This course is the first semester of English 6, the required 6th grade English Language Arts course.

**Content**
This required sixth grade English Language Arts course covers both literary and informational reading, writing, speaking and listening, and grammar. Reading Genres and concepts include: **Short Stories**: plot, character, setting, and theme; **Drama**; **Nonfiction**: essays, articles, biographies and autobiographies, letters and journals; **Oral Tradition**: myths, fables, and folk tales; and **Poetry**: lyric poetry, sound devices, narrative poetry, sensory language, and figurative language. Writing types include narration, description, persuasion, exposition, and research. Listening and speaking exercises include delivery and evaluation of narrative, descriptive, research, and response to literature presentations. Grammar exercises are included in each assignment.

**Standards**
Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards:

- **Anchor Standards (This set applies to all secondary grade levels)**
  - Career and College Ready Anchor Standards for Reading
  - Career and College Ready Anchor Standards for Writing
  - Career and College Ready Anchor Standards for Speaking and Listening
  - Career and College Ready Anchor Standards for Language

- **Content Standards (This set applies to Grade 6 only)**
  - Reading
    - Literature
    - Informational Texts
  - Writing
  - Speaking and Listening
  - Language

To view each of the standards for the categories listed above in detail, download the California Common Core State Standards for English Language Arts from [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/). Both sets of standards cover each of the main aspects of the English language: reading, writing, speaking and listening, and language conventions (grammar). The CCS anchor standards provide a broad foundation of language development across grades 6-12. The content standards provide additional specificity for each individual grade level. Together they define the skills and understandings that all students must demonstrate.

**Text**
Kinsella, Feldman, Stump, Carroll, and Wilson, *Prentice Hall Literature: Timeless Voices, Timeless Themes (Copper Level)*, Prentice Hall, 2002

**Websites**
Supplementary resources for each lesson—including audio recordings and practice quizzes—are available through the school’s Student Home Page at [http://coastudent.net](http://coastudent.net). The student web page also has helpful links to the publisher’s textbook companion site and to the public library’s free online tutoring program.

**Work Expectations**
In order to successfully complete this course, students are expected to be working a total of **10 hours per week or 2 hours per day**.
Career and College Readiness Anchor Standards for Reading (Grades 6-12)

Key Ideas and Details:
• 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.
• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
• Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:
• 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.
• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
• Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
• 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.
• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:
• Read and comprehend complex literary and informational texts independently and proficiently.

Career and College Readiness Anchor Standards for Writing (Grades 6-12)

Text Types and Purposes:
• Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
• Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To view the Career and College Readiness Standards for Language, Speaking and Listening, as well as grade-specific content standards, go to http://www.cde.ca.gov/re/cc/.
ASSIGNMENTS FOR WEEK #1: Growing and Changing (Theme) Part 1

<table>
<thead>
<tr>
<th>Due: / /</th>
<th>Rec’d: / /</th>
<th>Evaluation:</th>
<th>Comments:</th>
</tr>
</thead>
</table>

Before you go home: Go over “Exploring the Theme” on page 1 with your teacher.

- **ASSIGNMENT 1:** “The Sound of Summer Running” [pages 4-12]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 3:** “Jeremiah’s Song” [pages 36-46]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 5:** “Summer Hats” and “An Astronaut’s Answers” [pages 82-89]: Reading Informational Materials: Newspaper Articles and Interviews (CCSS: 6.RI):
  1. Read the articles, documents, and notes.
  2. Complete all Check Your Comprehension and Applying the Reading Strategy questions.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 1-5 and 16-20.

**DIFFERENTIATE:** Read and complete pages 4-23 and 346-350 in Reader’s Companion (English Learner’s Version)—Copper Level.
ASSIGNMENTS FOR WEEK #2: Growing and Changing (Theme) Part 2

<table>
<thead>
<tr>
<th>Due:<strong>/</strong>/___</th>
<th>Rec’d:<strong>/</strong>/___</th>
<th>Evaluation:</th>
<th>Comments:</th>
</tr>
</thead>
</table>

Before you go home: Go over Assignment #4 “Writing Workshop” with your teacher.

- **ASSIGNMENT 1:** “The King of Mazy May” [pages 50-60]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 5:** Narration: Autobiographical Narrative [pages 90-93]: Writing Workshop: (CCSS: 6.W)
  Complete the Writing Workshop essay assignment. Be sure to use all of the guidelines (red headings) in the assignment description and the Student Model as an example. Your essay should be at least two printed pages, with 11-point font, 1.5-line-spaced, and margins no greater than 1” on all sides. Use the Rubric for Self-Assessment to guide your work. Be prepared to discuss and answer questions about your essay with your teachers and any students present at your next appointment.


Differentiate: Read and complete pages 24-52 in Reader’s Companion (English Learner’s Version)—Copper Level.
## ASSIGNMENTS FOR WEEK #3: Reaching Out (Theme) Part 1

**Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ____________________________________________________________**

### Before you go home:
Go over “Exploring the Theme” on page 97 with your teacher.

- **ASSIGNMENT 1:** “How to Write a Letter” and “How to Write a Poem About the Sky” [pages 100-106]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 3:** “Aaron’s Gift” and “Water” [pages 110-122]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 5:** “Jerry Spinelli” and “As Close As We Can Get” [pages 149-151; 166-169]: Reading Informational Materials: Interviews and Review (CCSS: 6.RI):
  1. Read the articles, documents, and notes.
  2. Complete all Check Your Comprehension and Applying the Reading Strategy questions.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 31-35 and 36-40.

**DIFFERENTIATE:** Read and complete pages 53-70 and 356-359 in Reader’s Companion (English Learner’s Version)—Copper Level.
## ASSIGNMENTS FOR WEEK #4: Reaching Out (Theme) Part 2

<table>
<thead>
<tr>
<th>Due: / / Rec’d: / / Evaluation:</th>
<th>Comments:</th>
</tr>
</thead>
</table>

**Before you go home:** Go over Assignment #5 “Writing Workshop” with your teacher.

- **ASSIGNMENT 1:** “Zlateh the Goat” [pages 126-134]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

- **ASSIGNMENT 2:** “Zlateh the Goat” [pages 135-137]: Review, Assess, and Integrate Language Skills (CCSS 6 RL, 6 W, 6 L, 6 SL):
  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 3:** “Door Number Four,” “Count That Day Lost,” and “The World Is Not a Pleasant Place to Be” [pages 138-142]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

- **ASSIGNMENT 4:** “Door Number Four,” “Count That Day Lost,” and “The World Is Not a Pleasant Place to Be” [pages 143-145]: Review, Assess, and Integrate Language Skills (CCSS 6 RL, 6 W, 6 L, 6 SL):
  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 5:** Description: Descriptive Essay [pages 170-173]: Writing Workshop: (CCSS: 6.W)
  Complete the Writing Workshop essay assignment. Be sure to use all of the guidelines (red headings) in the assignment description and the Student Model as an example. Your essay should be at least two printed pages, with 11-point font, 1.5-line-spaced, and margins no greater than 1” on all sides. Use the Rubric for Self-Assessment to guide your work. Be prepared to discuss and answer questions about your essay with your teachers and any students present at your next appointment.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 41-50.

**DIFFERENTIATE:** Read and complete pages 77-86 in Reader’s Companion (English Learner’s Version)—Copper Level.
## ASSIGNMENTS FOR WEEK #5: Proving Yourself (Theme) Part 1

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: __________

**Before you go home:** Go over “Exploring the Theme” on page 177 with your teacher.

- **ASSIGNMENT 1:** “from The Pigman and Me” [pages 180-188]: Read, Review and Assess (CCSS 6.RL).
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 3:** “Thunder Butte” [pages 192-204]: Read, Review and Assess (CCSS 6.RL).
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 5:** “Applications” and “Gentle Giants in Trouble” [pages 239-243; 254-257]: Reading Informational Materials: Interviews and Review (CCSS: 6.RI).
  1. Read the articles, documents, and notes.
  2. Complete all Check Your Comprehension and Applying the Reading Strategy questions.

### Complete Periodic Assessment #1 at your next appointment.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 56-65.

**DIFFERENTIATE:** Read and complete pages 87-107 and 364-371 in Reader’s Companion (English Learner’s Version)—Copper Level.
ASSIGNMENTS FOR WEEK #6: Proving Yourself (Theme) Part 2

Due: __/__/__  Rec’d: __/__/__  Evaluation: ___________  Comments: __________

**Before you go home:** Go over Assignment #5 “Writing Workshop” with your teacher.

- **ASSIGNMENT 1:** “Mowgli’s Brothers” [pages 208-218]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 3:** “Names/Nombres,” “The Southpaw,” and “Alone in the Nets” [pages 222-234]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 5:** Expository Writing: Problem-Solution Essay [pages 258-261]: Writing Workshop: (CCSS: 6.W)
  Complete the Writing Workshop essay assignment. Be sure to use all of the guidelines (red headings) in the assignment description and the Student Model as an example. Your essay should be at least two printed pages, with 11-point font, 1.5-line-spaced, and margins no greater than 1” on all sides. Use the Rubric for Self-Assessment to guide your work. Be prepared to discuss and answer questions about your essay with your teachers and any students present at your next appointment.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 66-75.

**DIFFERENTIATE:** Read and complete pages 108-126 in Reader’s Companion (English Learner’s Version)—Copper Level.
### ASSIGNMENTS FOR WEEK #7: Seeing It Through (Theme) Part 1

**Due: ____/___/___**  
**Rec’d: ____/___/___**  
**Evaluation: ________**  
**Comments: __________________**

#### Before you go home:
Go over “Exploring the Theme” on page 265 with your teacher.

- **ASSIGNMENT 1:** “Lob’s Girl,” “The Tiger Who Would Be King,” and “The Lion and the Bulls”  
  **[pages 268-284]: Read, Review and Assess (CCSS 6.RL):**
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

- **ASSIGNMENT 2:** “Lob’s Girl,” “The Tiger Who Would Be King,” and “The Lion and the Bulls”  
  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 3:** “Greyling”  
  **[pages 288-294]: Read, Review and Assess (CCSS 6.RL):**
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

- **ASSIGNMENT 4:** “Greyling”  
  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 5:** “Throw and Tell” and “Preserving the Great American Symbol”  
  **[pages 332-339]: Reading Informational Materials: Interviews and Review (CCSS: 6.RI):**
  1. Read the articles, documents, and notes.
  2. Complete all Check Your Comprehension and Applying the Reading Strategy questions.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 81-90.

**DIFFERENTIATE:** Read and complete pages 127-145 and 372-379 in Reader’s Companion (English Learner’s Version)—Copper Level.
ASSIGNMENTS FOR WEEK #8: Seeing It Through (Theme) Part 2

Due: ___/___/___   Rec’d: ___/___/___   Evaluation: ___________   Comments: ________________________________

Before you go home: Go over Assignment #5 “Writing Workshop” with your teacher.

- **ASSIGNMENT 1:** “A Backwoods Boy,” “Jackie Robinson: Justice at Last” [pages 314-328]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 3:** “Abuelito Who,” “The Open Road,” “Life Doesn’t Frighten Me,” and “who knows if the moon’s” [pages 298-306]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 5:** Persuasion: Persuasive Composition [pages 340-343]: Writing Workshop: (CCSS: 6.W)
  Complete the Writing Workshop essay assignment. Be sure to use all of the guidelines (red headings) in the assignment description and the Student Model as an example. Your essay should be at least two printed pages, with 11-point font, 1.5-line-spaced, and margins no greater than 1” on all sides. Use the Rubric for Self-Assessment to guide your work. Be prepared to discuss and answer questions about your essay with your teachers and any students present at your next appointment.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pp. 91-100.

**DIFFERENTIATE:** Read and complete pages 146-163 in Reader’s Companion (English Learner’s Version)—Copper Level.
## ASSIGNMENTS FOR WEEK #9: Mysterious Worlds (Theme) Part 1

<table>
<thead>
<tr>
<th>Due: <strong>/</strong>/___</th>
<th>Rec’d: <strong>/</strong>/___</th>
<th>Evaluation: ___________</th>
<th>Comments: ___________</th>
</tr>
</thead>
</table>

**Before you go home:** Go over “Exploring the Theme” on page 347 with your teacher.

- **ASSIGNMENT 1:** “The Fun They Had” [pages 350-356]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 3:** “from Exploring the Titanic” [pages 378-386]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete either the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”).

- **ASSIGNMENT 5:** “The Life and Times of Sue” and “Human Footprints at Chauvet Cave” [pages 374-377; 418-421]: Reading Informational Materials: Web Pages and Social Studies Texts (CCSS: 6.RI):
  1. Read the article, document, and notes.
  2. Complete all Check Your Comprehension, Applying the Reading Strategy questions.
  3. Complete the Activity and Contrasting Informational Materials.

**RELEARN:** Complete the Selection Support: Skills Development Workbook (Copper Level), pages 101-105 and 111-115.

**DIFFERENTIATE:** Read and complete pages 164-178 and 380-387 in Reader’s Companion (English Learner’s Version)—Copper Level.
ASSIGNMENTS FOR WEEK #10: Mysterious Worlds (Theme) Part 2

Before you go home: Go over Assignment #3 “Writing Workshop” with your teacher.

- **ASSIGNMENT 1:** “Breaker’s Bridge” [pages 390-400]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete **either** the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 3:** “The Loch Ness Monster” and “Why the Tortoise’s Shell Is Not Smooth” [pages 404-414]: Read, Review and Assess (CCSS 6.RL):
  1. Before starting the selection, read the “Prepare to Read” two-page introduction and write down all bold-faced terms and their meanings.
  2. As you read the selection:
     a. Take notes to show that you are using the “Reading Strategy” introduced in the “Prepare to Read” section.
     b. Copy down and study all vocabulary words listed in the right margins.
     c. Write down answers to all Reading Check, Literary Analysis, Reading Strategy, and Critical Viewing questions in the right margins.
  3. After you read the selection, answer all Review and Assess: Thinking About the Selection questions.

  1. Complete the following in the “Review and Assess” section: Literary Analysis, Reading Strategy, and Extend Understanding.
  2. Complete the following in the “Integrate Language Skills” section: Vocabulary Development Lesson and Grammar Lesson.
  3. Complete **either** the Writing Lesson or one of the Extension Activities. (For either option printed work must meet the following criteria: at least one page, 11pt font, with margins no more than 1”.)

- **ASSIGNMENT 5:** Expository Writing: Cause-and-Effect Essay [pages 422-425]: Writing Workshop (CCSS: 6.W)
  Complete the Writing Workshop essay assignment. Be sure to use all of the guidelines (red headings) in the assignment description and the Student Model as an example. Your essay should be at least two printed pages, with 11-point font, 1.5-line-spaced, and margins no greater than 1” on all sides. Use the Rubric for Self-Assessment to guide your work. Be prepared to discuss and answer questions about your essay with your teachers and any students present at your next appointment.

Complete Periodic Assessment #2 at your next appointment.

RELEARN: Complete the Selection Support: Skills Development Workbook (Copper Level), pp. 116-125.

DIFFERENTIATE: Read and complete pages 179-195 in Reader’s Companion (English Learner’s Version)—Copper Level.