**Grades 6-8**

FOURTH QUARTER LEARNING PRIORITIES

**NWEA Resources**

* [***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.pdf)

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

|  |  |
| --- | --- |
| [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) |

**High School/Next Grade Prep and**

**Enrichment Resources—For After NWEA!**

**Students should increase independent:**

**Note taking**

**Homework completion (!)**

**Strategic Reading of Nonfiction**

**SEL/Literacy--Plan a Fable that Teaches a Lesson**[**Spanish**](http://teacher.depaul.edu/Documents/FablePlannerESP.pdf)[**English**](http://teacher.depaul.edu/Documents/FablePlanner.pdf)

**Learning Guides in Spanish and English**

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

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

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

**Connect Learning to Chicago**

**[](http://teacher.depaul.edu/chicago.html)**  [**Chicago Literacies--**](http://teacher.depaul.edu/Documents/ChicagoLearningResources.pdf)

             Activities and Texts to Learn about past and plan the future

             --Organized for the Chicago History Museum

[**Read/THINK\Write Chicago**](http://teacher.depaul.edu/ChicagoConnectedReadingWritingThinking.htm)

**Engaging activities so students strengthen skills and learn about their city**

**THE ART PLUS. Visual Representation**[**Expands Learning**](http://teacher.depaul.edu/html/IllustratetoAssess.htm)

"Art is the representation, science the explanation, of the same reality."

       --Herbert Read

[**Illustrated Preamble to the Constitution**](http://teacher.depaul.edu/Documents/GraySchoolStudentsIllustratethePreamble.pdf)

**Upper Grade teachers may want to focus on Chicago Futures**

**—integrating literature and social science.**

Chicago Progress [Learning Guides](http://teacher.depaul.edu/chicago.html) include integrated literacy activities--

Analyze Chicago Innovations Plan Your Future Plan Chicago Progress

**Literacy Standards Emphasized this Quarter**

**READING**

**Integrated Standards:**

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

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

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|  | **READING LITERATURE** | **READING NONFICTION** |
| 6 | **Determine** a **theme** or **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments. | **Determine** a **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments. |
| 7 | **Determine** a **theme** or **central idea** of a text and **analyze** its **development** over the course of 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 **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. |

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.

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be Emphasized this Quarter—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

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| Week of | **New Math** | **Math “Mix”—What to Revisit** |
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**Use the lists on the next pages to identify skills and knowledge your students need to complete**

**NWEA progress—**

**and next Grade Prep.**

**NWEA Math Priorities**

NWEA asks students to use a wide range of math skills.

**Determines probability** of an occurrence based on a simple experiment or frequency table—probability problems increase in complexity of data included in the analysis

**Geometry:** NWEA starts with basics

—identification of **shapes**, classification of **angles**

—then advances to problems of **size, including radius, diameter, area, and volume**, and problems that require them to

**compare and contrast geometric shapes**.

Students use coordinate geometry to figure out **distances.**

**Measurement** starts with basic kinds of measures such as elapsed time and moves to more complex levels, including conversion.

**Proportion** starts with simple fractions and moves to percentages, decimals, and conversion and use of fractions to solve problems.

**PROBLEM SOLVING**

**Solves real-world problems—complexity of the problem increases, including the number of steps required and the level of abstractness**

* Length, Distance, other spatial measures; Weight and mass
* Capacity
* Time
* Data from tables and graphs
* Proportion
* Measurement
* Data Analysis
* Prediction based on probability analysis
* Powers (advanced—grades 6-8)

**Algebra**

Missing elements (basic)

Patterns, sequences, functions, relationships

Expressions and equations of increasing complexity (advanced)

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that 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.

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

**Genre is only one part of text complexity.**

As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.

**Students can explain how to use reference sources not only to prepare for NWEA but to prepare for more independent research.**

*This list is based on NWEA skills items. Adjust it to match your learning priorities.*

*Get it as a Word document you can expand at teacher.depaul.edu.*

| **Reference Source or Tool** | **How You Use It** |
| --- | --- |
| almanac |  |
| annotated bibliography |  |
| atlas |  |
| bibliography |  |
| catalog |  |
| dictionary |  |
| encyclopedia |  |
| field guide |  |
| manual |  |
| recipe |  |
| schedule |  |
| thesaurus |  |

**Check these punctuation and grammar points.**

Review them to ensure that students are ready for NWEA and the next grade.

* comma
* contraction
* sentence fragment
* apostrophe
* past tense, future tense
* possessive
* Chooses the correct prefix (re-)
* Chooses the correct prefix (un-)
* Chooses the correct suffix based on context (-er)
* Chooses the correct suffix based on context (-ful)
* Chooses the correct suffix based on context (-less)
* Chooses the correct suffix based on context (-y)
* hyphen
* plural
* quotation mark
* run-on sentence
* semicolon
* subject verb agreement
* verb phrase
* Recognizes multiple meanings of homographs
* Selects the correct definition of a suffix (-phobia)
* Selects the correct meaning of a prefix and root word;
* Selects the correct meaning of a word based on its prefix
* Selects the correct word when given the definition of the suffix
* Selects the correct word when given the definition of the suffix and root word
* Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning
* abbreviation
* clause
* interjection
* Chooses the correct word based on context and knowledge of a suffix (-ist)
* Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-, il-)

**Author’s Craft and Structure**

Ask students to identify/give examples of each of these author’s “tools” and explain how they help readers comprehend texts.

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

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

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| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  hyperbole  idiom  imagery  irony  metaphor  mood  narrator  onomatopoeia  point of view  --first person  --third person  sensory detail  simile  suspense symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  point of view  repetition  rhyme  rhythm  satire  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  graph  headings  humor  illustrations  narrative  point of view  quotations  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**Nonfiction Text Features to Review to Prepare for NWEA and the Next Grade**

|  |  |
| --- | --- |
| **Text Features** | **How do readers use it to learn about the topic?** |
| Title  Introduction | They help you figure out the topic. |
| Subtitles—headings  Table of Contents | They help you figure out the ideas of the parts.  They help you figure out the structure of the text. |
| Boldface words  Italicized words | They help you identify vocabulary important to understand the topic. |
| Graphs and Tables | They help you understand information about the topic. |
| Pictures and Captions | They help you understand information about the topic. |
| Index | It helps you find information in the text. |
| footnote | They provide an explanation of something in the text. |
| bibliography | The bibliography tells you what the author used to prepare the text. |
| guide words | They help the reader see what is important. |
| Glossary | Explains words that are important to understand the text. |
| Author’s biography | Tells you about the author. |
| Map | Shows where places are, what’s there |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 30-31**

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| --- | --- | --- |
| **Literature Genre** | POEM | \_\_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)  5. **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**—and accomplishes the writer’s purpose (6) | How do you interpret a poem?   * Analyze how a poem or story includes the author’s point of view or purpose—how the theme is communicated. * Interpreting [Poetry](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | How do writers construct a story?   * Analyze how a story includes the author’s point of view or purpose—how the idea, theme, or lesson is communicated. * Use the NWEA fiction terms (in front section) to identify examples of techniques the writer used to communicate the theme. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source *\_primary source* | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **Develop Nonfiction Literacy**  CCSSRI3. **Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic. * Begin a glossary of nonfiction reader’s terms | * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic. * Make your own claim about the topic, supporting it with evidence from the text. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI3. **Analyze** in detail how a key individual, **event**, or **idea** is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | * Demonstrate how to adjust rate of reading to text complexity. * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic. * Begin a glossary of nonfiction techniques (see list in front section) | * Demonstrate how a nonfiction learner adjusts rate of reading to the text complexity. * Analyze how a nonfiction writer explains a topic—developing a central idea and supporting ideas and making a claim about the topic. * Make your own claim about the topic, supporting it with evidence from the text. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR4  Structure and use  Academic vocabulary | * Academic Vocabulary—make glossary and write with words relating to interpreting a poem. | * Academic Vocabulary—make glossary and write with words relating to interpreting a story-- NWEA fiction terms |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  How do you write a \_\_\_\_\_\_? | * How do you write a poem? * Students explain with examples. | * How do you write nonfiction? * Students explain with examples. |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 32-33**

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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)  CCSSR5 and 6—analyze purpose, structure, techniques—the author’s choices | HOW DO YOU INTERPRET A STORY?  Figure out the theme of a story.  Then explain how the writer uses elements of fiction and techniques to communicate the theme or central message of a story.   * *Identify how a narrator’s perspective influences how events are presented.* | HOW DO YOU INTERPRET A STORY?  Explain how to figure out a writer uses elements of fiction and techniques to communicate the theme or central message of a story.   * *Identify how a narrator’s perspective influences how events are presented.* |
| **Nonfiction**  **Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **Develop Nonfiction Literacy**  CCSSRI2 **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. | * Analyze how a writer communicates ideas with examples. * Make the outline that the writer might have used to organize the passage. * Write a three-sentence summary. * Construct guide to reference sources—this is a multi-week project that begins this week. | * Analyze how a nonfiction writer communicates ideas with examples. * Identify strategies the nonfiction writer uses to clarify the topic and communicate ideas through examples * Continue the reference source guide. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**  CCSSRI2 **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. | * Analyze how a writer communicates ideas with examples. * Make the outline that the writer might have used to organize the passage. * Write a three-sentence summary. * Construct guide to reference sources | * Analyze how a nonfiction writer communicates ideas with examples. * Identify strategies the nonfiction writer uses to clarify the topic and communicate ideas through examples * Continue the Reference Source guide |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR4 | * Review Greek and Latin roots, identify words with those roots in readings. * Review prefixes and suffixes | * Review Greek and Latin roots, identify words with those roots in readings. * Review prefixes and suffixes |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW4 clarify strategies of writing clearly | * Make a list of techniques and text features a nonfiction writer uses—including examples based on your reading. | * Make a list of techniques a fiction author uses. |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 34-35**

**8th grade teachers may want to focus on Chicago Futures**

**—integrating literature and social science.**  [Learning Guides](http://teacher.depaul.edu/chicago.html)  includes guides to

Analyze Chicago Innovations Plan Your Future Plan Chicago Progress

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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)  CCSSRL9. **Compare** and **contrast** texts in different forms or genres in terms of their approaches to similar **themes**. | * Compare and contrast two different works of fiction with a similar theme. What similar or different strategies do the writers use to communicate? How are the elements different—setting, plot, characters? | * Compare/contrast drama and prose. Decide which is more effective in communicating a theme or lesson—support your opinion. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **Develop Nonfiction Literacy**  CCSSRI8. **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. | * Identify a claim made by a writer. * Evaluate the evidence provided to support it—for strength and relevance. * Continue reference source guide. | * Identify claims about the same topic made by a two different writers-- * Evaluate the evidence provided to support each writer’s claim—for strength and relevance. * Complete reference source guide. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**  CCSSRI8 **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. | * Identify a claim made by a writer. * Evaluate the evidence provided to support it—for strength and relevance. * Continue reference source guide. | * Identify claims about the same topic made by a two different writers-- * Evaluate the evidence provided to support each writer’s claim—for strength and relevance. * Complete reference source guide. |
| [**Word Patte**](http://teacher.depaul.edu/html/vocabulary.html)**rns and Grammar**  CCSSR4 | * Make guide with examples to suffixes and prefixes—how they affect word meaning. | * Make guide to techniques --dialogue—colloquialism, idiom, irony, other techniques with examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW8 Write about a topic based on information from different sources | * Start to organize a booklet, report, or exhibit about a topic. Choose a BIG question. List ideas you will include. Note kinds of information and examples you will need. | * Begin to organize the information to prepare the report/exhibit/booklet. |

**Grades 6-8: FOURTH QUARTER Learning Priorities Weeks 36-37**

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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)  9. **Compare** and **contrast** texts in different forms or genres in terms of their approaches to similar **themes** and **topics**. | * Compare two different texts by the same author. Summarize how they are alike and different. | * Identify and analyze the kinds of choices writers make in different passages—using passages read during the quarter. Analyze the choices a writer makes to communicate a theme. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **Develop Nonfiction Literacy**  CCSSR7—synthesize information from different texts. | Organize culminating projects such as:   * Science Expo—students each choose a topic or work in pairs, present the topic with examples they illustrate and summarize. * Science strategies guide: students write a guide to doing science, from observation through conclusion. * Science Careers: Students identify a job they want to do, and explain the science they would use in that job. Career areas can be in food service, technology, astronomy, health—encourage diversity.   Prepare the Science Learning Yearbook—each student provides a page/section. | Organize culminating projects such as:   * Science Expo—students each choose a topic or work in pairs, present the topic with examples they illustrate and summarize. * Science strategies guide: students write a guide to doing science, from observation through conclusion. * Science Careers: Students identify a job they want to do, and explain the science they would use in that job. Career areas can be in food service, technology, astronomy, health—encourage diversity.   Prepare the Science Learning Yearbook—each student provides a page/section. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**  CCSSR7—synthesize information from different texts. | Choose a topic you care about in social science  Collect ideas and information from different sources.  Outline a report or booklet or presentation on it. | Write the text you prepared in the previous week. |
| [**Word Patte**](http://teacher.depaul.edu/html/vocabulary.html)**rns and Grammar**  CCSSR4 academic vocabulary | * Make a guide to literary terms | * Make a glossary of words that relate to meeting challenges—such as persistence. In the glossary, cite examples from history and literature that exemplify the terms. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW8 Organize a report.* | * Draft/design the booklet/exhibit/report. | * Complete the booklet/exhibit/report. |

**Grades 6-8: FOURTH QUARTER Learning Priorities Week 38**

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| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**  Synthesis  CCSSRL5 and 6 | **Recognize Progress**   * Students choose their favorite reading of the year, write an explanation of why it is their favorite, using terms relating to the interpretation of literature. * Hold a speech or poetry reading in which students read and interpret [poems](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm), including poems they have written. |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)  **Develop Nonfiction Literacy**  synthesis  CCSSRI7 and W7, 8, 9 | Prepare the Science Learning Yearbook—each student provides a page/section. |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop Nonfiction Literacy**  synthesis  CCSSRI7 and  W7, 8, 9 | Choose a career in government or community service and explain why you want it and how you will contribute to progress in it. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR4 | * Words about traits of individuals who make progress, such as persistence. * Your own grammar guide. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  persuasive | * Write an inspiring speech, poem, or song. |