**Grades 6-8**

THIRD QUARTER LEARNING PRIORITIES

Contents:

* Math Mix
* Literacy Priorities for Fiction and Poetry
* Social Science Literacy Development Priorities
* Science Literacy Development Priorities

NWEA Defines history, biography, and other kinds of nonfiction social science texts as literature.

This guide separates them – it emphasizes nonfiction strategies applied to learn content of science and social science because they ARE nonfiction, and reading nonfiction requires specific strategies and includes specific text features that characterize nonfiction.

**Readings and Activities are available at**

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

**Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox%20%28CUE%29/__third%20quarter%201-27/https%3A/teachables.scholastic.com/teachables/guesthomepage.html)

**(first month is free!)**

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

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**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

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| Week of | New Math | Math “Mix”—What to Revisit  |
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**Reading Resources**

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

**Skills Development Guides for Small Group and Independent Work**

|  |  |
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| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**NONFICTION Skills Guides** to use in

demonstrations (“I do),

guiding groups,

independent work and

assessments.

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

**Literacy Standards**

The following charts demonstrate how the complexity of the process increases grade to grade but the core process is the same.

**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.

Increase the complexity of the text during third quarter so that students are able to meet standard 10: 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.

**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**.  |

**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. |

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

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

**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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| **Fiction Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action aphorismclimaxcolloquialismconflictdescriptive detaildialoguefalling actionfigurative languageflashbackforeshadowidiomimageryironymetaphormoodmythnarratoronomatopoeiaparallelismphrasepoint of viewqualitiesresolutionrising actionscenesensory detailsimilestage directionssuspense symbolismnarrationtonevisual detail voice  | alliterationassonancefigurative languagehyperboleiambic pentameterimageryironymetaphormetermoodnarrator onomatopoeiapoint of viewrepetitionrhymerhythmsatiresensory detailsimilestanzasymbolismtonevisual detail voiceword play | analysisanecdoteargumentboldface captioncitation (cite)claim comparecontextcontrast datadebate description detailsdialogueexamplesfootnoteglossarygraphheadingshumorillustration indexnarrative point of viewprimary sourcequotationsequence strength of supportthesis and  antithesistext structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestonetransitionviewpointvoice | *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
 |

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

*The social science class should develop the competencies in analyzing claims and support.*

*If necessary, adjust this sequence to include readings and responses in that section.*

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_history \_\_biographyRecommended  | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_history \_\_biography |
| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**Comprehensive emphasizing author’s craft and structure | * Analyze the writer’s craft in a story and history or history and historical fiction—relate to Black History.
* Which techniques does the writer use to develop the situation, relationships, and theme?
* How does the narrator’s point of view influence how the characters and events are described?
 | * Compare /contrast two stories or a story and history or history and historical fiction. *(Could be a story read previously with a new text. Relate to Black History.)*
* Which techniques do the writers use to develop the characters and theme?
* How does the narrator’s point of view influence how the characters and events are described??
 |
| **Literature Terms** (CCSSR4) | Select terms from the technique chart plus more you want to emphasize. | Select terms from the technique chart plus more you want to emphasize. |
| **Writing** Constructed ResponseCCSSW4—organize with focus and support  | Write a paragraph explaining how techniques author used help readers comprehend the passage.* Exchange paragraphs.
* Edit for grammar –

Subject-verb agreement | Write a paragraph explaining how techniques author used help readers comprehend the passage.* Exchange paragraphs.
* Edit for grammar –

Subject-verb agreement |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR4 CCSSW5— | *Make a multi-meaning word guide—examples used in different sentences.* | Make examples to show using commas correctly and incorrectly—in series, in sentences.Then make examples of using a semi-colon correctly. |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

Writing Prompts Based on Common Core

* Write to compare and contrast how the narrators view the characters and events in the two different stories.
* Write to explain how the two texts develop the same theme. Compare and contrast how each author uses techniques to communicate the theme.
* Write to explain how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.
* Write a continuation of a story. What problems will characters face, and what will they do to meet them?

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

If the social science class does not develop the analysis of claims and support, the analysis of literature must be adjusted to include readings and responses that are included in that sequence.

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| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth \_\_history \_\_biography | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth\_\_history \_\_biography |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Comprehensive emphasizing author’s craft and structure | Analyze techniques used in a poem and a story that develop the same theme.Recommended: collaborate with social science to use nonfiction to contextualize African American spirituals or songs of the Civil Rights movement.  | Compare and contrast two texts from different genres that relate to the same focus such as a history and historical fiction. |
| **Literature Terms (CCSSR4)** | Make a literary techniques glossary—may include terms from prior weeks. | Make a literary techniques glossary—may include terms from prior weeks |
| WritingConstructed ResponseCCSSW4—organize with focus and supportCCSSW5—edit for clarity | Write a paragraph explaining how the images or examples the author used help the reader comprehend.Then exchange paragraphs and edit for clarity. Edit for Subject-verb agreement, verb tense. | Write a paragraph explaining how the use of details by the author helps the reader comprehend.Then exchange paragraphs and edit for clarity. Edit for pronoun-antecedent clarity. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4  | Explain what these mean with examples from texts or that you make:Sentence fragmentEllipsisItalicsColon | Explain how to recognize these with examples from texts or that you make:*Contractions**Possessives**Plural nouns*  |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

*If the social science class does not develop the analysis of claims and support, the analysis of literature must be adjusted to include readings and responses that are included in that sequence.*

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| **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 themeCCSSRL5 analyze author’s techniques | * **Infer** author’s **purpose—development of the theme--**and analyze **techniques** author uses to achieve it—examples, tone, irony, narrator, setting, characterization, **figurative language**
 | * **Infer** author’s **purpose—development of the theme--** and analyze **techniques** author uses to achieve it—examples, tone, irony, narrator, setting, characterization, **figurative language**
 |
| **Literature Terms (CCSSR4)** | Focus on terms relevant to one genre such as myth. Students make glossary. | Focus on terms relevant to one genre such as myth. Students make glossary. |
| **Writing** Constructed ResponseCCSSW4—organize with focus and supportCCSSW5—edit for clarityEdit for conventions | Write a paragraph explaining techniques a writer uses in a passage.Edit for use of adjectives, subject-verb agreement, tense. | Write a paragraph explaining techniques a writer uses in a passage.Edit for use of adjectives, subject-verb agreement, tense. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4  | Identify in text: Adjective phraseComplex sentenceThen write your own. | Identify in text:ConjunctionGerundModifierThen make your own examples. |

**Resource Links** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

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

If the social science class does not develop the analysis of claims and support, the analysis of literature must be adjusted to include readings and responses that are included in that sequence.

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| **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 determine theme3 analyze elements of literature that convey theme5 analyze author’s techniques 6 infer purpose | * Compare and contrast two stories or a story and a poem with the same theme.
* Analyze each writer’s use of techniques.
* Explain the purpose of each text.
 | * Compare and contrast two stories or a story and a poem with the same theme.
* Analyze each writer’s use of techniques.
* Explain how the author’s use of techniques help accomplish purpose.
 |
| **Literature terms** | Select terms from the literature terms chart and give examples. | Select terms from the literature terms chart and give examples. |
| WritingCCSSRI4 Structure and use; Context | * Add dialogue to a story or play, or add stanza to a poem.
* Improve it with expressive terms, images.
 | * Add dialogue to a story or play, or add stanza to a poem.
* Improve it with expressive terms, images.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | Make a grammar guide with examples of good grammar. | Add NON-examples to the grammar guide. Examples of what “not to do” with corrections. |

**Resource Link** Graphic organizers to guide and assess[**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)

**LITERATURE Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Literature Genre** | \_\_fable \_ fantasy \_poem \_\_satire \_drama \_novel \_short story \_mystery \_science fiction \_historical fiction \_myth |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.5Analyze author’s techniques to communicate theme (2) | Analyze an unfamiliar text:* Author’s **purpose**, message—moral or **theme** of the text--and how the author achieves it—**techniques**, characters, **sequence** of events, other elements the author uses to communicate effectively.
* Make a reader’s genre guide—how to interpret different genres—what to notice, how to identify and interpret writers’ techniques.
 |
| **Literature terms** | Students explain with examples techniques that enable an author to communicate a theme, accomplish purpose.  |
| **Text features and nonfiction strategies** | Explain how a nonfiction author uses techniques to interest a reader and explain a topic.Explain how to use nonfiction strategies to comprehend a passage. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | * Make a grammar guide—what I know about grammar—with examples. Then continue to add to it during fourth quarter.
* Make a root-word, prefix and suffix “inventory”—list and explain with examples what each means.
 |

**SOCIAL SCIENCE**

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

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| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  |
| **Nonfiction Reading Strategy (CCSSR1)** | Preview a passage—what is the topic, what do the title, headings and sub-headings tell me I’ll learn? | Skim a text to see major visual patterns—how the pages are organized, kinds of visuals the author includes. |
| **Content Development**through applied literacy skills and strategies—CCSSR7. Analyze support for a claim (CCSSR8) | **Teacher sets a FOCUS question.**Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.*** Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and supporting ideas/evidence.
 | **Teacher sets a FOCUS question.**Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.*** Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and supporting ideas/evidence.
 |
| **Core Vocabulary**  | Make glossary to accompany text. | Make glossary to accompany text. |

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

| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  |
| --- | --- | --- |
| **Nonfiction Reading Strategy (CCSSR1)** | Adjust rate of reading to text complexity. Stop after each paragraph, then section to figure out what you learned. | Adjust rate of reading to text complexity. Stop after each section to figure out the main ideas and relevant facts. |
| **Content Development****through integrated literacy application**CCSSR7—Integrate ideas and information from different sources. | Teacher asks BIG question.Students respond by analyzing texts.* Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea and supporting ideas.
 | Teacher asks BIG question.Students respond by analyzing texts.* Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea and supporting ideas.
 |
| **Core Vocabulary**  | Identify prefixes used in text.Make prefix list, explain with example how each prefix affects meaning | Identify suffixes used in text.Make suffix list, explain with example how each suffix affects meaning. |

**Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  |
| --- | --- | --- |
| **Nonfiction Reading Strategy (CCSSR1)** | Use headings, sub-headings, illustrations to locate information to support ideas. | Use captions, diagrams, map, other visuals to clarify ideas. |
| **Content Development****through integrated literacy application**CCSSR7—Integrate ideas and information from different sources.CCSSR8—Analyze support for a claim | Teacher asks BIG question.Students respond by analyzing texts.* Preview text to Identify text features the writer uses.
* Identify text structure

Use a graphic organizer to show the central idea or claim and support. | Teacher asks BIG question.Students respond by analyzing texts.* Preview text to Identify text features the writer uses.
* Identify text structure

Use a graphic organizer to show the central idea or claim and support. |
| **Core Vocabulary**  |  **Greek Roots**—students make Greek Root Word lists. | **Greek Roots**—students make Greek Root Word lists. |

**SOCIAL SCIENCE**

**Grades 6-8: THIRD QUARTER Learning Priorities Weeks 27-29**

| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source  | \_\_ topic/trade book \_ biography\_ history \_\_article \_video  \_\_textbook \_museum exhibit \_reference source \_primary source \_\_internet source |
| --- | --- | --- |
| **Nonfiction Reading Strategy** (CCSSR1, 6) | Identify text features the author uses. Use to figure out what the author’s purpose is—to inform or persuade. | Make an index to the most important information in a selection. |
| **Content Development****through integrated literacy application**CCSSR7—Integrate ideas and information from different sources. | Teacher asks BIG question.Students respond by analyzing texts.* Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and support..
 | Teacher asks BIG question.Students respond by analyzing texts.* Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and support.
 |
| **Core Vocabulary**  | **Latin Roots**—students make Latin Root Word lists. | **Latin Roots**—students make Latin Root Word lists. |

**SOCIAL SCIENCE Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Content Development****With integrated literacy application**Applies to all core standards, particularly CCSSR2—central idea and support | Make your own “how to” guide—how to read to learnExplain How to…* use Text features
* identify Text structure
* identify central and supporting ideas.
* identify and evaluate support for a claim.

Explain strategies to learn by reading nonfiction. |
| **Core Vocabulary**  | * Students make glossary of nonfiction text terms—techniques writers use
* Students make chart of prefixes and suffixes and Latin and Greek root words—explain with examples how they affect meaning
 |

**Comprehensive Assessment: Nonfiction Text Features**

*Make a comprehensive assessment of students’ knowledge of how to use these text features to comprehend nonfiction passages. This table can be used for that assessment.*

**Readers use text features to comprehend nonfiction text.**

|  |  |  |
| --- | --- | --- |
| diagram | chart | graph |
| map | glossary | bibliography |
| author’s biography | table of contents | label  |
| timeline | guide words | headings and subheadings |
| title | caption | boldface |
| primary source | secondary source  | index |
| photograph | illustration | footnote |

List text features in the left column.

Then in the right column tell how a reader would use each one.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**SCIENCE READ TO LEARN MORE**

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

The literacy development complements hands-on science activities.

|  |  |  |
| --- | --- | --- |
| **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  |
| **Content Development**through applied literacy skills and strategies—CCSSR7. | **Teacher sets a FOCUS question.**Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.*** Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and supporting ideas/evidence.
 | **Teacher sets a FOCUS question.**Students locate ideas and information to respond to it by **reading different sources—including when appropriate a video.*** Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and supporting ideas/evidence.
 |
| **Core Vocabulary**  | Make glossary to accompany text. | Make glossary to accompany text. |

**SCIENCE**

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

| **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  |
| --- | --- | --- |
| **Content Development****through integrated literacy application**CCSSR7—Integrate ideas and information from different sources. | Teacher sets a Focus question that students respond to by reading different sources—including when appropriate a video. * Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and supporting evidence.
 | Teacher sets a Focus question that students respond to by reading different sources—including when appropriate a video. * Preview text to Identify text features the writer uses.
* Identify text structure
* Use a graphic organizer to show the central idea or claim and supporting evidence.
 |
| **Core Vocabulary**  | Identify prefixes used in text.Make prefix list, explain with example how each prefix affects meaning | Identify suffixes used in text.Make suffix list, explain with example how each suffix affects meaning. |

**SCIENCE**

**Grades 6-8: THIRD QUARTER Learning Priorities 25-26**

| **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  |
| --- | --- | --- |
| **Content Development****through integrated literacy application**CCSSR7—Integrate ideas and information from different sources.CCSSR8—evaluate strength of support for a claim. | Students analyze a source identify central idea or claim and support.Then contrast that with another source. | Students analyze a source identify central idea or claim and support.Then contrast that with another source. |
| **Core Vocabulary**  |  **Greek Roots**—students make Greek Root Word lists. | **Greek Roots**—students make Greek Root Word lists. |

**Grades 6-8: THIRD QUARTER Learning Priorities Weeks 27-29**

| **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  |
| --- | --- | --- |
| **Content Development****through integrated literacy application**CCSSR7—Integrate ideas and information from different sources.CCSSR8—evaluate support for a claim | Teacher guides students to make “how to” guide: how to learn science by integrating ideas and information from different sources.  | Teacher uses Constructed Response question to focus the week’s reading. * Students analyze two or three sources to identify central idea or claims and evaluate the strength of support.
 |
| **Core Vocabulary**  | **Latin Roots**—students make Latin Root Word lists. | **Latin Roots**—students make Latin Root Word lists. |

**SCIENCE Grades 6-8: THIRD QUARTER Learning Priorities Week 29**

|  | **COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Content Development****With integrated literacy application**CCSSR7—Integrate ideas and information from different sources. | Students synthesize ideas and information from different sources.Students present the ideas and information in different formats—presentation, display, article with claim and support, debate, booklet. |
| **Core Vocabulary**  | * Students construct word pattern pages—

Latin roots; Greek roots; compound words. |

**Comprehensive Assessment: Nonfiction Text Features**

*Make a comprehensive assessment of students’ knowledge of how to use these text features to comprehend nonfiction passages. This table can be used for that assessment.*

**Readers use text features to comprehend nonfiction text.**

|  |  |  |
| --- | --- | --- |
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| map | glossary | bibliography |
| author’s biography | table of contents | label  |
| timeline | guide words | headings and subheadings |
| title | caption | boldface |
| primary source | secondary source  | index |
| photograph | illustration | footnote |

List text features in the left column.

Then in the right column tell how a reader would use each one.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
|  |  |
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