**6th - 8th Grade**

FIRST QUARTER

CORE COMPETENCE DEVELOPMENT



GRADES 6-8 CONNECT

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

**For resources to support first quarter progress, go to**

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

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

**at DePaul University**

**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, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Students need to take home an example of how to solve problems—that *they prepare* so they can practice correctly. Encourage math games—Monopoly, turn math flashcards into “fast math” activities in which students quickly tell the answer.

**Daily kinds of assessment:**

\_\_glossary \_\_journal \_\_my own example \_\_solve a problem, explain it

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**Weekly kinds of assessment:**

\_\_solve problem, explain patterns and strategies \_\_write math booklet

\_\_make my own “anchor chart” \_\_make “math path”—steps to solution

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**CONNECT SEL WITH THE CORE CURRICULUM**

**What character traits are most important to our classroom community?**

***You can set up a display—choose traits and ask students to illustrate them.***

***Example***

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| **cooperative** | **careful** | **persistent** |
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**Personalize learning from the beginning:**

**Make a Literacy Survey to Learn What Your Students Like.**

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

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

**Communication Competencies**

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

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

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

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

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

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**READING COMPETENCIES**

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

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

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

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

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

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

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

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

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

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

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

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

**Writing Based on Reading**

PARCC’s Prose Constructed Response (PCR) requires students to analyze texts. The PCR develops reading competence and writing competence.

This set of weekly priorities emphasizes writing about texts, synthesizing ideas and information from different texts; supporting a claim with evidence from a text or analyzing the strength of support for a claim in a text (CCSSR8); or interpreting literature. *Source of the following sample items: PARCConline.org.*

**Sixth Grade**

CONSTRUCTED RESPONSE ABOUT TWO READINGS

You have read the passage from *Boy’s Life* and “Emancipation: A Life Fable.”

Both texts develop the theme of freedom. Write an essay that compares and contrasts the approaches each text uses to develop the theme of freedom.

CONSTRUCTED RESPONSE ABOUT TWO READINGS AND A VIDEO

You have read two texts and viewed one video that claim that the role of zoos is to protect animals. Write and essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

**Seventh Grade**

CONSTRUCTED RESPONSE ABOUT TWO READINGS AND A VIDEO

You have learned about electricity by reading two articles, “Energy Story” and “Conducting Solutions,” and viewing a video clip titled “Hands-on Science with Squishy Circuits.”

In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

CONSTRUCTED RESPONSE ABOUT TWO READINGS AND A VIDEO

You have read a website entry and an article, and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a brave, courageous person. The three titles are:

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments related to Earhart’s bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.

**Eighth Grade**

CONSTRUCTED RESPONSE ABOUT TWO READINGS AND VIDEO

Write an essay comparing the information presented in the video with that presented in the article “Elephants Can Lend a Helping Trunk” and the passage from “Elephants Know When They Need a Helping Trunk in a Cooperative Task.” Remember to use evidence from the video, the article, and the passage to support your answer.

**Start a Glossary of Literature Interpretation Vocabulary**

CCSSR4—expand academic vocabulary.

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

* To develop full comprehension of these terms, students can locate or make up examples that show their meaning.
* Add more academic terms to help your students read thoughtfully.
* Although NWEA has identified some of these terms at lower “RIT” bands than grades 6-8, they are all relevant to interpreting literature—once learned, they need to stay in use to continue to be applied in students’ analysis of literature.

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

**Analyze Craft and Structure**

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

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

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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 |

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

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|  | **Week of September 4** | **Week of September 11** |
| **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)  CCSSR2—analyze the development of a theme  RL3—development of characters  RL5—writer’s choices (craft and structure)  LITERACY TERMS:  INFER; TRAIT; MOTIVE; AUTHOR; COMMUNICATE; RESOLUTION; PLOT; SETTING; SUMMARIZE; NARRATOR | * Take [reading interest survey](http://teacher.depaul.edu/Documents/LiteracySurvey.pdf).   Pre-assess—you can use this graphic organizer to assess students’ current competence to interpret an unfamiliar story--   * [Analyze and infer character traits](http://teacher.depaul.edu/files/documents/Icanidentifyandinfercharactertraits.pdf) and motives and analyze [how the author communicates them](http://teacher.depaul.edu/files/documents/ICanAnalyzeanAuthorsTechniques.pdf).   INTEGRATE WRITING:   * Profile yourself—what are your positive traits? * Write to support your choice of your most positive trait with an example. | * Describe and analyze character, setting, plot, [motive](http://teacher.depaul.edu/files/documents/ICanIdentify-InferMotive.pdf) and draw conclusions about motives and reasons for actions and the [resolution of a problem](http://teacher.depaul.edu/files/documents/Icanidentifyanalyzeandevaluateaproblemandsolution.pdf). * [Summarize the story.](http://teacher.depaul.edu/html/documents/ICanIdentifyElementsofaStoryandSummarizeIt.pdf) Analyze how the author communicates the characters through dialogue and actions and the narrator. * Identify the message—and how the writer’s choices of characters and actions and the narrator’s voice help to communicate it.   INTEGRATE WRITING   * Write about a brief narrative about a positive decision you made when facing a challenge. Explain how it represents “grit” or determination. Include dialogue. |
| **Nonfiction Sources** | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website  \_ encyclopedia | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website  \_ encyclopedia |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html)  CCSSRI2—explain ideas | PREASSESSMENT   * How does a scientist work? * What science career would you like to have in the future? * What is a science topic you have learned that you think is important? How did you learn it? | * How do you take notes when you observe that help you learn? * What strategies does a scientist use? * What strategies does a science reader use? * **Pre-assess nonfiction reading strategies. (teacher.depaul.edu)** |
| [Social Science](http://teacher.depaul.edu/social_studies.html)  CCSSRI2: Analyze a text to clarify ideas | PREASSESSMENT   * How do you read a history? * Why is history important? What do you think the most important event is in history—and why?   INTEGRATE WRITING  Give students a text to read and respond to—let them choose a text they’re interested in. Ask them to write a summary of one idea. | GIVE STUDENTS A TEXT TO ANALYZE AND RESPOND TO as an activity or pre-assessment.   * How do you organize information to make ideas clear when you read history? * What strategies, text features structures, and techniques does a nonfiction writer use to help readers learn? * How do you figure out the meaning of unfamiliar words when you read? |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html) | * Parts of speech--review/assess: ask students to write about a character or person or place using the parts of speech. | Pre-assess or develop word knowledge:   * Give examples of: compound words; root words and affixes. |

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

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|  | **Week of September 18** | **Week of September 25** |
| **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)  CCSSRL5: analyze author’s choices—structure of the story, representation of the theme—  Continues analysis of development of theme (CCSSRL52)  LITERATURE TERMS: main characters; traits; problem and solution; causes and effects; dialogue; mood; tone; narrator | **ANALYZE THE DEVELOPMENT OF A THEME**   * [Summarize a story](http://teacher.depaul.edu/Documents/ICanSummarizeaStoryincludessequence.pdf), including main characters and their traits and actions, problem and solution, causes of effects. * Infer the [theme](http://teacher.depaul.edu/html/documents/IdentifyandSupporttheThemeofaStory.pdf). Analyze how the author develops it (unfolds it) with sections of story (plot) * Analyze how [author’s choices](http://teacher.depaul.edu/files/documents/ICanAnalyzeanAuthorsTechniques.pdf) – dialogue, narrator, plot, have effects—on mood, tone.   INTEGRATE WRITING  Write a note to the author. Tell how the techniques helped you interpret the text. | **ANALYZE THE DEVELOPMENT OF A THEME**   * Analyze how an author develops a theme through the plot and other story elements * Infer reasons for the author’s [techniques](http://teacher.depaul.edu/files/documents/ICanAnalyzeanAuthorsTechniques.pdf) including dialogue idioms, colloquialisms, figurative language—how do those help the reader interpret the story’s plot, characters, and theme? (Students should continue to complete the literature glossary).   INTEGRATE WRITING  Constructed response—dramatize a scene from the story. Include dialogue that is consistent with the characters—and kinds of techniques the writer uses. |
| **Nonfiction Sources** | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html)  CCSSRI2  Collect information to support an idea  LITERACY TERMS:  Reading rate; complexity of text; specific evidence; summarize | How do you know what is important to include in notes?   * Adjust reading rate to complexity of text. * [Locate information](http://teacher.depaul.edu/files/documents/Icanlocateandclassifyinformationaboutatopic.pdf) using text features * Cite specific evidence from text to respond to questions * Summarize what you learn. * Start Latin and Greek Root Word Glossaries | How do you review notes to understand more?   * Adjust reading rate to complexity of text. * [Locate information](http://teacher.depaul.edu/files/documents/Icanlocateandclassifyinformationaboutatopic.pdf) using text features * Cite specific evidence from text to respond to questions * Summarize what you learn. * Then identify the most important idea you learned. * Continue Latin and Greek Root Word Glossaries (ongoing) |
| [Social Science](http://teacher.depaul.edu/social_studies.html)  CCSSRI2  Collect information to support an idea CCSSRI5—Analyze the writer’s techniques  LITERACY TERMS:  Central idea; text structure; supporting ideas; text features; analyze | Analyze how a nonfiction writer develops a central idea.   * Identify the structure of the text. * Identify text features the writer uses. * Outline or use a graphic organizer to show the central idea and supporting ideas.   INTEGRATE WRITING  Write a note to the author. Explain how you were able to learn the central idea from the writer’s choices. | Analyze how a nonfiction writer develops a central idea.   * Identify the structure of the text. * Identify text features the writer uses. * Outline or use a graphic organizer to show the central idea and supporting ideas.   INTEGRATE WRITING  Write a note to another student about the text. Explain the ideas you learned and how a writer uses techniques to teach someone who is reading nonfiction. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html) | * Analyze word structures.   [Root word, prefix, suffix](http://teacher.depaul.edu/html/Roots_Prefixes_Suffixes.html) | * Make root-word “trees” to clarify roots, prefixes, suffixes |

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

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|  | **Week of October 2** | **Week of October 10** |
| **Literature Genre**  *.* | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL2  Analyze story development of theme (applies standard 5—author’s choices)  LITERATURE TERMS: THEME, NARRATOR; RELATIONSHIPS; | **Mid-Quarter Assessment**  **ANALYZE STORY ELEMENTS**   * [Classify parts of a story](http://teacher.depaul.edu/html/documents/ICanIdentifyElementsofaStoryandSummarizeIt.pdf)—characters, setting, actions. Infer the theme and identify supporting examples. * Analyze relationships among the characters, including how the narrator feels about events—and characters. * Analyze how the writer conveys these through details and techniques (continuing the glossary of literary techniques).   INTEGRATE WRITING:  Make a story map and concise summary of how the writer communicates the theme. | **Based on week 5 assessment, either advance to more complex text or revisit these essentials.**   * [Classify parts of a story](http://teacher.depaul.edu/html/documents/ICanIdentifyElementsofaStoryandSummarizeIt.pdf)—characters, setting, actions. Infer the theme and identify supporting examples. * Analyze relationships among the characters, including how the narrator feels about events—and characters. * Analyze how the writer conveys these through details and techniques.   INTEGRATE WRITING:   * Write a synopsis of what might happen next that maintains the theme. (See PARCC assessment sample for example.) |
| **Nonfiction Sources** | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html)  CCSSRI2—support an idea with examples.  CCSSRI7—integrate information from different sources—may include videos. | ASK a BIG FOCUS QUESTION:  Students…  Take notes from a video or experiment and then…   * [Locate information](http://teacher.depaul.edu/files/documents/Icanlocateandclassifyinformationaboutatopic.pdf) using text features * Cite specific evidence from text to respond to questions, including graphics.   INTEGRATE WRITING   * Combine information from different sources to respond to BIG question. * *Recommended: Students evaluate and improve each other’s responses—improving the evidence they provide.* | ASK a BIG FOCUS QUESTION:  Students…  Take notes from a video or experiment and then…   * [Locate information](http://teacher.depaul.edu/files/documents/Icanlocateandclassifyinformationaboutatopic.pdf) using text features * Cite specific evidence from text to respond to questions, including graphics.   INTEGRATE WRITING   * Combine information from different sources to respond to BIG question. * *Recommended: Students evaluate and improve each other’s responses—improving the evidence they provide.* |
| [Social Science](http://teacher.depaul.edu/social_studies.html)  CCSSRI2  Collect information to support an idea  CCSSRI7—integrate information from different sources—may include videos. | ASK a BIG FOCUS QUESTION:   * [Locate information](http://teacher.depaul.edu/files/documents/Icanlocateandclassifyinformationaboutatopic.pdf) using text features * Take notes from a video or image. * Cite specific evidence from text and video to respond to questions   INTEGRATE WRITING  Compare and contrast learning from a video and learning from a text. | ASK a BIG FOCUS QUESTION:   * [Locate information](http://teacher.depaul.edu/files/documents/Icanlocateandclassifyinformationaboutatopic.pdf) using text features * Take notes from a video or image. * Cite specific evidence from text and video to respond to questions   INTEGRATE WRITING  Compare and contrast learning from a video and learning from a text. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html) | * Use dictionary and analysis of context (ongoing) to check the meaning of [Multi-meaning words](http://teacher.depaul.edu/Documents/Icaninferthemeaningofmulti-meaningwordfromcontext.pdf) | * Make guide to inferring meaning of word from context—including examples of multi-meaning words |

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

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|  | **Week of October 17** | **Week of October 24** |
| **Literature Genre**  *.* | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL9—compare and contrast two texts on the same theme (theme continues emphasis on standard 2; also involves standard 5—writer’s choices)  **LITERATURE TERMS: COMPARE; ANALYZE; TECHNIQUES; LITERATURE; CONTEXT** | * Compare how two writers communicate the same theme in different literature. You may choose to analyze one writer this week and then compare next week. * Analyze the choices each writer makes to communicate the theme.   INTEGRATE WRITING:  Constructed Response: What choices does the writer make to help the reader interpret the theme? | * Compare how two writers communicate the same theme in different literature. * Analyze the choices each writer makes to communicate the theme   INTEGRATE WRITING:  Compare and contrast how two writers communicate the same theme in different contexts. |
| **Nonfiction Sources** | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html)  CCSSRI7 AND W7 —integrate information from different sources—may include videos.  LITERACY TERMS: INTEGRATE; SYNTHESIZE EVALUATE; EVIDENCE; STRENGTH; RELEVANCE | INTEGRATE WRITING   * Combine information from different kinds of sources to respond to BIG question. * Decide what your “Big” idea is. * Evaluate the relevance and strength of your evidence to support the response. * Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence. | INTEGRATE WRITING   * Combine information from different kinds of sources to respond to BIG question. * Decide what your “Big” idea is. * Evaluate the relevance and strength of your evidence to support the response. * Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence. |
| [Social Science](http://teacher.depaul.edu/social_studies.html)  CCSSRI7 AND W7—integrate information from different sources—may include videos.  LITERACY TERMS: INTEGRATE; SYNTHESIZE EVALUATE; EVIDENCE; STRENGTH; RELEVANCE | INTEGRATE WRITING   * Combine information from different kinds of sources to respond to BIG question. * Decide what your “Big” idea is. * Evaluate the relevance and strength of your evidence to support the response. * Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence. | INTEGRATE WRITING   * Combine information from different kinds of sources to respond to BIG question. * Decide what your “Big” idea is. * Evaluate the relevance and strength of your evidence to support the response. * Recommended: pair and compare, then “repair” to strengthen the statements with stronger evidence. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html) | * Expand sentences with adjectives. | * Use thesaurus to find more descriptive terms to expand sentences. |

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

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|  | **Week of October 30**  **Comprehensive Assessment** |
| [Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL 9—compare/contrast two readings on same topic/theme.  **LITERATURE TERMS:**  **Author’s purpose; historical fiction, realistic fiction; history.** | Comprehensive Assessment   * Make reader’s guide—how do you interpret literature? Include examples of literary techniques based on your glossary. * Make a writer’s guide—turn your reader’s guide into a list of recommendations to a fiction writer. |
| **Nonfiction Sources** | \_ book \_biography \_ history \_\_article \_\_atlas \_video \_\_textbook \_\_website \_ encyclopedia |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html)  CCSSR6—analyze how the writer’s purpose affects content of a text. | Comprehensive Assessment   * Write science learner’s guide—how do you integrate ideas and information from different sources to synthesize science information to support a central idea? |
| [Social Science](http://teacher.depaul.edu/social_studies.html)  CCSSR6—analyze how the writer’s purpose affects content of a text. | Comprehensive Assessment  Read an unfamiliar history and identify:   * Writer’s position—how do you infer that? * How well the writer supports it—evaluate strength of evidence. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html) | Comprehensive Assessment:   * Identify words used in a passage including: * Figurative or symbolic words * Prefixes and suffixes * Root words |