

**Lakewood City Schools  
6<sup>th</sup> Grade  
English-Language Arts  
Common Core Course of Study  
& Resources Document  
2014-2015**



## **Overview**

This 6th grade language arts curriculum has been crafted to be a work in progress. The intent of this document is that it will constantly be evolving. This mirrors concepts students will see again at the high school level if they continue their education within the Lakewood City School District. Please consult the companion document (Grade 6 ELA COS Scope and Sequence) for the overview to the year with the listing of the Common Core Standard statements.

## **Essential Question**

The “Essential Question” highlights the usefulness, the relevance, and the greater benefit of a unit. It is often the “So what?” question about material covered. It should be answerable, at least to some degree, by the end of the unit, but it should also have more than one possible answer. It should prompt intellectual exploration by generating other questions.

## **Content Focus (Mini Lessons)**

These are the specific student outcomes for the unit. They describe the transferable ELA content and skills that students should possess when the unit is completed. The objectives are often components of more broadly-worded standards and sometimes address content and skills necessarily related to the standards. The lists are not exhaustive, and the objectives should not supplant the standards themselves. Rather, they are designed to help teachers “drill down” from the standards and augment as necessary, providing added focus and clarity for lesson planning purposes.

## **Focus Standards**

These standards are taken directly from the CCSS and have been identified as especially important for the unit. Other standards are covered in each unit as well, but the focus standards are the ones that the unit has been designed to address specifically.

## **Suggested Resources**

Included with this document is a long list of potential reading (literature and informational), art, and film. This is also not intended to be set in stone and is meant to be used as resource options that a teacher can use to explore the theme of any given unit. It is hoped that as teachers use this document, they will add to it any resources that are found to be suitable to the themes and lessons.

**English Language Arts  
Common Core Course of Study  
(CCSS that are on-going with instruction and assessments all year)**

**CC.6.L.1.c** Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person

**CC.6.L.1.d** Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**CC.6.L.1.e** Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**CC.6.L.2** Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.6.L.2.a** Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**CC.6.L.2.b** Conventions of Standard English: Spell correctly.

**CC.6.L.3.a** Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CC.6.L.3.b** Knowledge of Language: Maintain consistency in style and tone.

## Theme 1 – Growing Up

### Essential Question: What distinguishes childhood from adulthood?

#### Pillar of Personal Development: Curiosity

##### Content Focus (Mini Lessons):

- 1.) Questioning (QAR-question, answer, relationship by Raphael), summarizing without personal opinion
- 2.) Compare and contrast differing media- fiction
- 3.) Literal, inferential, and evaluative questions
- 4.) Writing process
  - a. Develop dialogue to develop event and/or character, transitions, sequencing, conclusions, descriptive, and sensory language
  - b. Citing textual evidence to support research
- 5.) Textual evidence: Fiction and nonfiction works
- 6.) Speaking and listening: Coming to discussions prepared
- 7.) Grammar: Use conventions of standard grammar when writing or speaking to ensure pronouns are in proper case (subjective, objective, and possessive)
- 8.) Elements of Fiction
  - a. Character Development
  - b. Plot Development
- 9.) Narrative Writing
  - a. Personal
  - b. Fictional

##### Focus Standards:

**CC.6.R.L.1** Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CC.6.R.L.7** Integration of Knowledge and Ideas: 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.

**CC.6.R.I.1** Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CC.6.W.3** Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**CC.6.W.3.a** Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**CC.6.W.3.b** Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CC.6.W.3.c** Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CC.6.W.3.d** Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CC.6.W.3.e** Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.

**CC.6.W.9** Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CC.6.W.9.b** Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “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.”).

**CC.6.SL.1** Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CC.6.SL.1.a** Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CC.6.SL.1.b** Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CC.6.L.1** Conventions of Standard English: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**CC.6.L.1 a.** Conventions of Standard English: Ensure that pronouns are in the proper case subjective, objective, possessive.

## **RESOURCES:**

### LITERARY TEXTS

#### **Poetry**

- “A Birthday” (Christina Rossetti)  
[http://www.poetry-archive.com/r/a\\_birthday.html](http://www.poetry-archive.com/r/a_birthday.html)
- “Past, Present, Future” (Emily Brontë)
  - **Youtube reading:** [http://www.youtube.com/watch?v=m\\_GxQi7xCq8](http://www.youtube.com/watch?v=m_GxQi7xCq8)
  - **Online Text:** <http://www.poetsgraves.co.uk/Classic%20Poems/Bronte/Past%20Present%20Future.htm>
- “The Road Not Taken” (Robert Frost)
  - <http://www.poemhunter.com/poem/the-road-not-taken/>

## Stories

- *Charlie and the Chocolate Factory* (Roald Dahl), 810L (class read aloud in 5th grade) LRC set
- "Eleven" (Sandra Cisneros; also part of grade 5 writing units of study)
  - <http://julieteacher.pbworks.com/w/page/12607400/Eleven>
- *Knots in my Yo-Yo String* (Jerry Spinelli) TOD, 980L
- *James and the Giant Peach* (Roald Dahl), 870L (class read aloud in 5th grade)
- *Peter and the Shadow Thieves* (Dave Barry, Ridley Pearson, and Greg Call), 780L
- *Peter and the Starcatchers* (Dave Barry, Ridley Pearson, and Greg Call), 770L
- *Peter Pan* (J.M. Barrie), 920L
  - **Entire text online:** <http://www.online-literature.com/barrie/peterpan/>
- *The Secret Knowledge of Grown-Ups* (David Wisniewski), 810L
- *When I Was Your Age, Volume Two: Original Stories about Growing up* (Amy Ehrlich, ed.)
- *Tuck Everlasting* (Natalie Babbitt), 770L

## INFORMATIONAL TEXTS

### Articles

- "Classic Story Flies in Many Forms (A Peter Pan Timeline)" (Bob Minzesheimer, *USA Today*, 9/1/2004)
  - [http://usatoday30.usatoday.com/life/books/news/2004-09-01-peter-pan-timeline\\_x.htm](http://usatoday30.usatoday.com/life/books/news/2004-09-01-peter-pan-timeline_x.htm)
- "Peter Pan's Early Years" (Bob Minzesheimer, *USA Today*, 9/1/2004)
  - [http://usatoday30.usatoday.com/life/books/news/2004-09-01-peter-pan-prequel\\_x.htm](http://usatoday30.usatoday.com/life/books/news/2004-09-01-peter-pan-prequel_x.htm)
- "Prequel to Peter Pan Fills in the Blanks with Fun" (Sue Corbett, *Miami Herald*, no date)

### Nonfiction

- *Boy: Tales of Childhood* (Roald Dahl)
- *J.M. Barrie: The Magic Behind Peter Pan* (Susan Bivin Aller)

## ART, MUSIC AND MEDIA

### Film

- Mel Stuart, dir., *Willy Wonka and the Chocolate Factory* (1971)
- Tim Burton, dir., *Charlie and the Chocolate Factory* (2005)
- Henry Selick, dir., *James and the Giant Peach* (1996) – **Videocassette of James and the Giant Peach located at Emerson**
- Marc Forster, dir., *Finding Neverland* (2004)
- Glenn Casale and Gary Halvorson, dir., *Peter Pan* (2000)

### Media

- *James and the Giant Peach* (audiobook CD) (Puffin Books)
- *Peter and the Starcatchers* (audiobook CD) (Brilliance Audio)
- *Peter Pan* (BBC Radio Presents) (Random House Audio)

## Music

- Moose Charlap and Carolyn Leigh, "I Won't Grow Up" (1954). *Note:* This song is from *Peter Pan*, the musical. The version in which Cathy Rigby sings the part of Peter is recommended.

○ <http://www.youtube.com/watch?v=sye2NanCYHI>

## Theme 2 – Embracing Heritage Through Folklore

**Essential Question: How do we embrace our individual and national heritage through folklore?**

Pillar of Personal Development: Curiosity

### Content Focus (Mini Lessons):

- 1.) Narrator's point of view
  - a. Mood
  - b. Tone
- 2.) Non-fiction text Structure
  - a. Through examples and anecdotes
  - b. Textual Evidence
    - i. Structure of text contributes to development of ideas
- 3.) Comparison across text
  - a. Comparing and contrasting one author's presentation of events with another author's.
- 4.) Writing (varied purposes, time frames, and audiences)
  - a. Persuasive
    - i. Editing with revision
      1. Self
      2. Teacher
      3. Peer/Adult
  - b. Research
    - i. Citing textual evidence to support
- 5.) Speaking and listening to evaluate claims/evidence for validity
- 6.) Acquisition of vocabulary
  - a. Context Clues
  - b. Textual Evidence
  - c. Etymology/Roots and Affixes
  - d. Analogies
  - e. Denotation/Connotation
- 7.) Using Reference Materials
  - a. Both print and digital
    1. Acquire and use general academic and domain-specific vocabulary
    2. Verify inferred meaning of word or phrase

- 8.) Elements of fiction
  - a. Character development
  - b. Plot development
- 9.) Figurative language
  - a. Word nuances
- 10.) Vocabulary acquisition
  - a. Context clues
  - b. Textual evidence
  - c. Etymology/roots and affixes
  - d. Analogies
  - e. Denotation/technical meanings
  - f. Connotation
- 11.) Author's purpose
  - a. Meaning, tone, and mood
- 12.) Non-fiction text structure
- 13.) Narrative writing
  - a. Personal
  - b. Fictional
- 14.) Research
  - a. Conduct short research projects drawing on several sources
  - b. Citing textual evidence to support
- 15.) Utilizing textual evidence
  - a. Fiction
  - b. Non-fiction
- 16.) Collaborative discussions
  - a. Peer review
  - b. Literature circle
  - c. Reading circle
  - d. Questioning techniques
- 17.) Literal, inferential, and evaluative leveled questions
- 18.) Demonstrate understanding of multiple perspectives
  - a. Reflective
  - b. Subjective

**Focus Standards:**

**CC.6.R.L.3** Key Ideas and Details: 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.

**CC.6.R.L.4** Craft and Structure: 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.

**CC. RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.

**CC.RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CC.6.R.1.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CC.RI.6.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**CC.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CC.6.W.3** Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CC.W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CC.6.W.7** Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CC.6.W.9** Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CC.SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**CC.L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CC.L.6.4(c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CC.L.6.4(d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## **RESOURCES:**

### **LITERARY TEXTS**

#### **Poetry**

- “Twelfth Song of Thunder” (Navajo, Traditional)
- <http://www.eduplace.com/ss/hmss/3/unit/act2.1blm.html>

## Stories

- Aesop's Fables (retold by Margaret Clark) TOD
- *American Tall Tales* (Mary Pope Osborne and Michael McCurdy), 970L
- *As Long as the Rivers Flow: The Stories of Nine Native Americans* (Scholastic Biography) (Paula Gunn Allen and Patricia Clark Smith)
- *Behind the Mountains* (First Person Fiction) (Edwidge Danticat), 940L
- *Black Ships Before Troy: The Story of the Iliad* (Rosemary Sutcliff),
- *The Breadwinner* (Deborah Ellis), 630L
- *Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale* (Robert D. San Souci, Brian Pinkney, and Jane Yolen), 1050L
- *D'Aulaires' Book of Norse Myths* (Ingri and Edgar Parin D'Aulaire)
- *Dreaming of America* (Eve Bunting), 320L
- *Escape from Saigon: How a Vietnam War Orphan Became an American Boy* (Andrea Warren)
- *Esperanza Rising* (Pam Munoz Ryan), 750L
- *Favorite Folktales from Around the World* (Jane Yolen)
- *The Firebird and Other Russian Fairy Tales* (Arthur Ransome)
- *Febold Feboldson (retold by Mary Pope Osborne)*, TOD
- *Golden Tales: Myths, Legends, and Folktales from Latin America* (Lulu Delacre) (Note: This title also includes informational text.)
- *Heroes, Gods and Monsters of the Greek Myths* (Bernard Evslin), 800L
- *If Your Name Was Changed at Ellis Island (If You're)...Series* (Ellen Levine and Wayne Parmenter), 880L, LRC set
- *An Indian in Cowboy Country: Stories from an Immigrant's Life* (Pradeep Anand)
- *Journey of the Sparrows* (Fran Leeper Buss), 760L
- *Just So Stories* (Rudyard Kipling), 1060L
- *The Lightning Thief: Percy Jackson and the Olympians: Book 1* (Rick Riordan), 990L
- "On Discovering America" from *Survey Graphic Magazine* (Pearl S. Buck)
- [http://xroads.virginia.edu/~ma01/davis/survey/articles/faces/faces\\_jun37\\_2.html](http://xroads.virginia.edu/~ma01/davis/survey/articles/faces/faces_jun37_2.html)
- *One Eye Laughing, the Other Eye Weeping: The Diary of Julie Weiss, Vienna, Austria to New York, 1938* (Dear America Series) (Barry Denenberg), 950L
- *One More River to Cross: The Stories of Twelve Black Americans* (Scholastic Biography) (Jim Haskins)
- *Project Mulberry* (Linda Sue Park), 690L
- *Roman Myths* (Geraldine McCaughrean and Emma Chichester Clark)
- *Something About America* (Maria Testa)
- *The Three Hunters and the Great Bear – Myth* (retold by Joseph Bruchac)
- *The Talking Eggs* (Robert D. San Souci), 940L
- *Tikta'Liktak: An Inuit-Eskimo Legend* (James A. Houston), 1120L
- *Weedflower* (Cynthia Kadohata), 750L
- *When Jessie Came Across the Sea* (Amy Hest and P.J. Lynch)
- *Women Warriors: Myths and Legends of Heroic Women* (Marianna Mayer and Heller Julek)

## INFORMATIONAL TEXTS

### Nonfiction

- *Ancient China* (Robert Nicholson and Claire Watts), TOD
- *Aztec, Inca, and Maya* (DK Eyewitness Books) (Elizabeth Baquedano and Barry Clarke),

1070L

- *Beneath the Stone: A Mexican Zapotec Tale* (Bernard Wolf), 770L
- *Building an Igloo* (Ulli Steltzer), 720L
- *Coming To America: The Story of Immigration* (Betsy Maestro and Susannah Ryan), 890L
- *Cowboy: Roundup on an American Ranch* (Joan Anderson) TOD, 990L
- *Do People Grow on Family Trees?: Genealogy for Kids and Other Beginners, The Official Ellis Island Handbook* (Ira Wolfman and Michael Klein), 900L
- *First Americans: Story of Where They Came From and Who They Became* (Anthony F. Aveni and S.D. Nelson),
- *First Crossing: Stories about Teen Immigrants* (Donald R. Gallo)
- *First Facts about the Vikings* (Jacqueline Morley), 830L
- *Golden Tales: Myths, Legends, and Folktales from Latin America* (Lulu Delacre) (Note: This title also includes folktales.)
- *Greeks Internet Linked* (Illustrated World History) (Susan Peach, Anne Millard, and Ian Jackson), 930L
- *The Hero Schliemann: The Dreamer Who Dug For Troy* (Laura Amy Schlitz and Robert Byrd)
- *The History Atlas of South America* (MacMillan Continental History Atlases) (Edwin Early, ed.)
- *A History of US: Reconstructing America 1865-1890* (Book 7) (Joy Hakim), 1180L
- *How People Immigrated* (True Books) (Sarah De Capua), 940L
- *Immigrant Kids* (Russell Freedman), 1050L
- *The Inuit* (Watts Library) (Suzanne M. Williams)
- *Look into the Past: The Greek and the Romans* (A. Susan Williams and Peter Hicks) TOD
- *New Kids in Town: Oral Histories of Immigrant Teens* (Scholastic Biography) (Janet Bode), 630L
- *Pyramids* (taken from Kids Discovery), TOD
- *Romans: Internet Linked* (Illustrated World History) (Anthony Marks), 920L
- *The Stone Age News* (Fiona Macdonald) TOD, 960L
- *Through the Eyes of Your Ancestors: A Step-by-Step Guide to Uncovering Your Family's History* (Maureen Alice Taylor), 1000L
- *The Usborne Internet-Linked Encyclopedia of World History* (Jane Bingham)
- *Vicious Vikings* (Horrible Histories TV Tie-in) (Terry Deary and Martin Brown)
- *You Wouldn't Want to be a Roman Soldier! Barbarians You'd Rather Not Meet* (You Wouldn't Want To...Series) (David Stewart and David Antram), 950L
- *You Wouldn't Want to be a Slave in Ancient Greece! A Life You'd Rather Not Have* (You Wouldn't Want To...Series) (Fiona MacDonald, David Salariya, and David Antram), 830L
- *You Wouldn't Want to Be a Viking Explorer! Voyages You'd Rather Not Make* (You Wouldn't Want To...Series) (Andrew Langley, David Salariya, and David Antram), 840L
- *You Wouldn't Want to Live in Pompeii! A Volcanic Eruption You'd Rather Avoid* (You Wouldn't Want To...Series) (John Malam, David Salariya, and David Antram), 840L

ART, MUSIC AND MEDIA

Art

- Childe Hassam, *Flags on Fifty-Seventh Street: The Winter of 1918* (1918)
- Childe Hassam, *Village Scene* (1883-1885)
- Childe Hassam, *Winter in Union Square* (1889-1890)
- Marble portrait of the Emperor Augustus (Roman, ca. 14-37 CE)
- Mural painting at Teotihuacan (Latin American, ca. fourteenth to fifteenth century)

**Media**

- Oseburg Burial Ship (Viking, 800 CE)
- Stelae from La Venta (Olmec, Latin American, ca. 1000-500 BCE)
- Sutton Hoo Burial Helmet (Viking, early seventh century)
- Winged Victory of Samothrace (Greek, ca. 190 BCE)
  
- *Just So Stories* (Rudyard Kipling) (audiobook CD) (Harper Collins)
- *The Lightning Thief: Percy Jackson and the Olympians: Book 1* (Rick Riordan and Jesse Bernstein) (Listening Library)
- "Coming to America" (Neil Diamond's song)
  - Youtube: <http://www.youtube.com/watch?v=cRTHdC7k4uY&feature=related>
  - Lyrics: <http://www.sing365.com/music/lyric.nsf/America-lyrics-Neil-Diamond/1FDC2C80119D090A4825696900168500>

## Theme 3 – You Can Figure it Out!

**Essential Question: How do strategies for solving math problems compare with strategies for solving mysteries?**

**Pillar of Personal Development: Perseverance**

### **Content Focus (Mini Lessons):**

1. Elements of Fiction
  - a. Analyzing how a sentence, chapter, scene, or stanza fits into text structure.
  - b. Analyze the development of theme, setting, and/or plot.
2. Non-Fiction Writing
  - i. Produce Informative/Explanatory text
  - ii. Introduce a topic; organize ideas and information, using strategies such as; definition, classification, compare and contrast, cause and effect; include formatting, graphics, and multimedia to aid comprehension
  - iii. Develop topic with relevant facts, definitions, concrete ideas, quotations, or other information and examples
  - iv. Utilize appropriate transitions to clarify relationships amongst ideas
  - v. Utilize precise language and domain-specific vocabulary to inform and/or explain topic
  - vi. Establish and maintain formal style (MLA)
  - vii. Provide a concluding statement from the information presented
3. Speaking and Listening
  - a. Present claims using descriptions, facts, and details to accentuate main/central ideas or themes
  - b. Present claims and findings utilizing eye contact, volume, and pronunciation in presentation(s)

### **Focus Standards:**

- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **RI.6.2:** 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 and judgments.
- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding

skills to type a minimum of three pages in a single sitting.

- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**RESOURCES:**

**LITERARY TEXTS**

**Poetry**

- *39 Clues Book 1: The Maze of Bones* (Rick Riordan) (Scholastic Audio Books), 610L
- "Jabberwocky" (Lewis Carroll), 390L
- <http://www.jabberwocky.com/carroll/jabber/jabberwocky.html>
- *Math Talk: Mathematical Ideas in Poems for Two Voices* (Theoni Pappas)
- *Poetry for Young People: Edgar Allan Poe* (Edgar Allen Poe, Brod Bagert andCarolynn Cobleigh)
- *Poetry for Young People: Edward Lear* (Edward Lear, Edward Mendelson and Laura Huliska-Beith)

**Stories**

- *39 Clues* series (Rick Riordan)
- *A View from Saturday* (E.L. Konigsburg) TOD, 860L
- *Chasing Vermeer* (Blue Balliet and Brett Helquist), 770L
- *G is for Googol: A Math Alphabet Book* (David M. Schwartz and Marissa Moss), 760L
- *Math Curse* (Jon Scieszka), 560L
- *The Mysterious Adventures of Sherlock Holmes* (Arthur Conan Doyle), 1090L
- *The Mysterious Benedict Society* (Trenton Lee Stewart and Carson Ellis), 890L
- *The Name of this Book is Secret* (Secret Series) (Pseudonymous Bosch), 810L
- *The Westing Game* (Ellen Raskin), 750L, LRC set
- *Three Act Tragedy* (Agatha Christie), 680L
- *Toothpaste Millionaire* (Jean Merrill), 820L, LRC set
- *Egypt Game* (Zilpha Keatley Snyder), 1010L
- *And Then There Were None* (Agatha Christie), 570L

**INFORMATIONAL TEXTS**

**Nonfiction**

- *Go Figure! A Totally Cool Book About Numbers* (Johnny Ball), 970L
- *Grapes of Math: Mind-Stretching Math Riddles* (Greg Tang and Harry Briggs)
- *Math-terpieces: The Art of Problem Solving* (Greg Tang and Greg Paprocki)
- *The \$1.00 Word Riddle Book* (Marilyn Burns and Martha Weston), 800L
- *The Number Devil: A Mathematical Adventure* (Hans Magnus Enzensberger and Rotraut Susanne Berner, and Michael Henry Heim), 580L

**ART, MUSIC AND MEDIA**

**Art**

- Balthus, *Solitaire* (1943)
- Balthus, *The Living Room* (1942)
- Balthus, *The Mountain* (1936-1937)
- Balthus, *The Street* (1933-1935)
- *Illustrations from The Mysteries of Harris Burdick* (Chris Van Allsburg)

**Media**

- *The Essential Agatha Christie Stories: Agatha Christie's Best Short Sleuths Crack Twenty-Two Famous Cases* (Agatha Christie) (BBC Audiobooks America)
- *The New Adventures of Sherlock Holmes* (Arthur Conan Doyle) (Anthony Boucher) (audiobook CD)

## Theme 4 – Courageous Characters

**Essential Question: How are acts of courage portrayed in literature and informational text?**

### Pillar of Personal Development: Courage

#### **Content Focus (Mini Lessons):**

- 1.) Compare and contrast fictional texts in various genres with similar themes/topics
- 2.) Determining a central/main idea conveyed through particular details
- 3.) Summarizing text without personal opinion
- 4.) Vocabulary Acquisition:
  - a. Context Clues
  - b. Textual Evidence
  - c. Etymology/Roots and Affixes
  - d. Analogies
  - e. Denotation/Technical Meanings
  - f. Connotation
- 5.) Research:
  - a. Citing textual evidence to support
  - b. Evaluating claims/evidence for validity
  - c. Gather information from multiple print and/or digital sources
  - d. Assess credibility of sources
  - e. Quote or paraphrase information of others avoiding plagiarism
  - f. Cite references in bibliographic form (MLA)
- 6.) Write arguments to support claims with reasons and evidence
  - a. Introduce claim and organize reasons/evidence
  - b. Support claim with reasons/evidence using credible sources
  - c. Using words, phrases, and clauses to clarify claims
  - d. Establish and maintain formal style of writing (MLA)
  - e. Provide a conclusion statement that supports claim
- 7.) Using technology to produce and publish writing
- 8.) Speaking and Listening
  - a. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue.
- 9.) Use knowledge of language and its conventions when writing, speaking, reading, and listening
- 10.) Determine a theme or central/main idea of a text and how it is conveyed through particular details
- 11.) Provide a summary without personal opinion
- 12.) Read and comprehend various fiction and nonfiction text in increasing complexity
- 13.) Utilize textual evidence to determine author's point of view and purpose
- 14.) Utilize all text structure formats in all media to develop an understanding
- 15.) Writing



- a. Non-Fiction Writing
  - b. Produce Informative/Explanatory text
  - c. Introduce a topic; organize ideas and information, using strategies such as; definition, classification, compare and contrast, cause and effect; include formatting, graphics, and multimedia to aid comprehension
  - d. Develop topic with relevant facts, definitions, concrete ideas, quotations, or other information and examples
  - e. Utilize appropriate transitions to clarify relationships amongst ideas
  - f. Utilize precise language and domain-specific vocabulary to inform and/or explain topic
  - g. Establish and maintain formal style (MLA)
  - h. Provide a concluding statement from the information presented
- 16.) Produce writing which is appropriate to task, purpose, and audience
- 17.) Research
- a. Resources
    - i. Gather information from multiple print and/or digital sources
    - ii. Assess credibility of sources
    - iii. Quote or paraphrase information of others avoiding plagiarism
    - iv. Cite references in bibliographic form (MLA)
- 18.) Writing (varied purposes, time frames, and audiences)
- 19.) Speaking and Listening
- a. Include multimedia components and visual displays
  - b. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English
- 20.) Determine a theme or central/main idea of a text and how it is conveyed through particular details
- a. Provide a summary without personal opinion
- 21.) Read and comprehend various fiction and nonfiction text in increasing complexity
- 22.) Utilize textual evidence to determine author's point of view and purpose
- 23.) Utilize all text structure formats in all media to develop an understanding
- 24.) Writing
- a. Produce writing which is appropriate to task, purpose, and audience
  - b. Writing (varied purposes, time frames, and audiences)
- 25.) Speaking and Listening
- a. Include multimedia components and visual displays
  - b. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English

### Focus Standards:

- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **RI.6.2:** 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 and judgments.
- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **RL.6.2:** 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.
- **RI.6.6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.7:** 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.
- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **SL.6.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**RESOURCES:**

LITERARY TEXTS

**Poetry**

- “Casabianca” (Felicia Dorothea Hemans)
  - [http://1stholistic.com/Reading/poems/liv\\_poems-casablanca.htm](http://1stholistic.com/Reading/poems/liv_poems-casablanca.htm)
- “Good Sportsmanship” from the Autograph Album (Richard Armour)
  - [http://allpoetry.com/poem/8591667-Good\\_Sportsmanshi\\_wbr\\_p-by-Richard\\_Willar\\_d\\_Armour](http://allpoetry.com/poem/8591667-Good_Sportsmanshi_wbr_p-by-Richard_Willar_d_Armour)
- “If” (Rudyard Kipling)
  - <http://www.themagickalreview.org/poetry/if.pdf>
- *Lives: Poems about Famous Americans* (Lee Bennett Hopkins and Leslie Staub)

**Stories**

- *The Best School Year Ever* (Barbara Robinson), TOD, 1020L
- *The Circuit: Stories from the Life of a Migrant Child* (Francisco Jiménez)
- *Counting on Grace* (Elizabeth Winthrop)
- *Darnell Rock Reporting* (Walter Dean Myers) 710L
- *Dragonwings* (Lawrence Yep), 870L
- *Fire from the Rock* (Sharon M. Draper), 830L
- *Free at Last! Stories and Songs of Emancipation* (Doreen Rappaport and Shane W. Evans), 910L
- *Iqbal* (Francesco D’Adamo), 730L
- *Kira-Kira* (Cynthia Kadohata)
- *Lyddie* (Katherine Paterson)
- *My Side of the Mountain* (Jean Craighead George), TOD, 810L
- *Number the Stars* (Lois Lowry), TOD, 670L (*sometimes a fifth grade novel*)
- *Old Yeller* (Fred Gipson), TOD, 910L
- “The People Could Fly” from *The People Could Fly* (Virginia Hamilton and Leo and Diane Dillon)
- *The Power of Light: Eight Stories for Hanukkah* (Isaac Bashevis Singer and Irene Lieblich)
- *Sadako and the Thousand Paper Cranes* (Eleanor Coerr), 630L, LRC set
- *Saving Shiloh* (Phyllis Reynolds Naylor), TOD 1020L
- *Shipwreck Season* (Donna Hill), 670L
- *Sign of the Chrysanthemum* (Katherine Paterson and Peter Landa), 870L

- *Snow Falling in Spring: Coming of Age in China During the Cultural Revolution* (Moying Li), 1020L
- *SOS Titanic* (Eve Bunting)
- *Summer of the Swans* (Betsy Byars) 830L
- *The Tale of the Mandarin Ducks* (Katherine Paterson and Leo and Diane Dillon)
- *The Cay* (Theodore Taylor), 860L
- *Timothy of the Cay* (Prequel of the Cay)(Theodore Taylor) , LRC set
- *Under the Blood-Red Sun* (Graham Salisbury)
- *Uprising: Three Young Women Caught in the Fire That Changed America* (Margaret Peterson Haddix)
- *War Comes to Willy Freeman* (James and Christopher Collier)
- *The Castle in the Attic* (Elizabeth Winthrop), 750L
- *The Girl Who Owned a City* (O.T. Nelson), 660L
- *My Side of the Mountain* (Jean Craighead George), 810L
- *A Wrinkle in Time* (Madeleine L'Engle), 740
- *The River* (Gary Paulsen), 960L

INFORMATIONAL TEXTS

**Biographies**

- *Amelia Earhart (DK Biography)* (Tanya Lee Stone), 1000L
- *Charles A. Lindbergh: A Human Hero* (James Cross Giblin), 1140L
- *I Want to be an Astronaut* (Stephanie Maze and Catherine O'Neill Grace), TOD, 1070L
- *Up In the Air: The Story of Bessie Coleman* (Philip S. Hart and Barbara O'Connor)
- *Wilbur & Orville Wright: Taking Flight* (Stephanie Sammartino McPherson and Joseph Sammartino Gardner), 950L
- *William Boeing: Builder of Planes* (Community Builders) (Sharlene Nelson and Ted Nelson)
- *The Wright Brothers: First in Flight* (Tara Dixon-Engel) Sterling Biographies
- *The Wright Brothers: How They Invented the Airplane* (Russell Freedman) TOD

**Nonfiction**

- *Black Eagles: African Americans in Aviation* (James Haskins)
- *Catching the Fire* (Philip Simmons, Blacksmith Mary E. Lyons) TOD, 710L
- *Exploring the Titanic: How the Greatest Ship Ever Lost—Was Found* (Robert D. Ballard) , 980L, LRC set
- *Fantastic Flights: One Hundred Years of Flying on the Edge* (Patrick O'Brien), 900L
- *Flood: Wrestling with the Mississippi* (Patricia Lauber) TOD
- *Flying Free: America's First Black Aviators* (Phillip S. Hart)
- *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry)
- *Kids at Work: Lewis Hine and the Crusade Against Child Labor* (Russell Freedman and Lewis Hine)
- *Kids on Strike!* (Susan Campbell Bartoletti)
- *Kids with Courage: True Stories About Young People Making a Difference* (Barbara A. Lewis)
- *Leon's Story* (Leon Walter Tillage and Susan L. Roth), 970L, LRC set
- *Life in Ancient Japan* (Peoples of the Ancient World) (Hazel Richardson), 1010L
- *Many Thousand Gone: African Americans from Slavery to Freedom* (Companion to *The People Could Fly*) (Virginia Hamilton and Leo and Diane Dillon)

- *A Night to Remember: A Classic Account of the Final Hours of the Titanic* (Walter Lord)
- *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (Frederick Douglass)
- *Out of Darkness: The Story of Louise Braille* (Russell Freedman) TOD, 1000L
- *Rebels Against Slavery: American Slave Revolts* (Patricia C. and Fredrick L. McKissack)
- *Samurai: Warlords of Japan* (High Interest Books) (Arlan Dean), 900L
- *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance* (Jennifer Armstrong)
- *Up Before Daybreak: Cotton and People in America* (Deborah Hopkinson), 1060L
- *Voyager: An Adventure to the Edge of the Solar System* (O'Shaughnessy), TOD, 970L
- *You Wouldn't Want to Sail on the Titanic! One Voyage You'd Rather Not Make* (You Wouldn't Want To...Series) (David Stewart, David Salariya and David Antram)

## ART, MUSIC AND MEDIA

### Art

- Frederick Douglass Home (Washington, DC, ca. 1855)
- Iwo Jima Memorial (Rosslyn, Virginia, 1954)
- Lincoln Memorial (Washington, DC, 1912-1922)
- Orville Wright, Wilbur Wright, and John T. Daniels, *Crumpled glider wrecked by the wind on Hill of the Wreck* (early twentieth century)  
Orville Wright, Wilbur Wright, and John T. Daniels, *Wilbur gliding down steep slope of Big Kill Devil Hill* (early twentieth century)
- Orville Wright, Wilbur Wright, and John T. Daniels, *First Flight* (early twentieth century)
- Vietnam War Memorial (Washington, DC, 1982)
- Washington Monument (Washington, DC, 1848-1888)

### Music

- "Song of Greatness" (transcribed by Mary Austin)
  - <http://quizilla.teennick.com/poems/9109120/a-song-of-greatness-talkback>
- Traditional, "Cotton Mill Girls" (as sung by Michèle Welborne)
  - Music: <http://www.youtube.com/watch?v=Ff57NniovSM> (performed by Hedy West)
  - Lyrics: [http://www.robingleenstein.com/iow/lyrics\\_cottonmillgirls.html](http://www.robingleenstein.com/iow/lyrics_cottonmillgirls.html)
- Traditional, "Nobody Knows the Trouble I've Seen"
  - Music: <http://www.youtube.com/watch?v=MTQJhnA46UA>
  - Lyrics: <http://www.metrolyrics.com/nobody-knows-the-trouble-ive-seen-lyrics-louis-armstrong.html>
- Traditional, possibly Wallis Willis, "*Swing Low, Sweet Chariot*"
  - Music: <http://www.youtube.com/watch?v=Pj9SGvIJFeA>
  - Music: <http://www.youtube.com/watch?v=rkyh9kDU5oI>
  - Lyrics: [http://www.negrospirituals.com/news-song/swing\\_low\\_sweet\\_chariot\\_swing\\_lo.htm](http://www.negrospirituals.com/news-song/swing_low_sweet_chariot_swing_lo.htm)

