

**MATH MIX: New and Continuing PRIORITIES**

Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; science; social science--*Integrating math into science and social science makes math more meaningful.*

***The two-day Weeks of November are an ideal time for a comprehensive math mixer—students participate in a “math bowl” or make and exchange math problems or make their own math posters to clarify the math they have learned—as a thank you to their teacher!***

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

\_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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***STRATEGIES* ENABLE READERS TO USE SKILLS Choose week(s) to emphasize each strategy.**

Numbers in parentheses indicate applied Common Core reading standards.

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| **Strategy** | **Week** | **EVERY week!** |
| Preview a passage. (R1 and R5) |  |  |
| Establish a purpose for reading. (RF4) |  |  |
| Skim a text to see major visual patterns—see how the pages are organized. (R5) |  |  |
| Identify structure of text—how did the author organize it? (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) |  |  |
| Locate 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 (R1 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. (R2) |  |  |
| 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) |  |  |

**INCREASE COMPLEXITY OF TEXT**

This calendar 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 tasks 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.

The calendar lists tasks that are aligned with Common Core standards, tasks that can be activities or assessments.

**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*](http://www.corestandards.org)

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**Integrated Standards:**

**Standard 1-- Cite** textual **evidence** that **most strongly** **supports** **analysis** of what the text says explicitly as well as **inferences** drawn from the text—is developed in conjunction with responding to questions and tasks based on the other reading standards. Competence in all reading standards supports **standard 10—“**By the end of the year, reading and comprehend literature and nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The following charts include standards emphasized—and demonstrate how the complexity of the process increases grade to grade but the core process is the same.

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

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|  | **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 text; provide an objective **summary** of text. | **Determine** two or more **central ideas** in a text and **analyze** their **development** over the course of the text; provide an objective **summary** of the text. |
| 8 | **Determine** a **theme** or **central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to the **characters**, **setting**, and **plot**; provide an objective **summary** of the text. | **Determine** a **central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to **supporting** **ideas**; provide an objective **summary** of the text. |

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

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

**Reading Anchor Standard 4:**  **Interpret words** and **phrases** used in a text, and **analyze** how specific **word choices shape meaning or tone**.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of a specific **word choice** on meaning and **tone**. | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings. |
| 7 | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** and **connotative** meanings; **analyze** the impact of rhymes and other repetitions of sounds on a specific verse of a poem | **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings; **analyze** 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 meaning** of **words and phrases** as they are used in a text, including **figurative**, **connotative**, and technical meanings; **analyze** the impact of **specific word choices** on meaning and **tone**, including **analogies or allusions to other texts**. |

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

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

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

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

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

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

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

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

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

Grade 5 standard is included here so that teachers can identify prerequisite skills to guide students to develop if they need additional support to reach middle grade standards.

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 5 | **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. |
| 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**. |

**The Speaking and Listening Standards are LEARNING practices.**

**They strengthen learning every week.**

**Comprehension and Collaboration**

**Use these as criteria for collaborative conversations and active participation in guided groups.**

* [SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

[\_\_SL.6.1a](http://www.corestandards.org/ELA-Literacy/SL/6/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[\_\_SL.6.1b](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[\_\_SL.6.1c](http://www.corestandards.org/ELA-Literacy/SL/6/1/c/) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[\_\_SL.6.1d](http://www.corestandards.org/ELA-Literacy/SL/6/1/d/) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Use this as a requirement—after students use technology to learn, they should report what they have accomplished.**

* [SL.6.2](http://www.corestandards.org/ELA-Literacy/SL/6/2/) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**This standard relates directly to CCSSR8—analyze the strength of support for a claim. The election process is one of many opportunities to exercise this competence.**

* [SL.6.3](http://www.corestandards.org/ELA-Literacy/SL/6/3/) Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Presentation of Knowledge and Ideas**

**Use these as criteria for student presentations.**

* [SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
* [SL.6.5](http://www.corestandards.org/ELA-Literacy/SL/6/5/) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
* [SL.6.6](http://www.corestandards.org/ELA-Literacy/SL/6/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**LITERATURE Grades 6-8 Weeks 10-12 Learning Priorities**

**Quarter Focus: How writers communicate a theme in different genres (CCSSR9).**

*Weeks 10-11 are combined—week 10 includes few instructional days.*

*Week 12 includes only 2 instructional days.*

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|  | **Weeks 10-11** | **Week 12** |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_\_legend \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| CCSSR5 and 6—analyze purpose, structure, techniques—the author’s choices    *Recommended: Use the index of your anthology to locate stories with techniques you want to include such as irony.*  *If you are using a novel, continue the novel and also use a short story that features those techniques.*  Analyze how writers use techniques in different [**genres**](http://teacher.depaul.edu/AnalyzeGenres.htm)  Analyze [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html) | Begin an **ongoing genre focus**: Students can explain how genres differ--features of legends, myths, folktales, realistic fiction, other genres. *Recommended: Students start a chart of genre techniques. Continue this analysis as students analyze more genres during the school year.*  Students identify techniques writer uses to communicate the theme or central message of a story.  During second week, revisit text to analyze techniques and identify effects on reader.  *Assessment: Make a two-column chart based on this week’s reading.*   |  |  | | --- | --- | | Technique | Example | |  |  | | *Recommended: Students make a chart of different genres.*  *They list examples of works in each genre.*  *Students select the literature they have read that they like best.*  *They explain why they like it, including statements about the techniques the writer uses.* |
| **Literature Terms (CCSSR4)** | genre, structure, techniques, central message, effect, literal, figurative—other technique terms | Students make glossary of techniques—see list of techniques on next page. |
| **Integrate Writing**  **CCSSW2—expository**  **/ANALYTIC** | Week 10 prepare to write constructed response—write it or improve it in 11--Identify techniques the writer uses and explain how they help communicate theme. | Write examples for the glossary of author’s techniques. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSW5 | List from text examples of effective use of punctuation. | Make a punctuation guide including semi-colon, ellipse, other kinds of punctuation. |

**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.

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| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  foreshadowing  hyperbole  idiom  imagery  irony  metaphor  mood  narrator   * 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:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**Resources**

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

* [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)
* [Reading Strategies](http://teacher.depaul.edu/ReadingStrategies.htm): Think Carefully
* [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)
* [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)
* [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)
* [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)
* [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)
* [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)
* Infer/support  a [**prediction**](http://teacher.depaul.edu/Infer-SupportaPrediction.html)
* [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)
* [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)
* [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)
* [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)
* Support your [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html)
* Analyze [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)
* Analyze how writers use techniques in different [genres](http://teacher.depaul.edu/AnalyzeGenres.htm)
* [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides
* [**infer**](http://teacher.depaul.edu/Make-ExplainanInference.html) with evidence  CCSSR1--read closely, then make logical inferences with evidence.  This section lists all the inference items from the previous sections.

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

**Grades 6-8 Weeks 13-14 Learning Priorities**

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **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)  Analyze techniques (CCSSR5) and infer purpose (CCSSR6)  CCSSR.9 contrast literature with same theme (CCSSR2) | * Analyze how writers of two different genres communicate a parallel theme—example, poem and story, myth and legend. You could include a story read previously. * This analysis continues in the following week—the constructed response essay that students compose is based on this week’s readings. * **Infer** author’s **purpose—development of the theme or lesson--** and analyze **techniques** author uses to achieve it—examples, tone, setting, characterization, **figurative language** | * Continue analysis of how writers of two different genres communicate the same theme. * **Infer** author’s **purpose—development of the theme or lesson--** and analyze **techniques** author uses to achieve it—examples, tone, setting, characterization, **figurative language** authors develop it. |
| **Literature Terms (CCSSR4)** | * characterization, figurative language, tone, author, purpose, conflict, conflict resolution, elements of fiction, plot structure * analyze, compare, contrast | * characterization, figurative language, tone, author, purpose, conflict, conflict resolution, elements of fiction, plot structure * analyze, compare, contrast |
| Resource Links  Graphic organizers to guide and assess  [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) | Resource link: Analyze how writers use techniques in different [**genres**](http://teacher.depaul.edu/AnalyzeGenres.htm) | Resource Link: Analyze [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html) |
| **Integrate Writing**  **CCSSW2—expository**  **/ANALYTIC** | Constructed response—outline a comparison/contrast analysis of two different texts (based on the readings of the week). | * Write the constructed response based on the outline from last week. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSW5—improve writing | Make a guide to grammar correction with examples of subject-verb agreement and tense that you correct.  Make your own prefix-suffix example list—  Inter- de- mis- re- in- dis tri – pre- il- re- un-  --ist -less -phophia -ness –er -ful –y | Check your writing of the constructed response for subject-verb agreement and tense. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5 edit for grammar and usage to improve writing. | Use a thesaurus to identify words that are useful to write about a writer’s techniques. | Use thesaurus to identify words to enhance the constructed response. |

**Grades 6-8 Second Quarter, Weeks 15-16 Learning Priorities**

**LITERATURE**

|  |  |
| --- | --- |
|  | **Include assessment of weeks 10-14 and response to identified needs.** |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction  \_\_legend \_myth |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL2 theme  CCSSR5 analyze author’s techniques and choices to develop the plot | * Analyze the role of the narrator in a story. * Analyze the writer’s use of dialogue in a story. * Analyze author’s techniques in different genres—use the comprehensive list of techniques –students create a “glossary” of those techniques with examples from literature they have read or examples they create. |
| **Literature terms** | tone, voice, perspective, colloquialism, informal language, emotion, conflict  Narrator   * first person * second person * third person * omniscient |
| **Integrate Writing**  **CCSSW3—narrative** | * Add dialogue to a story |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSW5 improve writing | * Make the story editor’s guide to using correct grammar. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5 edit for grammar and usage to improve writing. | * Make a story writer’s guide to using dialogue that includes colloquialisms and other techniques. |

**Grades 6-8 Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE**

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| --- | --- | --- |
| **Literature Genre**  *This two-week sequence starts with fiction, continuing the week 15 focus on narrator and dialogue.* | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction  \_\_legend \_myth | *Include drama at this point as a contrast to fiction.*  \_\_drama |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL2 theme  CCSSR5 analyze author’s techniques and choices to develop the plot | * Analyze the role of the narrator in a story. * Analyze the writer’s use of dialogue in a story. | * **Contrast** how authors of drama and fiction communicate ideas. * Analyze how authors of plays use dialogue and other **techniques** to create a mood. * Compare the use of chapters in a novel to scenes in a drama. |
| **Literature terms** | tone, voice, perspective, colloquialism, informal language, emotion, conflict  Narrator   * first person * second person * third person * omniscient | stage directions, pacing, scene, theme, dialogue, tension, mood |
| **Integrate** [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  **CCSSW3—narrative** | * Add dialogue to a story | * Add a scene to a play. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSW5 improve writing | * Make the story editor’s guide to using correct grammar and punctuation, including quotation marks. | Use the story editor’s guide to improve your play. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5 edit for grammar and usage to improve writing. | * Use sentence expansion to improve the dialogue in the play. | * Improve the scene in the play based on conventions and on requirements for effective dialogue such as use of patterns of speech consistent with a character, |

**Grades 6-8 Second Quarter, Weeks 19-20 Priorities**

**LITERATURE**

**The nonfiction focus of social science literacy development is on analyzing argumentative texts. Week 19 of literature also focuses on that competence.**

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| --- | --- | --- |
| **Literature Genre** | speech | speech |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSR8 analyze support for a message in a speech.  CCSSRL 9—compare/contrast two readings on same topic/theme—emphasis on techniques of the writer (CCSSR5) | * Determine the **central message** of a speech. * Analyze how the writer develops it—what examples support it. * Analyze author’s use of words, examples, comparisons, contrasts, symbols, similes, other techniques to accomplish **purpose** | * Determine the **central message** of a speech. * Analyze how the writer develops it—what examples support it. * Analyze author’s use of words, examples, comparisons, contrasts, symbols, similes, other techniques to accomplish **purpose—next page lists techniques.** |
| **Literature terms** | * Evidence, support, reliability, strength, example | Make glossary of literature techniques including examples cited from texts or constructed by students. Next page lists techniques. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Constructed response  Analytic writing (CCSSW2) | * Analyze a speech. Evaluate the strength of evidence provided to support the central claim. * Improve your response—strengthen the use of transitions. | * Improve another student’s constructed response for use of transitions, focus, and support. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  Analyze word | * Explain with examples how to use structure (**root-prefix-suffix**) to determine word meaning in text. | Make a guide to good grammar—with examples students construct or cite, and nonexamples that they construct and correct. |
| [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5 edit for grammar and usage to improve writing. | * Improve the use of verbs in the analysis you wrote. Use verbs that are clear and specific. | * Write a guide to writing a constructed response. |

**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   * 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:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**SOCIAL SCIENCE LITERACY PRIORITIES Grades 6-8 Weeks 10-12**

Weeks 10-11 are combined—week 10 includes few instructional days.

Week 12 includes 2 instructional days.

**Read/Write to Learn; Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
|  | **Weeks 10-11** | **Week 12** |
| **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 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  2 analyze ideas—central and main  6 analyze structure | ***Teacher sets a FOCUS question.***  *Teacher models how to figure out structure of a text.*   * sequence or time order * compare and contrast * description * cause-effect   **Students** use text features and structure of text to identify main ideas and central idea.  ***Academic Vocabulary***  *Student constructs topic glossary.*  ***Write to Respond***  *Student collects ideas and information to respond to the Focus Question, citing evidence from the source.* | ***Students select a topic they have learned and organize/outline a nonfiction report using one of these structures:***   * sequence or time order * compare and contrast * description * cause-effect |

|  |  |  |
| --- | --- | --- |
|  | **Week of November 26** | **Week of December 3** |
| **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 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSR7 integrate ideas and information from different sources  CCSSR5 Use text features to locate information. | **Teacher sets a FOCUS question.**  Students locate ideas and information to respond to it.   * Identify text features the writer uses. * Identify text structure * Outline or use a graphic organizer to show the central idea and supporting ideas.   **Write to Respond:**  Select ideas and information to respond to the Focus Question. | Students continue to research to respond to the focus question—from another source.  **Write to Respond:**  Students integrate information from both sources to respond to the Focus Question.  **Constructed Response:**  Compare the kinds of information presented in the two sources. |

**SOCIAL SCIENCE LITERACY PRIORITIES Grades 6-8 Week 15**

**Include mid-quarter assessment of weeks 10-14 and response to identified needs.**

**Read/Write to Learn; Learn to Read BETTER!**

|  |  |
| --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSR7—integrate ideas and information  CCSSW7—respond to a topic or question by integrating ideas and information from different sources. | *Teacher organizes a task:*  *Students choose a topic from first semester to report in a format that can educate others—a booklet, a display, historical fiction, another format.*  *Students construct the report collaboratively.* |

Comprehensive Assessment of Weeks 10-14:

List the task(s) that students will complete.

**SOCIAL SCIENCE LITERACY PRIORITIES Grades 6-8 Weeks 17-20**

***Beginning in January, activities emphasize evaluation of claims and support.***

**Read/Write to Learn; Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
| **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 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.2  Ideas and support  **CCSSR8.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. | Teacher poses a Focus Question relating to an issue and provides a text in which an author takes a position on the issue. (Can be a speech.)  Students:  1. Identify a claim that the author makes.  2. Then identify the examples the author provides to support the claim.  3. Then evaluate the relevance of the evidence and strength of the kinds of evidence that the author provides.  **Constructed Response:**  Write to explain the central claim and which evidence supports it most strongly. | *Students continue to focus on the issue and read* ***another source.***  Students:  1. Identify a claim that the author makes.  2. Then identify the examples the author provides to support the claim.  3. Then evaluate the relevance of the evidence and strength of the kinds of evidence that the author provides.  **Constructed Response:**  Write to explain the central claim and which evidence supports it most strongly. Explain the basis for your conclusions. |

|  |  |  |
| --- | --- | --- |
| **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 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI2 Summarize, identify central idea  CCSSRI5 analyze author’s techniques to communicate ideas  CCSSR8—evaluate support for a claim | Teacher poses a Focus Question relating to an issue and provides two texts: one text that provides context, the other that takes a position on an issue related to that context (Can be a history and a speech—could relate to Dr. Martin Luther King, Jr.)  Students:  1. Summarize the context.  2. Identify a claim that the author makes.  2. Then identify the examples the author provides to support the claim.  3. Then identify the strongest evidence and ideas the author provides to support the claim.  **Constructed Response:**  Write to explain the claim and which evidence supports it most strongly. | Teacher poses a Focus Question relating to an issue and provides two texts: one text that provides context, the other that takes a position on an issue related to that context (Can be a history and a speech—could relate to Dr. Martin Luther King, Jr.)  Students:  1. Summarize the context.  2. Identify a claim that the author makes.  2. Then identify the examples the author provides to support the claim.  3. Then identify the strongest evidence and ideas the author provides to support the claim.  **Constructed Response:**   * Write to explain the claim and which evidence supports it most strongly. |

**SCIENCE LITERACY PRIORITIES Grades 6-8 Weeks 10-12**

Weeks 10-11 are combined—week 10 includes few instructional days.

Week 12 includes 2 instructional days.

**Read/Write to Learn; Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
|  | **Weeks 10-11** | **Week 12** |
| **Nonfiction Sources** | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **DEVELOP NONFICTION LITERACY**  2 analyze ideas—central and main  6 structure | ***Teacher sets a FOCUS question.***  ***Teacher models how to locate relevant information.***  *Students collect and organize information from one source to respond to the focus question.*  ***Literacy Development***  *Analyze how writer uses structure and text features to communicate ideas and examples.*  ***Academic Vocabulary***  *Student makes topic glossary.*  ***Constructed Response***  *Student writes to respond to the Focus Question, citing evidence from the source.* | ***Teacher sets a FOCUS question.***  ***Teacher models how to locate relevant information.***  *Students collect and organize information from two sources to respond to the focus question.*  ***Literacy Development***  *Analyze how the two sources provide different kinds of information or similar kinds of information.*  ***Academic Vocabulary***  *Student makes topic glossary.*  ***Constructed Response***  *Student writes to respond to the Focus Question, citing evidence from the sources, using academic vocabulary.* |

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| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **DEVELOP NONFICTION LITERACY** CCSSRI..2  Summarize, central idea, main ideas  CCSSR7. integrate information from different sources  LITERACY TERMS: | *Teacher sets a FOCUS question.*  *Teacher demonstrates how to*  *use structure of text/video to identify central idea, main ideas, and effective examples.*   * Students collect information and ideas from two different sources to respond to FOCUS QUESTION. * Students identify the central idea and main ideas in each source.   ***Academic Vocabulary***  *Student makes topic glossary.*  **Constructed Response:** Students outline a response to the focus question, combining ideas and information from two sources to support central idea. | *Teacher sets a FOCUS question.*  *Teacher demonstrates how to use structure of text/video to identify central idea, main ideas, and effective examples.*   * Students collect information and ideas from two different sources to respond to FOCUS QUESTION. * Students identify the central idea and main ideas in each source.   ***Academic Vocabulary***  *Student makes topic glossary.*  **Constructed Response:** Students outline a response to the focus question, combining information from two sources to support central idea. |

**SCIENCE LITERACY PRIORITIES Grades 6-8 Weeks 15-16**

**Read/Write to Learn; Learn to Read BETTER!**

**Include mid-quarter assessment of weeks 10-14 and response to identified needs.**

|  |  |
| --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **DEVELOP NONFICTION LITERACY**  CCSSW7  Write to respond to a focus question. | *Organize comprehensive projects:*  *Teacher organizes a task:*  *Students choose a new topic to explore with cross-cutting concepts of science.*  *Students research independently and then collaborate.*  *Students choose a format—a way report in a format that can educate others—a booklet, a display, a chapter, a webpage, another format.*  *Students construct the report collaboratively.*  *Content assessments also can be completed during this two-week period.* |

**SCIENCE LITERACY PRIORITIES Grades 6-8**

**Weeks 17-18 Learning Priorities**

**Read/Write to Learn; Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **DEVELOP NONFICTION LITERACY**  2 Summarize; central and main ideas and support  5 analyze author’s techniques, structure of text  CCSSW7 Integrate ideas and information from different sources to respond to a focus question. | Teacher sets FOCUS question.   * Students analyze a text and a video to respond to the focus question. * Students *use structure of text/video to identify central idea, main ideas, and effective examples relevant to the focus question.* * *Students make a chart to list ideas and information from each source to include in the response.*  |  |  | | --- | --- | | *Article Ideas* | *Video Ideas* | |  |  |   ***Academic Vocabulary***  *Student makes topic glossary.* | *Focus question continues.*  Students write their response to the focus question based on the ideas in the two sources and activities included in the week’s science learning such as an experiment.  ***Academic Vocabulary***  *Student expands topic glossary.*  ***Constructed Response:***  Write an analysis. Compare the video and the text. Analyze how each source uses explanations or descriptions to explain ideas. |

**SCIENCE LITERACY PRIORITIES Grades 6-8 Weeks 19-20**

**Read/Write to Learn; Learn to Read BETTER!**

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| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source | \_\_ topic/trade book  \_ article \_video \_\_textbook  \_museum exhibit \_reference source  \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.2  Analyze ideas and support  CCSSR7 Integrate ideas and information from different sources. | Teacher sets FOCUS question.   * Students analyze a text and a video to respond to the focus question. * Students *use structure of text/video to identify central idea, main ideas, and effective examples relevant to the focus question.* * *Students make a chart to list ideas and information from each source to include in the response.*  |  |  | | --- | --- | | *Article Ideas* | *Video Ideas* | |  |  |   ***Academic Vocabulary***  *Student makes topic glossary.* | *Focus question continues.*  Students collect information from a third source.  Students write their response to the focus question based on the ideas in the 3 sources and activities included in the week’s science learning such as an experiment.  ***Academic Vocabulary***  *Students construct glossary with terms relating to analyzing science sources with cited examples and/or examples they construct.*  ***Constructed Response:***  Write an analysis. Compare the three sources. Analyze how each source uses explanations or descriptions to explain ideas. |