Meet the NWEA Challenge

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Chicago Problem Solvers
Polk Bros Foundation Center for Urban Education
Teacher.depaul.edu
Meet the Math Challenge

What does NWEA Math require?

It’s a three-part map:

✓ Knowledge of number value patterns and math rules

✓ Ability to solve problems—figure out which rules apply—in contexts that start simple and move to complex and abstract

✓ Knowledge and ability to apply math strategies
Strategic Resources to Meet the Math Challenge

Teacher’s Choices: Math Activities and Assessments

Formative Assessment Approaches
1. Complete graphic organizer
2. Complete glossary with examples
3. Make self guide
4. Students construct questions and answers
5. Students correct a math problem solution that has errors
6. Solve problem, justify the solution

Activities
1. Create math problems
2. Demonstrate
3. Exchange questions
4. Write math guides
5. Start to solve problems, then exchange start-up part, complete each other’s work
6. Students write “rules of the road” for different kinds of math problems
7. Make diagrams
8. Visually represent the parts of a math problem
9. Write or co-author responses to math question
10. Write math poetry
11. Make math money simulations as well as problems—“your own business”
12. Change math questions, provide answer guide

Instruction Strategies
1. Pre-assess to determine initial status
2. Check for misunderstanding and respond immediately
3. Model
4. Post-assess to determine and validate progress
5. Relate to contexts (MPS4—model with mathematics)
6. “Think out loud”
7. Demonstrate strategic use of tools (MPS5)
8. Post “paths”—how to solve a kind of problem
9. Focus on one outcome each week, specify objective for the day, explain how it relates to the BIG outcome
10. Adjust level of challenge to accommodate students needing support and students who can advance
11. Organize practice activities that have game-like features
12. Students demonstrate
13. Students collaborate—pair, compare, repair
14. Math “Bowl”—students solve a variety of problems in teams
What do students need to solve a math problem?

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

*These strategies begin with Math Practice Standard 1: Make sense of problems and persevere in solving them.*

**They all start with read the problem carefully to figure out what it asks.**
- Read each sentence carefully to make sure you comprehend it.
- Decide what the problem includes that you need to use to solve it.
- Notice any numbers written as words—be sure you include them in your problem solution.
- Look for context—kinds of numbers—money, time, size.

Then use a strategy you know to figure out the answer. Start by estimating what the size of the answer will be.

Here are some strategies you can use.

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

**Most important: Think carefully and clearly.**
Work with precision—make sure you know what the words in the problem mean. Make sure you are careful to check your work.

*That is Math Practice Standard 6. Attend to precision.*
Math Problem Solvers Make Sense of Problems then Solve them Strategically and Persistently
(CCSS Math Practice Standard 1 Plus)

The Problem—What will you figure out?

Your Strategy

The Solution

Answer:
I can solve a word problem strategically!
Common Core Math Practice Standard 1: Make sense of problems and persevere in solving them.

<table>
<thead>
<tr>
<th>What is the question asking me to figure out?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will I solve it?</td>
<td></td>
</tr>
<tr>
<td>What information do I need to solve it?</td>
<td></td>
</tr>
</tbody>
</table>

Your teacher will tell you how to take the next step.

You may complete it by yourself or…

- **collaborate**—work together to solve it

  or

- **pair to compare**—solve it yourself then compare your work with another student’s
I Can Analyze Proportions with a Circle Graph

Title of the Graph: __________________________________________________

Analyze Patterns and Relationships
Explain the patterns or relationships it shows.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Ask a question based on the graph.
Then give that question and the graph to another student.
Students need to know math facts. They will learn those facts if they are interesting.

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.

Task: Use the math you know to show five different ways to make equations that result in 5. It could be fraction equations or multi-step addition or…

It could get bigger—imagine 50 ways to make a 50…
Think Actively
Make Your Own Multiple Choice Question

Question Maker: Write your question here.

Write the correct answer and three other possible answers here:

a.  
b.  
c.  
d.  

Question Taker:  
Circle the best answer. Then, in the oval, explain why you chose that answer.
If students make displays, they learn more.

**PROPORTIONS:**
Fractions, Decimals, Percentages

Example of a kind of display students can make—a student constructed “anchor” chart.

**Percent:** A part of 100%
The whole is 100%.
A part is a percentage.

<table>
<thead>
<tr>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
<th>10%</th>
</tr>
</thead>
</table>

Your Turn: Make a percent bar that adds up to 100%.

|   |   |   |   |   |   |   |   |   |   |

**A decimal** is part of a one.

| .10 | .10 | .10 | .10 | .10 | .10 | .10 | .10 | .10 | .10 |

Your Turn: Make a decimal bar that adds up to 1.

|   |   |   |   |   |   |   |   |   |   |

**A fraction** is part of a whole number one.

| 1/10 | 1/10 | 1/10 | 1/10 | 1/10 | 1/10 | 1/10 | 1/10 | 1/10 | 1/10 |

Your Turn: Make a fraction bar that adds up to 1.

|   |   |   |   |   |   |   |   |   |   |
Online Math Resources for Students

Useful Online Resources Available at No Cost

Math Practice Resources and Games
To achieve success with Common Core standard 1—make sense of problems, then solve them persistently, students need math skills. The key to getting skills is practice. The key to keeping skills is using them to solve problems. Here are free useful math sites you can use to help students practice math skills and then solve realistic problems.

Early Childhood Games
http://www.ictgames.com/resources.html

Infants and Toddlers
https://www.pbs.org/parents/earlymath/

Primary Games from Public Television
http://pbskids.org/games/math/

Math Games for Grades 3-5
http://pbskids.org/cyberchase/math-games/

Advanced Challenges from the Museum of Math
http://momath.org/activities/

Activities for After-School Programs from the Exploratorium
http://www.exploratorium.edu/education/publications/math-explorer

Lots of activities that will help your child practice math skills.
http://resources.woodlands-junior.kent.sch.uk/maths/

Great games to practice math facts.
http://www.maths-games.org

Math Hunt
With the help of the character “Number Cruncher” scour the web to find social studies and science information to help crack math problems. http://teacher.scholastic.com/mathhunt/

Math Maven’s Mysteries
Use math to help crack open mystery cases
http://teacher.scholastic.com/maven/
Counting/Number Activity Sites

Bobbie Bear
Use counting strategies to make as many outfits for Bobbie Bear as you can, using different colored shirts and pants.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=3

Chairs
Explore the number of chairs needed when tables are arranged in a restaurant.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=144

Electronic Abacus
Explore an abacus model for representing numbers and performing addition.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=8

Operations Activity Sites

Around the World in 80 Seconds
Help Maggie fly around the world. Pick addition, subtraction, multiplication, division or a mix of all four. Each question answered correctly gets Maggie to her next stop.
http://teacher.scholastic.com/activities/adventure/math2.htm

Deep Sea Duel
Play a strategy game that requires you to select cards with a specified sum before your opponent.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=207

Determine the Missing Operation Study Jams
Sometimes to solve a word problem or story problem, you need to figure out which symbol to use. Follow this step-by-step strategy
http://studyjams.scholastic.com/studyjams/jams/math/algebra/adetermine-missing-operation.htm

Dude’s Dilemma
Help rescue Maggie’s dog, who is trapped on a rooftop! You can rescue him by answering a few math questions. Pick addition, subtraction, multiplication, division or a mix of all four.
http://teacher.scholastic.com/activities/adventure/math1.htm

Factor Game
A game that exercises your factoring ability. Test your skills against a human or the computer.
http://illuminations.nctm.org/Lesson.aspx?id=2069
More Operations Activity Sites

**Factorize**
Divide numbers into two factors, and build arrays to represent each factorization.
http://illuminations.nctm.org/Activity.aspx?id=3511

**Flashcards for Basic Arithmetic**
Flashcards for all operations, organized by level.
http://free-ed.net/sweethaven/Math/arithmetic/arithDrill02.asp

**Operations with Signed Numbers**
Use these "flash cards" to work with an endless list of signed-number problems--addition, subtraction, multiplication, and division of both positive and negative numbers.
http://www.free-ed.net/sweethaven/Math/arithmetic/SignedValues01_EE.asp

**Operations with Whole Numbers**
A complete set of activities featuring arithmetic operations with whole numbers.
Activities can be assigned according to level of difficulty as well as special features such as division with/without remainders.
http://free-ed.net/sweethaven/math/pre-algebra/prealg01/ee/wholenuml02_ee.asp

**Order of Operations with Integers**
This is a set of endless drills that build confidence with solving integer operations that involve combinations of addition, subtraction, multiplication, and division. There are four levels of difficulty.
http://www.waybuilder.net/sweethaven/Math/pre-algebra/PreAlg01/ee/IntegerPrec01_EE.asp

**Periods of Place Values**
Rewrite numbers separating each period of place values with a comma
http://www.waybuilder.net/sweethaven/Math/pre-algebra/drills/wholeNums01.asp

**Primary Krypto**
Use five number cards and arithmetic operations to create the "target" number in this fun math game.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=173

**Product Game**
Exercise your skill with factors and multiples.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=29

**Times Table**
Practice multiplying single-digit numbers with this interactive multiplication table.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=155
Time, Speed, and Distance Activity Sites

Distance to Horizon
Investigate the relationship between your height above the Earth and the distance you can see to the horizon.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=150

Sound Sketch Tool
Sketch and quantify sound using two different representations.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=36

Vector Investigation: Boat to the Island
Adjust the magnitude and direction of a velocity vector to "drive" a boat.
http://illuminations.nctm.org/Activity.aspx?id=3536

Word Problems: Time, Speed, and Distance
Practice your knowledge of time, speed, and distance with word problems
http://www.waybuilder.net/sweethaven/Math/pre-algebra/dstProblems01.asp

Probability Activity Sites

Adjustable Spinner
Create a spinner and examine the experimental and theoretical outcomes for a specified number of spins.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=79

Fire
Simulate the spread of a wildfire using a probability applet.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=143

Random Drawing Tool—Individual Trials
Explore the relationship between theoretical and experimental probabilities.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=67
Fractions, Decimals, and Percentages Activity Sites

Concentration
Play a matching game with different representations of equivalent items — match quantities to their numerals, shapes to their names, or fractions to decimals and percents.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=73

Equivalent Fractions
Create equivalent fractions by shading squares and circles.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=80

Fraction Game
Explore relationships among fractions while playing this interactive game.
http://illuminations.nctm.org/Activity.aspx?id=4148

Fraction Model
Explore different representations for fractions.
http://illuminations.nctm.org/Activity.aspx?id=3519

Fractions, Fractions, Fractions
This is version 2.0 of the popular fractions "flash cards." Fractions are learned by looking at a lot of examples and they are mastered by doing a lot of problems.
http://edgeroamer.com/sweethaven/math/ee/fracs03.asp

Fractions Study Jams
Watch a video and take a quiz about understanding fractions
http://teacher.scholastic.com/activities/studyjams/fractions/

Free Ride
Use this applet to explore fractions using the context of a bicycle and gear ratios.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=178

Mastering Decimal Fractions
This is a complete set of endless drills with decimal arithmetic. You can select among 24 different activities that are arranged according to type of operation and level of difficulty.
http://www.waybuilder.net/sweethaven/Math/pre-algebra/Decimals01_EE.asp

Rounding Decimal Fractions
Activities for practice of rounding decimal fractions
http://www.sweethaven.com/sweethaven/Math/pre-algebra/PreAlg01/ee/DecRound01_EE.asp

Working with Percents
Practice percent problems, converting between decimals and percents, and determining parts and rates
http://www.waybuilder.net/sweethaven/Math/pre-algebra/PreAlg01/ee/Percent01_EE.asp
Geometry Activity Sites

Angle Sums
Explore the sum of the interior angle measures for various polygons.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=9

Area Tool
Investigate how changes in the base and height of trapezoids, parallelograms, and triangles affect their area.

Circle Tool
Compare the circumference and area of a circle to its radius and diameter.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=116

Cube Nets
Examine various two-dimensional figures to determine which ones can be folded into a cube.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=84

Computing Pi
Compare two methods for computing pi.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=161

Cubes
Determine the volume of a box by filling it with cubes, rows of cubes, or layers of cubes.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=6

Fractal Tool
Explore iteration and patterns in shapes and numbers with fractals.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=17

Geometric Solids
Manipulate various geometric solids. Color the solid to investigate properties such as the number of faces, edges, and vertices.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=70

Interactive Geometry Dictionary: Areas in Geometry
Understand and investigate the area of the rectangle, parallelogram and triangle.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=21

Patch Tool
Design a pattern using geometric shapes.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=27

Perimeter, Area, and Volume of Common Geometric Figures
http://www.waybuilder.net/sweethaven/Math/pre-algebra/PreAlg01/ee/geometry/PreGeom01_EE.asp
More Geometry Activity Sites

Proof Without Words: Pythagorean Theorem
Watch a dynamic, geometric "proof without words" of the Pythagorean Theorem.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=30

Scale Factor
A common misconception is that when the dimensions of an object are doubled, the area is doubled, too. But this is not true! Use this applet to investigate how changes in the scale factor influence the ratio of perimeters and the ratio of areas between two figures.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=176

Shape Cutter
Draw and cut shapes, then use slides, turns, and flips to move the cut pieces around.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=72

Shape Sorter
Sort shapes according to their properties using Venn diagrams.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=34

Shape Tool
Draw, color, paste, slice, rotate, reflect, expand, and contract various shapes.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=35

Tessellation Creator
Create patterns to cover the screen using regular polygons.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=202

Turtle Pond
Estimate length and angle measure while guiding a turtle to a pond.  
http://illuminations.nctm.org/ActivityDetail.aspx?ID=83
Graphing Activity Sites

Bar Grapher
Create a customized bar graph with your own data, or display a bar graph from an included set of data.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=63

Box Plotter
Create a customized box plot with your own data, or display a box plot of an included set of data.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=77

Circle Grapher
Create a customized circle graph with your own data, or display a circle graph from an included set of data.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=60

Histogram Tool
Create a customized histogram with your own data, or display a histogram from an included set of data.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=78

Introduction to Graphing
Here is a selection of graphic activities, from plotting points to plotting linear equations.
http://www.free-ed.net/sweethaven/Math/GraphOps/GraphPlotters/graphing02_EE.asp

Isometric Drawing Tool
Create dynamic drawings on isometric dot paper. Draw figures using edges, faces, or cubes, and then shift, rotate, color, decompose, or view them in 2-D or 3-D.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=125

Line of Best Fit
Use this applet to plot a set of data and determine a line of best fit.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=146

Linear Regression
Investigate a regression line and determine the effects of adding points to a scatterplot.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=82

Mean and Median
Investigate the mean, median, and box-and-whisker plot for sets of data that you create.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=160

State Data Map
Use color-coding to represent state information, such as population, area, and gasoline usage.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=151
Probability Activity Sites

Adjustable Spinner
Create a spinner and examine the experimental and theoretical outcomes for a specified number of spins.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=79

Fire
Simulate the spread of a wildfire using a probability applet.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=143

Random Drawing Tool—Individual Trials
Explore the relationship between theoretical and experimental probabilities.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=67

Algebra Activity Sites

Algebraic Transformations
Explore commutativity and associativity within a geometric situation.
http://illuminations.nctm.org/ActivityDetail.aspx?ID=193

Pan Balance—Expressions
Investigate the concept of equivalence by "weighing" numeric and algebraic expressions.
http://illuminations.nctm.org/Activity.aspx?id=3529

Pan Balance—Numbers
Find equivalent numerical expressions using a balance scale.
http://illuminations.nctm.org/Activity.aspx?id=3530

Roots and Powers
Some problems require the aid of a calculator, while others encourage the learner to work the problem "on paper."
http://www.free-ed.net/sweethaven/Math/pre-algebra/RootPow01_EE.asp

Solving Linear Equations in One Variable
A list of activities for solving linear equations in one variable for independent learners
http://www.waybuilder.net/sweethaven/Math/algebra/linearEq/LinEqOne01_EE.asp

Advanced Math—Algebra
http://www.shodor.org/interactivate/activities/
What is the NWEA Reading Challenge?

Increasing text complexity
Plus diverse genres
Increased focus on author’s techniques

NWEA is shifting to Common Core rigor.
The Reading Challenge: Clarifying Complexity
At each level, the complexity increases, including the length of the passage and vocabulary and the structure of sentences. What should teachers do?

Demonstrate then guide students—then challenge students to independently…
• paraphrase a paragraph.
• identify unfamiliar words in a text and then use context to figure out meaning
• adjust rate of reading to be sure that they comprehend each paragraph.

Model reading strategies—reading requires more than skills—students need to…
• Preview the text
• Identify the genre—you read a story differently than a history or a science article
• Figure out what the first paragraph explains—and how it helps them prepare to read the rest of the passage
• Figure out how the title helps them understand the passage
• Read each paragraph carefully to learn what it tells—in nonfiction, that’s collecting important information and ideas; in fiction it’s figuring out what the writer has explained about the characters, plot, or setting
• If it’s nonfiction, look for features such as headings, graphics—take time to think about how they help explain the topic

NWEA Skills Emphases: Summary, Main Idea, Supporting Detail, Inference, including infer from context
Teachers can prepare students for the comprehensive test that asks a variety of questions by asking students to analyze questions in a multi-question exercise. Students first tell what skill the question requires, then locates the part of the passage to use to answer it, then chooses the best answer.

NWEA Interpretation Emphasis: author’s techniques—many DesCartes statements ask about ways the author helps the reader with the narrator, images, similes, metaphors. What should teachers do?
• After students read a passage, ask them to identify the strategies the writer used.
• Have students make a writer’s strategy chart—strategy and example

The Grammar, Syntax, and Prefix/Suffix Challenge
NWEA requires students to know subject-verb agreement, possessives, and much more.
• Feature grammar that students need to improve: students look for examples of it when they read, then make their own grammar glossary.
• Post incomplete sentences, ask students to decide the best word(s) to complete them.
• Construct a prefix and suffix poster with students—examples of how they change meaning of a word.
## NWEA Genres

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. You can check the genres that your students know how to read and identify genres to expand their reading experience. The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

<table>
<thead>
<tr>
<th>NWEA INFORMATIONAL TEXT GENRES</th>
<th>NWEA LITERATURE GENRES</th>
</tr>
</thead>
<tbody>
<tr>
<td>reference material 221-230</td>
<td>narrative 221-230</td>
</tr>
<tr>
<td>persuasive 211-220</td>
<td>autobiography 211-220*</td>
</tr>
<tr>
<td>true story 211-220</td>
<td>biography 211-220*</td>
</tr>
<tr>
<td>book review 211-220</td>
<td>folk tale 211-220</td>
</tr>
<tr>
<td>journals and specialized periodicals 211-220</td>
<td>poems 201-210</td>
</tr>
<tr>
<td>persuasive 211-220</td>
<td>folk tale 201-210</td>
</tr>
<tr>
<td>personal writing 211-220</td>
<td>fables 201-210</td>
</tr>
<tr>
<td>advertisements 211-220</td>
<td>myths 201-210</td>
</tr>
<tr>
<td>textbook 211-220</td>
<td>tall tale 201-210</td>
</tr>
<tr>
<td>encyclopedia 201-210</td>
<td>historical fiction 201-210</td>
</tr>
<tr>
<td>thesaurus 201-210</td>
<td>fantasy 191-200</td>
</tr>
<tr>
<td>informational magazines 191-200</td>
<td>story 191-200</td>
</tr>
<tr>
<td>atlas 191-200</td>
<td>poems 191-200</td>
</tr>
<tr>
<td>encyclopedia 191-200</td>
<td>fable 191-200</td>
</tr>
<tr>
<td>weather reports 191-200</td>
<td>memoir 191-200</td>
</tr>
<tr>
<td>advertisements 191-200</td>
<td>play 191-200</td>
</tr>
<tr>
<td>informational magazines 181-190</td>
<td>play 191-200</td>
</tr>
<tr>
<td>dictionaries 181-190</td>
<td>stories as &quot;make-believe&quot; 181-190</td>
</tr>
<tr>
<td>informal notes 181-190</td>
<td>story 181-190</td>
</tr>
<tr>
<td>letters 181-190</td>
<td>poems 181-190</td>
</tr>
<tr>
<td>journal entry 181-190</td>
<td>fairy tale 181-190</td>
</tr>
<tr>
<td>lists 181-190</td>
<td>fairy tale 171-180</td>
</tr>
<tr>
<td>newspaper 171-180</td>
<td>stories as &quot;make-believe&quot; 171-180</td>
</tr>
<tr>
<td>dictionary 171-180</td>
<td>stories that could happen 171-180</td>
</tr>
<tr>
<td>lists 171-180</td>
<td></td>
</tr>
<tr>
<td>thank you notes 161-170 and 171-180</td>
<td></td>
</tr>
<tr>
<td>dictionary 161-170</td>
<td></td>
</tr>
<tr>
<td>short informational passage describing events 161-170</td>
<td></td>
</tr>
</tbody>
</table>

While Common Core standards include some nonfiction genres listed on this chart as informational text, the chart provides classification based on NWEA specifications. However, Common Core classification should be used for instructional decisions about genres. “Common Core uses ‘informational text’ as another term for ‘nonfiction text.’” This category includes historical and technical texts that provide students with factual information about the world.” The article “Common Core: Fact vs. Fiction” (http://www.scholastic.com/teachers/article/common-core-fact-vs-fiction) provides a useful clarification of nonfiction including strategies students can apply to learn from nonfiction.

*NWEA is using the term informational strictly as text that provides information. Informational text is a sub-genre of nonfiction. Autobiographies and memoirs are nonfiction genres. NWEA has classified them as literature, so for purpose analyzing NWEA data—and previewing NWEA requirements—they are listed in the Literature column. NWEA confirms that they are classified as literature: “Literature: Texts that can be either fiction or nonfiction prose, dramatic, or poetry. What distinguishes literary text is that it is imaginative and many forms do not have to adhere to facts and verifiable information. NWEA has classified biographies, autobiographies, and literary essays as literary texts, along with the conventional genres such as short story, legend, fable, tall tale, etc.” (Source: NWEA Glossary of Terms for Instructional Data, 2011)
Meet the Genre Challenge:
Ask students to identify the strategies the writer uses to communicate ideas.

Readers need to know how writers of different genres use techniques to communicate—so they “get” the writer’s message clearly.

<table>
<thead>
<tr>
<th>Story Writers</th>
<th>Poets</th>
<th>Nonfiction Writers</th>
<th>Biographers</th>
</tr>
</thead>
<tbody>
<tr>
<td>character traits</td>
<td>alliteration</td>
<td>allusions</td>
<td>challenges</td>
</tr>
<tr>
<td>dialogue</td>
<td>figurative language</td>
<td>analogies</td>
<td>character</td>
</tr>
<tr>
<td>figurative language</td>
<td>hyperbole</td>
<td>anecdotes</td>
<td>traits</td>
</tr>
<tr>
<td>first person narrator</td>
<td>imagery</td>
<td>argument</td>
<td>conflicts</td>
</tr>
<tr>
<td>flashback</td>
<td>irony</td>
<td>captions</td>
<td>dialogue</td>
</tr>
<tr>
<td>foreshadowing</td>
<td>metaphor</td>
<td>comparison</td>
<td>foreshadowing</td>
</tr>
<tr>
<td>hyperbole</td>
<td>meter</td>
<td>contextualization</td>
<td>hyperbole</td>
</tr>
<tr>
<td>imagery</td>
<td>mood</td>
<td>contrast</td>
<td>imagery</td>
</tr>
<tr>
<td>irony</td>
<td>onomatopoeia</td>
<td>data</td>
<td>irony</td>
</tr>
<tr>
<td>metaphor</td>
<td>paradox</td>
<td>dialogue</td>
<td>metaphor</td>
</tr>
<tr>
<td>mood</td>
<td>personification</td>
<td>figurative language</td>
<td>mood</td>
</tr>
<tr>
<td>onomatopoeia</td>
<td>repetition</td>
<td>meter</td>
<td>repetition</td>
</tr>
<tr>
<td>plot twist</td>
<td>rhyme</td>
<td>imagery</td>
<td>graphics</td>
</tr>
<tr>
<td>repetition</td>
<td>rhythm</td>
<td>humor</td>
<td>satire</td>
</tr>
<tr>
<td>satire</td>
<td>satire</td>
<td>imagination</td>
<td>sensory detail</td>
</tr>
<tr>
<td>second person narrator</td>
<td>sensory detail</td>
<td>narrative techniques</td>
<td>simile</td>
</tr>
<tr>
<td>sensory detail</td>
<td>simile</td>
<td>quotations</td>
<td>suspense</td>
</tr>
<tr>
<td>simile</td>
<td>suspense</td>
<td>satire</td>
<td>tone</td>
</tr>
<tr>
<td>story within a story</td>
<td>symbolism</td>
<td>tone</td>
<td>voice</td>
</tr>
<tr>
<td>suspense</td>
<td>tone</td>
<td>voice</td>
<td></td>
</tr>
<tr>
<td>symbolism</td>
<td>voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>third person narration</td>
<td></td>
<td></td>
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<tr>
<td>tone</td>
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</tbody>
</table>

This is a Common Core challenge—NWEA asks students to analyze the author’s techniques, a kind of analysis that is new to many students.
Genre-Aligned Learning Activity Examples

Poetry

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

Nonfiction

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

Fiction--Elements of Fiction—Author’s Choices

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

Fiction--Character Development

Also can apply to biography analysis.

- Complete character analysis chart: how author communicates the traits and feelings of characters in the story—actions, dialogue, reactions of characters.
- Add dialogue to a story—what might the characters have said at different points?
- Dramatize a story, selecting events important to the character’s development and adding dialogue that communicates how the central character develops.
- Analyze how the author uses the character’s development to support the theme of the story.
- Synthesis: Write the next part of the story—tell what the character does next.
FICTION Students should be able to explain how to figure out each of these parts of a story.

**PART 1: What does the story tell me?**
- LOCATES INFORMATION
- INFERS MEANING
- MAKES PREDICTIONS
- DRAWS CONCLUSIONS

**ANALYZING THE WRITER’S CRAFT**

**AUTHOR’S STYLE/TECHNIQUE**
- DIALOGUE
- FORESHADOWING
- IRONY
- MOOD

**FICTION AND POETRY TECHNIQUES:** May be used in poetry and in other genres.
- IMAGERY AND SENSORY LANGUAGE
- FIGURATIVE LANGUAGE
- SIMILES AND METAPHORS
- IDIOMS
- SYMBOLISM

**Part 2: Getting the Message**
The following NWEA skills relate to inferring the theme or moral of a story.
- SUMMARIZES
- INFERS/ANALYZES THEME
- LESSON/MORAL  Note: Usually is the theme.
- MAIN IDEA of a Story or other work of literature

**Part 3: How does the writer tell me the theme/message?**
The author uses the plot and character development to communicate the theme. Setting usually supports development of the theme.
- SETTING
- CHARACTER
- PLOT

The plot is the key to understanding the theme-message-moral of a story. Plot analysis includes:
- SEQUENCE
- CAUSE AND EFFECT
- CONFLICT/RESOLUTION

**POETRY:** Students need to have these competencies.
- Compares content/concepts
- Analyzes the mood
- Identifies specific forms
- Analyzes poems to **determine the main idea**
- Compares poems to determine the **common theme**
- Analyzes poems to **identify the theme** or main idea
- **Identifies the mood** in a poem
- Infers the author’s viewpoint

---

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<table>
<thead>
<tr>
<th>During Reading</th>
<th>After Completing the Story</th>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate information</td>
<td>Sequence the story: What were the important events in the order they took place?</td>
<td>May be asked during or after reading.</td>
</tr>
<tr>
<td>Locate, then Analyze Information</td>
<td>Infer character traits What is a trait of one of the characters?</td>
<td>Author's Viewpoint/Tone How does the writer feel about the characters and events?</td>
</tr>
<tr>
<td>Who are the important characters?</td>
<td>What information in the story did you use to figure that out?</td>
<td>Why do you think that?</td>
</tr>
<tr>
<td>What did you learn about the setting in this paragraph/part of the story?</td>
<td>Analyze Narrator Who told the story? How do you think the narrator felt about the characters? Why do you think that?</td>
<td></td>
</tr>
<tr>
<td>What did you learn about the characters in this part of the story?</td>
<td>Problem-Solution/Conflict How did characters solve the problem (or conflict)?</td>
<td>What kinds of descriptions of the characters or events does the writer use that tells you that?</td>
</tr>
<tr>
<td>What information tells you that?</td>
<td>Summarize the story: Who were the important characters?</td>
<td>Author's Techniques What is the feeling or mood of the story (or this part of the story)?</td>
</tr>
<tr>
<td>Infer from Context</td>
<td>What problem did they solve? How did they solve it?</td>
<td>How does the writer set that mood?</td>
</tr>
<tr>
<td>What does this word mean?</td>
<td>How did they feel after they solved it?</td>
<td>During: What technique does the writer use in this part of the story?</td>
</tr>
<tr>
<td>Why do you think that?</td>
<td>What information tells you that?</td>
<td>After: Find an example of this technique in the story. Story may include one or more of these:</td>
</tr>
<tr>
<td>Rephrase statements</td>
<td>Identify/Nfer the Main Idea or Theme What is the main idea or theme or lesson learned?</td>
<td>dialogue    foreshadowing irony    sensory language simile    symbolism</td>
</tr>
<tr>
<td>What is another way to say _______? (sentence in story)</td>
<td>State it in a sentence.</td>
<td>How does this technique help you understand the story?</td>
</tr>
<tr>
<td>Identify Narrator</td>
<td>Identify/Infer the Main Idea or Theme</td>
<td>After reading two stories: Compare Stories Compare this story to another that has the same theme. How are they different? How are they alike?</td>
</tr>
<tr>
<td>Who is telling the story?</td>
<td>How do you know?</td>
<td></td>
</tr>
<tr>
<td>How do you know?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cause-Effect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is an important change or event?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What caused it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did characters feel about it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you predict will happen next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do you think that?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Interpret Fiction Comprehensively

The questions align with Common Core and NWEA and with Bloom’s Taxonomy.

<table>
<thead>
<tr>
<th>I do: Teacher models, thinks out loud.</th>
<th>I do, then We do: I demonstrate and guide with student participation. You do: collaboratively, then independently—Think, then respond with text-based evidence</th>
</tr>
</thead>
</table>
| **genre**
What are the parts of every story?
What genre is this story? | **Clarify**: What kinds of events and characters does a writer include in this kind of story—in this genre? |

<table>
<thead>
<tr>
<th>I do: Teacher models, thinks out loud.</th>
<th>I do, then We do: I demonstrate and guide with student participation. You do: collaboratively, then independently—Think, then respond with text-based evidence</th>
</tr>
</thead>
</table>
| **setting**
How does a writer help you “see” the setting? |  |
| **events**
How do you decide which events are important in a story? How do you make a prediction based on the events in a story? | **Describe** the place where the story happens. **Analyse**: How does the writer help you “see” the place? |

<table>
<thead>
<tr>
<th>I do: Teacher models, thinks out loud.</th>
<th>I do, then We do: I demonstrate and guide with student participation. You do: collaboratively, then independently—Think, then respond with text-based evidence</th>
</tr>
</thead>
</table>
| **cause-effect relations**
How do you infer what caused an event? How do you figure out its effects? | **Sequence**: What happens first, second, last? **Analyse**: What words does a writer use to help a reader know the sequence of events in a story? **Evaluate**: Which event is most important? **Infer**: Predict what will happen next. (During reading a story or after—the sequel.) |

<table>
<thead>
<tr>
<th>I do: Teacher models, thinks out loud.</th>
<th>I do, then We do: I demonstrate and guide with student participation. You do: collaboratively, then independently—Think, then respond with text-based evidence</th>
</tr>
</thead>
</table>
| **character traits and relationships**
How do you know which characters are important? How do you figure out their traits and feelings? | **Evaluate**: What is an important event in the story? **Infer**: What caused it? **Analyse**: What is an important choice a character makes? **Infer**: Why does the character make it? **Infer**: What results from that choice? |

<table>
<thead>
<tr>
<th>I do: Teacher models, thinks out loud.</th>
<th>I do, then We do: I demonstrate and guide with student participation. You do: collaboratively, then independently—Think, then respond with text-based evidence</th>
</tr>
</thead>
</table>
| **main Idea/theme**
How do you figure out the main idea or theme of a story? | **Analyse**: Who are the important characters? **Infer**: How do they feel about ______? (an event or each other). **Analyse**: How does the writer help you infer those feelings? **Evaluate**: Who is the most important (central) character? **Infer**: What are two traits of the character? **Analyse**: How does the writer help you understand the character? **Analyse**: What would you put in a summary of the story? **Infer** the Main Idea of story (NWEA uses Main Idea; PARCC/CCSS uses theme.) Explain how the writer included events that help you understand the theme.
Common Questions for Thoughtful Fiction Interpreters

Common Core Anchor Standards: KEY IDEAS AND DETAILS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Support your answers with evidence from the story.

What is the theme or message of this story? (CCSSR2) INFER

How did the writer help you understand that?
(Analyze: Craft and Structure—CCSSR 4, 5, 6)
RE-visit the story and look for ways the author made the theme clear.
I can identify and infer character traits.

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

You can use this chart to tell about a story or a news report or a history.

<table>
<thead>
<tr>
<th>PERSON OR CHARACTER</th>
<th>TREAT I FIND IN THE PASSAGE</th>
<th>TREAT I INFER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trait: _____________________</td>
<td>Trait: _______</td>
</tr>
<tr>
<td></td>
<td>Where I find it in the text:</td>
<td>Where I infer this character has this trait:</td>
</tr>
</tbody>
</table>

Write about one character or person.

Tell what this character does.

Tell how that action shows this character's traits.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Make Inferences with Evidence

These questions can be asked about any story, history, or current event. CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<table>
<thead>
<tr>
<th>INERENCE</th>
<th>QUESTION</th>
<th>ANSWER</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer from context</td>
<td>What does ______________ mean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer feelings</td>
<td>How do you think __________________ felt about</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer traits</td>
<td>What is a trait of ______________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer motive</td>
<td>Why did __________________ do this—</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer cause-effect</td>
<td>What caused __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer predictions</td>
<td>What do you think happened next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer the main idea</td>
<td>What is the main idea of the passage?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyze a Story to Learn More about Fiction Writers’ Techniques

Common Core Standard: Analyze craft and structure (CCSSR 5 and 6)

Task: Analyze a story. Explain how the writer uses the elements of a story to communicate a theme.

Describe the Setting: ____________________________________________________________

If you can write on the text, put S next to the sentences that tell about the setting.

Tell about the most important character. Name: ________________________________

<table>
<thead>
<tr>
<th>Traits—list two traits</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Trait 1</td>
</tr>
<tr>
<td>2.</td>
<td>Trait 2</td>
</tr>
</tbody>
</table>

List the two most important events in the story.

<table>
<thead>
<tr>
<th>Event</th>
<th>Why It Is Important</th>
<th>Why the Writer Included It</th>
</tr>
</thead>
</table>

What is the theme of the story?

How did the writer use the elements of the story to help you understand that theme? If you can write on the text, put T on the text where the writer helps you understand the theme. If you can’t write on the text, make a list of the most important parts of the story that help you understand the theme.
Plan a story to understand the writer’s craft.

CCSSW 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

What is your message or theme—what do you want the reader to understand?

______________________________

Describe the Setting with at least 2 details: ________________________________

______________________________________________________________

Main Characters: Describe two important characters.

<table>
<thead>
<tr>
<th>Character</th>
<th>List at least two traits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Challenge: What problem will the characters face? ____________________________

______________________________________________________________

Response: How will the characters resolve it? ________________________________

______________________________________________________________

How will the main character change, or what will that character learn?

______________________________________________________________

Assessment Basis:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Insufficient</th>
<th>Developing</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters and Setting</td>
<td>No details provided</td>
<td>Provides a few details</td>
<td>Lists 2 character traits, 2 setting details</td>
<td>Provides more than 2 traits and details.</td>
</tr>
<tr>
<td>Character development</td>
<td>Not relevant or no response.</td>
<td>Provides some information</td>
<td>Identifies change</td>
<td>Explain how character develops</td>
</tr>
<tr>
<td>Problem and Solution</td>
<td>Not relevant or no response.</td>
<td>Provides partial information</td>
<td>Completes information</td>
<td>Completes information and relates to theme</td>
</tr>
<tr>
<td>Theme</td>
<td>Not relevant or no response.</td>
<td>Lists topic instead of theme</td>
<td>Provides theme</td>
<td>Provides theme; it aligns with literary models.</td>
</tr>
</tbody>
</table>

Use the diagram on the next page to organize the events.
Construct the Plot of a Story to Understand the Writer’s Craft

b beginning/exposition  r rising action  c climax  f falling action  e end/resolution

What happens? In just a few words tell the plot. Be sure to use the events to help your reader understand the theme.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c</td>
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<td></td>
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<tr>
<td>f</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does your plot communicate the theme? _______________________________
_____________________________________________________________________

Who will narrate? ____________________________________________________

Why did you choose that narrator? _______________________________________

<table>
<thead>
<tr>
<th>Focus</th>
<th>Insufficient</th>
<th>Developing</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td>Not provided or not related to theme</td>
<td>Some parts listed, not classified appropriately; related to theme</td>
<td>Completed; appropriately classified; some parts relate to theme</td>
<td>Completed; appropriately classified; clear relationship to theme</td>
</tr>
<tr>
<td>Narrator</td>
<td>No response</td>
<td>Identified without reason</td>
<td>Identified with reason</td>
<td>Identified with reason relating to effective writing</td>
</tr>
</tbody>
</table>
Title of the Story: _____________________________________________________

2. CCSSR1 Identify Sequence: What was the first event?
   _________________________________________________________________

3. CCSSR1 Infer Character Traits: Name one character.____________________

What does trait mean?_________________________________________________________

What is one trait you infer that character has? ________________________________

Give evidence: Explain why you think that character has that character trait?
   __________________________________________________________________________

4. CCSSR1 Identify Action: What is something that character does?
   _________________________________________________________________

Infer Motive: Why do you think that character does that—what is the reason?
   __________________________________________________________________________

5. CCSSR2 Summarize the story. Write your summary on these lines.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. CCSSR2 Infer the theme or moral: What is the theme of the story?
   __________________________________________________________________________

How did the writer help you understand that is the theme?
# POETRY INTERPRETATION QUESTIONS

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

Students should read a poem at least 3 times:
First time: Enjoy it.
Second time: Interpret it
Third time: Analyze it

First reading: What do you like about this poem?

<table>
<thead>
<tr>
<th>After Second Reading</th>
<th>After Third Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infer from Context</strong></td>
<td><strong>Identifies specific form of poem</strong></td>
</tr>
<tr>
<td>What does the word _____ mean?</td>
<td>Which kind of poem is it?</td>
</tr>
<tr>
<td>Why do you think so?</td>
<td>(limerick, haiku, sonnet are examples).</td>
</tr>
<tr>
<td>Why do you think that?</td>
<td>How do you know?</td>
</tr>
<tr>
<td><strong>Analyze Mood</strong></td>
<td><strong>Analyze Author’s Techniques</strong></td>
</tr>
<tr>
<td>How does the poet want you to feel?</td>
<td>What technique does the writer use?</td>
</tr>
<tr>
<td>Why do you think that?</td>
<td>rhyme</td>
</tr>
<tr>
<td><strong>Analyze Structure</strong></td>
<td>repetition</td>
</tr>
<tr>
<td>• Why does the poet start with the first sentence—what does the poet want you to think about because of that first sentence?</td>
<td>irony</td>
</tr>
<tr>
<td>• Why does the poet end with the last sentence?</td>
<td>sensory language</td>
</tr>
<tr>
<td>• What does the poet want to be sure you think about because of that last part?</td>
<td>simile</td>
</tr>
<tr>
<td><strong>Identify/Infer the Main Idea or Theme</strong></td>
<td>metaphor</td>
</tr>
<tr>
<td>• What is the main idea or theme of the poem?</td>
<td>symbolism</td>
</tr>
<tr>
<td>• State it in a sentence.</td>
<td>figurative language</td>
</tr>
<tr>
<td>What parts of the poem communicate that theme?</td>
<td>How does that technique help the poet communicate the idea or theme of the poem?</td>
</tr>
<tr>
<td><strong>Compare this poem to another poem or to a story with a similar theme.</strong></td>
<td><strong>How are they alike?</strong></td>
</tr>
<tr>
<td>How are they different?</td>
<td><strong>How are they different?</strong></td>
</tr>
</tbody>
</table>
Poem Analyzer  *Italicized items are NWEA specifications.*
Read a poem three times.

**First time, enjoy it!**
CCSSR1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; cite **specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.
Note what you like about the poem.
Draw a picture that shows what you see when you read it.

**Second Time: Interpret It.**
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
(191) **Analyzes poem to determine main idea.** *(NWEA uses main idea and theme.)*

What is the theme? ___________________________________________

What is one statement from the poem that best represents that theme or main idea?
(221) **Evaluates statements to choose the one which best represents the main idea of a poem**

How does the author feel about the topic? __________________________
(191) **Infers author’s viewpoint** (term not used) in poems.

What does the writer include that tells you that? ___________________

**Third Time, Analyze how the writer helps you understand the poem.**
CCSSR4. **Interpret words and phrases** as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

What is the mood of the poem? (181) _____________________________

List one line that shows that mood. (181) __________________________

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

<table>
<thead>
<tr>
<th>simile (181)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>metaphor (201)</td>
<td></td>
</tr>
<tr>
<td>image (201)</td>
<td></td>
</tr>
</tbody>
</table>

**Think More**  Explain how the writer helps you understand the poem. (191)
**Do More**  Write your own poem about the same theme.
Poem Interpreter
This page develops CCSSR Anchor Standard—Key Ideas and Information: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. The next page develops the analysis of author’s craft and structure.

A poet is like a painter. The poet uses words to help you understand a theme or message.

Poem: ____________________________________________________________

What do you like most about this poem?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Draw a picture to illustrate the poem. Show what you think the poet’s message is.

✓ What is the theme of the poem—what is the poet’s message?

_________________________________________________________________

Why do you think that is the message the poet wants you to understand? Give examples from the poem that support your interpretation.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
POEM ANALYZER  CCSSR Anchor Standards—Craft and Structure

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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text relate to each other and the whole.

A poet uses techniques. Look for examples of these techniques in the poem.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>alliteration</td>
<td></td>
</tr>
<tr>
<td>metaphor</td>
<td></td>
</tr>
<tr>
<td>simile</td>
<td></td>
</tr>
<tr>
<td>narrator</td>
<td></td>
</tr>
<tr>
<td>rhyme</td>
<td></td>
</tr>
<tr>
<td>symbol</td>
<td></td>
</tr>
<tr>
<td>repetition</td>
<td></td>
</tr>
<tr>
<td>onomatopoeia</td>
<td></td>
</tr>
</tbody>
</table>

Think about these questions. Give evidence to support your answers.

✓ Choose a line you think is very important. What is the line?

_________________________________________________________________

Why is that line important? __________________________________________

_________________________________________________________________

✓ What is the mood of the poem—the feeling it has—joyful, calm, another feeling?

_________________________________________________________________

How does the poet give the poem that mood?

_________________________________________________________________

EXCEED:
> Write your own poem. Use poetry techniques to make your idea clear.
Poem Writer

Common Core Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Topic, feeling or theme: ________________________________________________________________

Start with your vision: Picture/Diagram/Idea

Figurative words I can use to help readers “see” my idea.

<table>
<thead>
<tr>
<th>Figurative Words</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Poem

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Meet the NONFICTION Challenge

Students should be able to explain how to use the features of nonfiction to locate information and then use it to learn ideas.

Text Features Of Nonfiction
- Diagrams/Charts/Graphs
- Maps
- Glossary
- Bibliography
- Author’s Biography
- Index/Table Of Contents

Locate Information, then Analyze and Infer
- Locate Information
- Compare/Contrast
- Sequence Of Events
- Infer meaning of words (context)
- Draw Conclusions
- Cause/Effect

Summarize Then Infer Main Idea And Author’s Purpose Based On Analysis Of Use Of Facts
- Summarize/Describe
- Key Details
- Main Idea
- Synthesize

Author’s Intent/Purpose
- Author’s Viewpoint/Bias
- Point Of View/Purpose
- Facts vs. Opinions
- Validity Of Information
- Author’s Style/Technique
- Persuasive Language
Nonfiction Strategic Plan

✓ Guide students to clarify the text in a pre-view—what features do they find, what do they expect to learn?
✓ Ask students to identify topic and organization/structure of the text.
✓ Guide students to take time to figure out the writer’s purpose by reading the first part carefully.
✓ Students should stop after each paragraph and figure out what information is important and idea they have learned.
✓ Give students “think time” to respond thoughtfully to questions.

✓ After completing the reading, students should figure out:
  • The central idea
  • The writer’s purpose—what the writer wants them to understand or feel about the topic.

✓ Students should have opportunities to:
  • Read a variety of kinds of nonfiction
  • Compare and contrast different texts on the same topic or issue
  • Synthesize information and ideas from different texts
  • Learn from a variety of resources in addition to texts
### NONFICTION PASSAGE Questions

**Before/At Beginning of Reading**  
What is the genre of this reading? What does the title tell you that you will learn?

**During Reading**

<table>
<thead>
<tr>
<th>Text Features</th>
<th>During Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>What text features do you notice?</td>
<td>Using Glossary and Index</td>
</tr>
<tr>
<td>How will they help you learn from this reading?</td>
<td>How does a glossary help you understand the reading?</td>
</tr>
<tr>
<td>Locate information</td>
<td>How does an index help readers?</td>
</tr>
<tr>
<td>What is a fact about _ in paragraph _?</td>
<td></td>
</tr>
<tr>
<td>Find ___ in the table.</td>
<td></td>
</tr>
</tbody>
</table>

| Locate, then Analyze Information | |
| What did you learn about the topic in the first paragraph?? | |
| What information tells you that? | |

| Infer from Context | |
| What does this word mean? | |
| Why do you think that? | |

| Paraphrase statements | |
| What is another way to say _______? (sentence or phrase from text) | |

| Use Visuals | |
| How does the ___ (chart, diagram, graph) help you understand the text? | |

| Main Idea of a Paragraph | |
| What is the main idea of this paragraph? | |
| What information supports it? | |

| After Reading | |
| Using Glossary and Index | |
| How does a glossary help you understand the reading? | |
| How does an index help readers? | |

| Compare and Contrast | |
| How is ___ like ___? | |
| How is ___ different from ___? | |

| Identify Opinion | |
| Look for a sentence that is an opinion. Why do you think it is an opinion? | |

| Analyze Examples | |
| Why did the writer include this information in paragraph ___? | |
| What was the writer trying to help you understand? | |

| Summarize | |
| First, list important ideas you learned. Then write a short summary that tells the ideas and the most important examples. | |

| Identify/Infer the Main Idea | |
| What is the main idea of the whole passage? | |
| State it in a sentence. | |
| What parts of the passage support it? | |
| What is the best conclusion you can make based on what you read? | |

**Craft and Structure**

| Structure of the text | |
| How did the writer organize the text? | |
| ___ sequence or time order | |
| ___ compare and contrast | |
| ___ description | |
| ___ cause-effect | |

| Author’s Purpose | |
| What does the writer want you to understand because you read this? | |

| Author’s Viewpoint/Tone | |
| How does the writer feel about the topic? Why do you think that? | |
| What are some words that show how the writer feels about the topic? | |

| Author’s Techniques | |
| What text features did the writer use to help you learn about the topic? | |
| How does this technique help you understand the ideas? | |
| Why did the writer include a bibliography? | |
| What other techniques did the writer use? | |

Advanced: Compare two texts on the same topic—how are they alike, how are they different?
I can summarize nonfiction passages.
CCSSR2—summarize with support

Topic: ____________________________________________________________

Important Words:

<table>
<thead>
<tr>
<th>Word</th>
<th>What it Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Important Facts:

My Summary:
On another page, write and draw to tell what you know.
I can infer the main idea when I read nonfiction.
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What I read: __________________________________________________________

Topic: __________________________________________________________________
The topic is not the title. It is the subject of the passage.
It is not the main idea, either. You figure out the main idea by thinking about what the writer wants you to learn from the passage.

After you read, think about it: what is the main idea? What did the writer want me to understand because I read it? Put the main idea in the big box and information that supports it in the smaller boxes. You can write words and draw pictures to show what you think.

Write the main idea here. It should be a BIG idea you learn from the passage you read.

Put important facts from the passage in the boxes. The facts should support the main idea.

Check your main idea.
It should be a good way to tell what the writer wants you to learn from the different facts in the passage.
It should be so important that it could be a new title for the passage.
Learn More about Reading Nonfiction by Planning Nonfiction

An idea is a way of thinking about something. For example, Chicago is the name of a city.

So if you read a passage called Chicago, you would learn about the city. When you read the passage, then you think about the information to figure out what idea the writer wants you to learn about Chicago.

For example, Chicago is a big busy city is an idea, a way of thinking about the city. You can figure out the main idea two ways. You can start with what you think is the main idea and look for information and examples that support it. Or you can start with information and use that to infer the main idea they support.

To make sure you know what a main idea is, complete this task. Organize your own passage about Chicago.

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

TOPIC: Chicago

MY IDEA: ____________________________________________________

Examples I will use to make it clear.

Example

Example

Example
NONFICTION Paragraph Analyzer to Infer the Main Idea

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

After you read each paragraph, list the main idea you learned from each paragraph. 
*We put 8 rows. If you need more rows for more paragraphs, you can add another page.*

Let's Start!

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

*What do you think is the main idea of the passage? Use your list to figure it out.*
Main Idea Exerciser

You can take these steps after you read nonfiction so you learn more about the topic and learn more about how to read nonfiction.

EXPLAIN WHAT YOU LEARNED
1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.
3. Figure out what the main idea is—the idea that the writer wants you to think about animals because you read the passage.

Start your summary this way:

The main idea of the passage is _____________________________________________.

Here is information that helps you understand that idea.

Then finish the summary. Include the information that helps explain the main idea.
COMPREHENSIVE ASSESSMENT: Non-Fiction

I can identify the topic, main idea, purpose, opinion, and summarize a nonfiction passage

1. **What is the topic?** __________________________________________________________
   
   *The topic is not the title.* What is the topic that the passage explains?

2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

3. **Classify Fact and Opinion:** What is an opinion in the passage?

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

   *Explain: How do you know it is an opinion?*

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

4. Summarize the passage in one or two sentences.

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

5. **What is the main idea** of the whole passage?

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

6. **Infer the purpose:** What is the purpose of the passage? Why did the writer write it? How did the writer want you to feel or what did the writer want you to understand?

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Exceed:** Make up a multiple-choice quiz about the topic. Ask **challenging** questions.