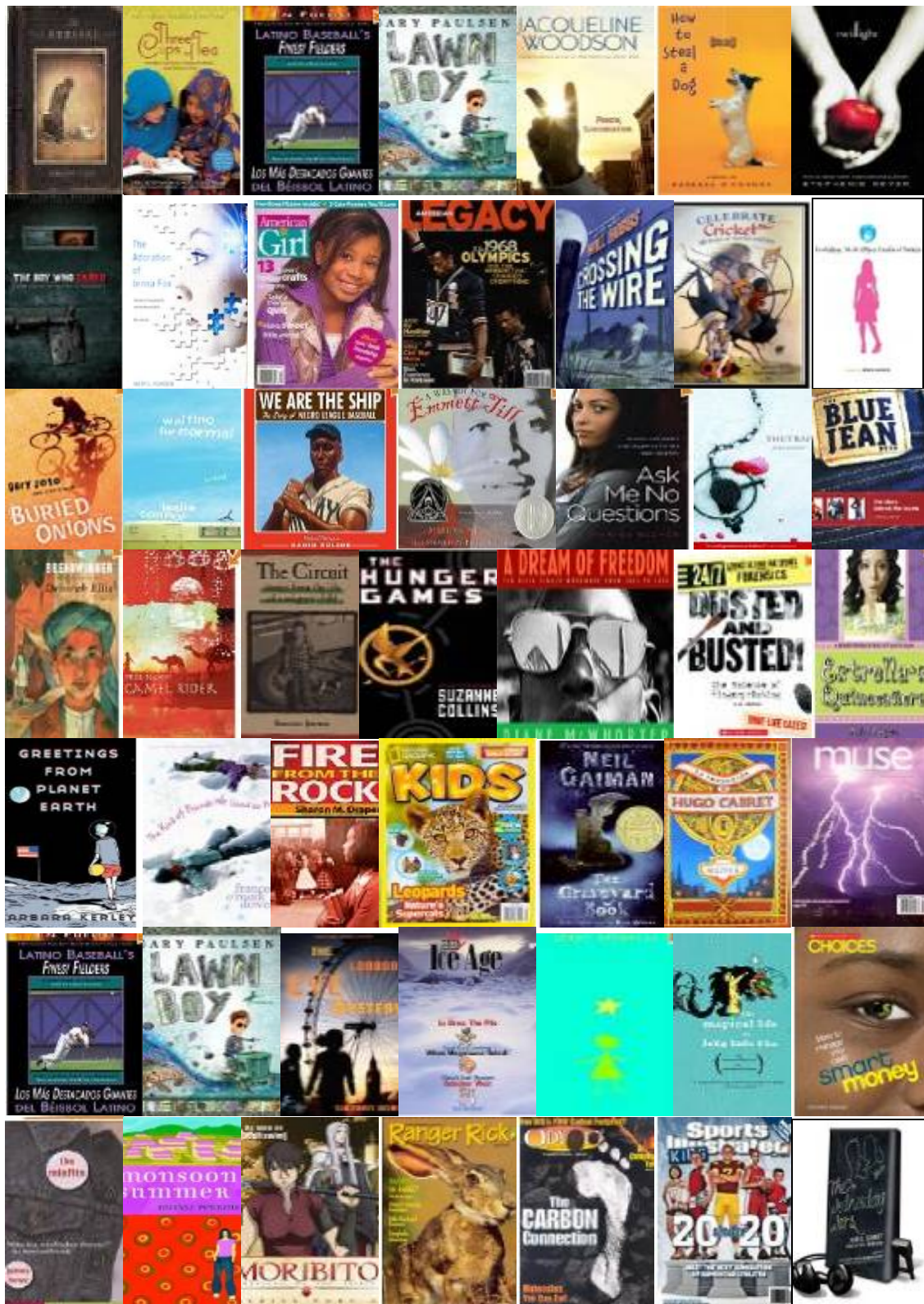


Using the *New* Middle School ELA Classroom Library Collections



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ELA Classroom Library Collections 2009-10

“Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.” - Maya Angelou

The recent NYCDOE Campaign for Middle School Success seeks to improve student achievement and to increase adolescent engagement and socio-emotional development. Regardless of current achievement level, students should be exposed to an expanded canon, be challenged and have opportunities for text mediation. To read well, students must choose to read often from a variety of text types and genres and be provided with books and materials that are rich with content and ideas, relevant, intellectually challenging, readable, and of interest to them. With these considerations in mind, we have identified new ELA Core Classroom Libraries in grades 6-8 to supplement the already existing classroom libraries.

The new collections include recently published books and magazine subscriptions that have appeal to middle school students, consider varied achievement levels and the needs of English Language Learners. The collections are organized around five themes that we believe will motivate middle school students to read more and come to believe that immersing oneself in the world of books and their ideas is a worthy endeavor. Each collection or module includes appropriate fiction, non-fiction, graphic novels, bold print books, magazines, and Native Language collections.

The four themes on which the collections in grade 6-8 are organized are listed below:

Empowerment and Resilience

This collection focuses on books with strong adolescent characters that grapple with identity, self-expression, and show how they overcome the challenges and obstacles of living in today’s world.

Love: Relationships and Personal Development

This collection is centered on stories of love, family and friendships that often delight and frustrate adolescents.

Taking Action and Changing the World

This collection includes titles to inspire and motivate middle grade readers to productively participate and make a difference in their world.

Creativity and How Things Work

This collection includes texts focused on music, celebrity, sports, entrepreneurship and information that is fun, curious and important to know.

Seven Strategies for Comprehension

The following seven strategies reflect the findings of the National Reading Panel (NRP) and are based primarily on research conducted in grades 3-8. They suggest that these strategies are effective ways of teaching comprehension in the middle grades:

- ◆ Comprehension monitoring – knowing when understanding breaks down and which “fix-up” strategies to apply (e.g., rereading, reasoning the matter through, and using cues from the sentence/paragraph’s organizational structure).
- ◆ Cooperative learning – engaging with peers in problem-solving activities or to share ideas through peer-led discussions.
- ◆ Using graphic and semantic organizers (including story maps) – representing ideas by combining words, symbols, and lines to organize information.
- ◆ Answering questions – providing responses to teachers’ questions and receiving feedback
- ◆ Generating Questions – asking questions of one’s self to understand various aspects of a text.
- ◆ Using text structure – developing an awareness of how a writer organizes information to assist readers in recalling the content of a selection.
- ◆ Summarizing - integrating ideas and generalizing information across one or more texts.

From: Alvermann, D. E. (2001). *Effective Literacy Instruction for Adolescents*. Executive Summary and Paper Commissioned by the National Reading Conference. Copyright 2001 National Reading Conference.

The following *15 Elements of Effective Adolescent Literacy Programs* is based on the findings in *Reading Next: A Vision for Action and Research in Middle and High School Literacy*, 2004, published by the Alliance for Excellence in Education for the Carnegie Corporation of New York.

The 15 Elements of Effective Adolescent Literacy Programs
1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content area teachers providing instruction and practice in reading and writing skills specific to their subject area
3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation
4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts
5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics
7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
8. A technology component, which includes technology as a tool for and a topic of literacy instruction
9. Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices
10. Extended time for literacy, which includes approximately 2 to 4 hours of literacy instruction and practice that takes place in language arts and content-area classes
11. Professional development that is both long term and ongoing
12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes
13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction
14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community

Boldprint: Supporting Literacy Growth K-12. This synthesis is based on the *Reading Next* Report from 2004: <http://www.all4ed.org/publications/ReadingNext/index.html>

Why is it important to consider student interest and engagement when thinking about which books to add to the ELA Classroom Libraries for grades 6-8?

Here's what the experts say about adolescents and reading:

Doug Fisher

Many struggling readers use what Thorkildsen and Nicholls (2002) describe as a performance goal orientation, meaning that readers compare their reading competence to others, resulting in a competitive learning environment and decreased reading motivation. It is essential for these students to develop a task value orientation, wherein they see worth in the task that they are attempting. Students who believe that they are being taught a watered down version of the curriculum will not value the tasks. Curriculum and instruction that are rich in content and oriented toward the sophisticated thinking of adolescents will result in higher degrees of motivation.

Jeffrey D. Wilhelm

Part of encouraging adolescents to read is knowing a variety of materials and encouraging kids to read different genres and authors to learn the scope of what is available and the field of their own taste. There are vital genres of literature known as Children's and Young Adult literature that speak directly to the concerns of these age groups, attempting to connect directly with their "current state of being."

Alfred Tatum

Must-read texts have four characteristics: They are intellectually exciting for both students and teachers, they serve as a roadmap and provide apprenticeship, they challenge students cognitively, and they help students apply literacy skills and strategies independently.

Rita M. Bean and Helen Harper

A related focus in the field of adolescent literacy has been on the young adult literature....that usually feature teenage protagonists contending with contemporary social and political issues. Using this literature may help to motivate students to read, but since much of this literature has a political and/or social emphasis, there are opportunities to address the condition of society....some of this literature offers opportunities for students and teachers to consider issues of social equity and justice, and the possibility of a broader, more profoundly democratic life.

Julie Meltzer, Nancy Cook Smith and Holly Clark

The research consistently reinforces several points about effective adolescent literacy development:

- the role of engagement and motivation in literacy development
- the requirement that students be actively involved in making meaning from text
- the interconnectedness of reading, writing, speaking, listening, and thinking
- the need to integrate both generic and discipline-specific literacy strategies throughout the content areas in order to maximize learning

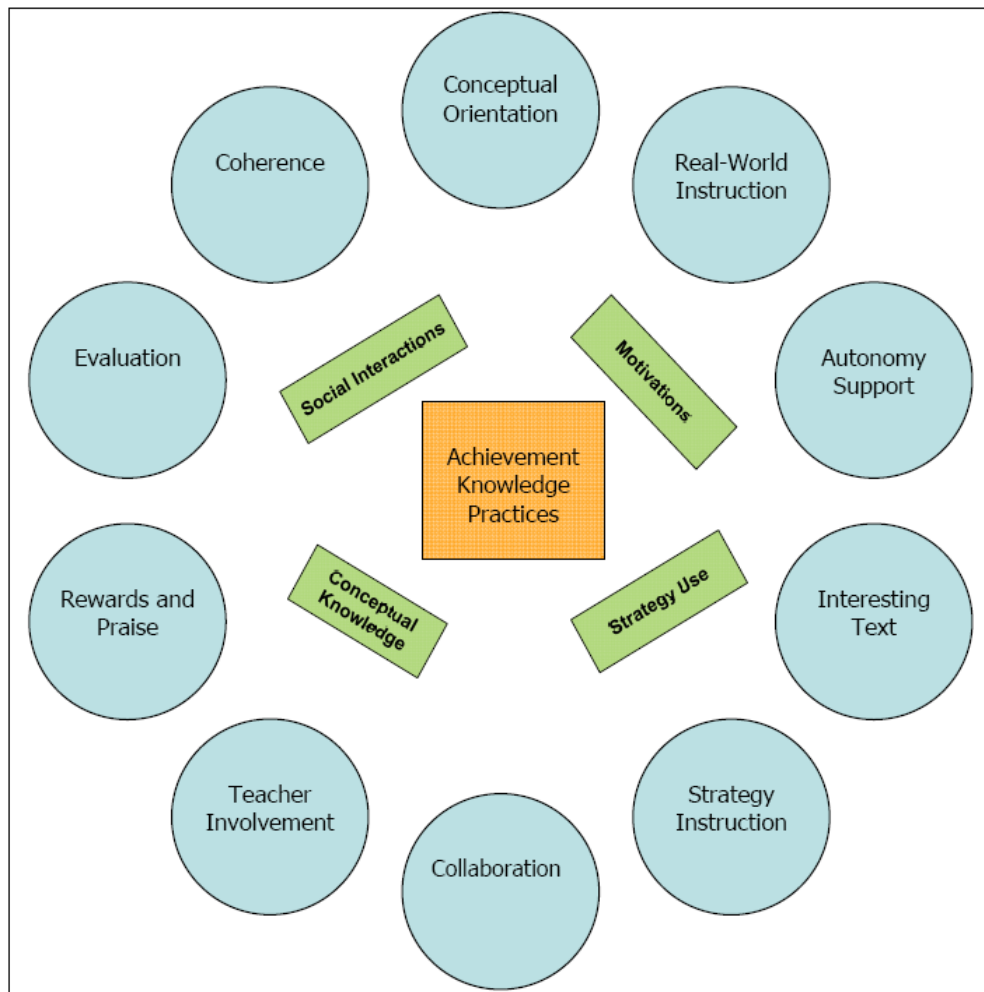
What does it mean to be an engaged reader?

Guthrie (2000) states that engaged reading is a merger of motivation and thoughtfulness. He further adds that these readers read to understand; they value reading, are motivated intrinsically and believe they are capable readers.

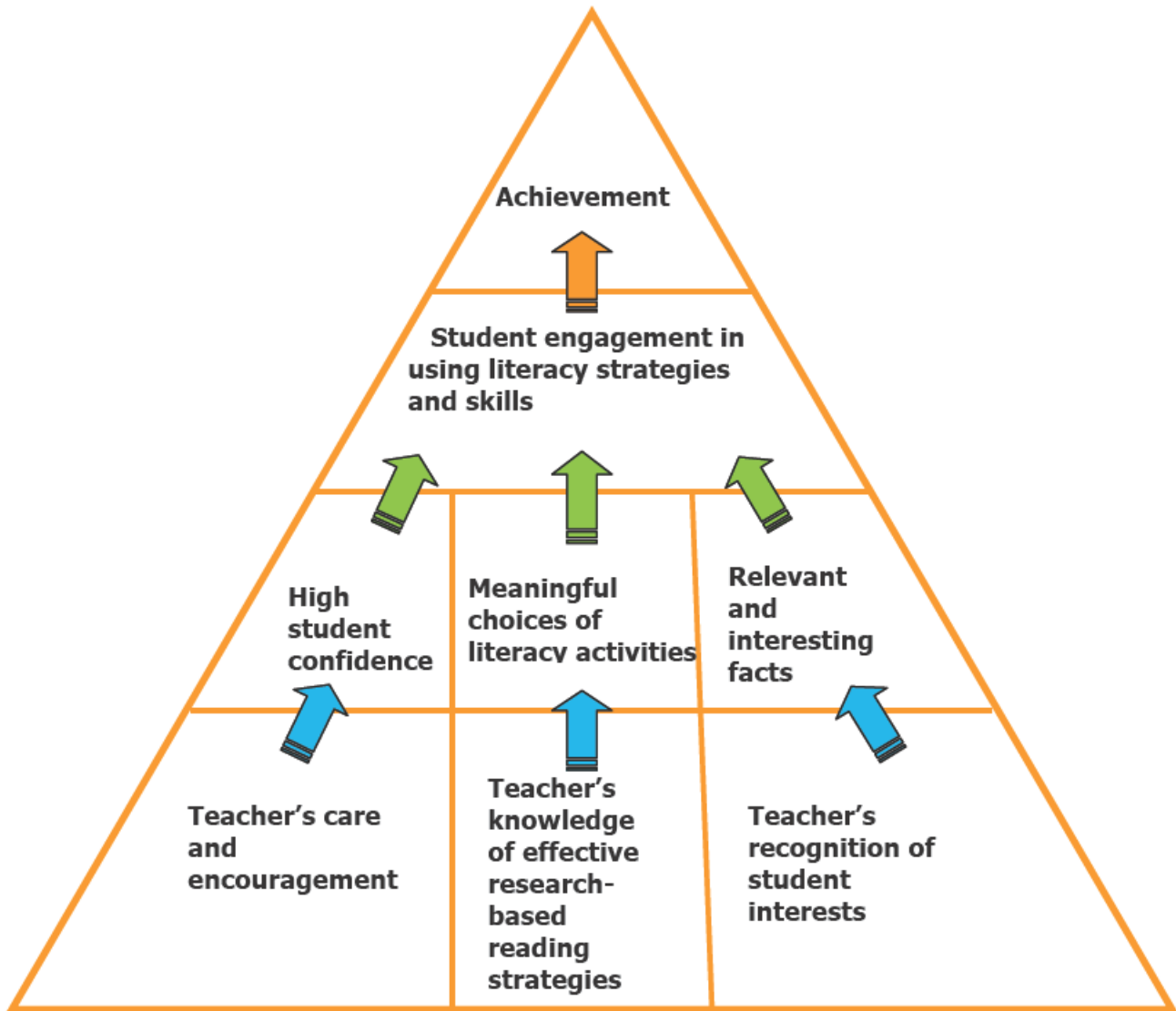
Many classroom practices, structures and materials promote engaged reading. Teachers can nurture contexts for engagement by being explicit about goals and purposes for reading, making real-world connections to reading, allowing student choice around what, when, and how to read, and by providing a variety of texts that are of interest to the learner, sometimes familiar, always vivid, important, and relevant (Guthrie 2000).

How instructional context can foster engagement processes and reading outcomes is depicted in Figure 1 by the yellow ovals of the outside circles. (See [Guthrie & Alao, 1997](#); [Guthrie, Van Meter, Hancock, Alao, Anderson, & McCann, 1998](#).)

The Engagement Model of Reading Development



Key Elements of Student Achievement



Excerpted from *Quick Key 10 Action Guide - Implementing the No Child Left Behind Act: Using Student Engagement to Improve Adolescent Literacy*, available online at <http://www.learningpt.org/pdfs/qkey10.pdf>. Copyright © 2007 Learning Point Associates. Used with permission.

Using the New ELA Classroom Libraries

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.”
 -Katherine Patterson

The new ELA theme-based collections include titles that are accessible for on-grade level readers, slightly below grade level and above grade level. They can be utilized for read-aloud experiences, independent reading experiences and as inspiration for theme-based book clubs. While the selections are not exhaustive, they do represent books with the issues and content that research shows are most appealing for middle grade readers.

This resource guide identifies *one* core representative text for each theme in grades 6-8 and provides ideas and suggestions for their use in the classroom.



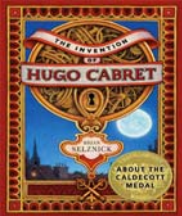


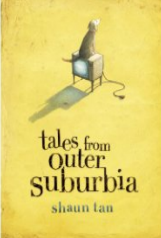
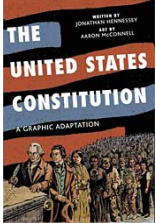
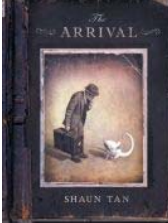

Core texts at a glance:

Grade	Empowerment & Resilience	Love & Relationships	Taking Action	Creativity
Grade 6	<i>How to Steal a Dog</i>	<i>Peace, Locomotion</i>	<i>Three Cups of Tea</i>	<i>Lawn Boy</i>
Grade 7	<i>We Are The Ship</i>	<i>Love, Stargirl</i>	<i>The Boy Who Dared</i>	<i>Bold Print – Fantasy</i>
Grade 8	<i>The Arrival</i>	<i>Twilight</i>	<i>A Wreath for Emmett Till; Getting Away with Murder: The True Story of the Emmett Till Case</i>	<i>Latino Baseball’s Finest Fielders</i>

The following magazines are included in the core collections:

Grade Six	Grade Seven	Grade Eight
American Girl Calliope Dig National Geographic Kids Sports Illustrated for Kids Ranger Rick Zoobooks Cricket	Cobblestone Kids Discover Muse Odyssey Sports Illustrated for Kids Baseball Youth	American Legacy Kids Discover Muse Odyssey Sports Illustrated for Kids Cobblestone

GRAPHIC NOVELS

GRADE 6	
Creativity and How Things Work	Empowerment and Resilience
	
Love and Relationships	Take Action and Change the World
	
GRADE 7	
Creativity and How Things Work	Empowerment and Resilience
	
Love and Relationships	Take Action and Change the World
GRADE 8	
Creativity and How Things Work	Empowerment and Resilience
	
Love and Relationships	Take Action and Change the World
	

MAGAZINES

GRADE 6	
Creativity and How Things Work	
	
Take Action and Change the World	
	
Empowerment and Resilience	Love and Relationships
	
GRADE 7	
Creativity and How Things Work	Take Action and Change the World
	
Empowerment and Resilience	Love and Relationships
	
GRADE 8	
Creativity and How Things Work	Take Action and Change the World
	
Empowerment and Resilience	Love and Relationships

BOLD PRINT

GRADE 6	
Creativity and How Things Work	
	Yellow Level (Interest 4-6)
	Orange Level (Interest 4-7)
	Red Level (Interest 4-8)
	Magenta Level (Interest 5-8)

GRADE 7	
Creativity and How Things Work	
 	Purple Level (Interest 6-9)
 	Magenta Level (Interest 5-8)
 	Navy Level (Interest 7-9)
Empowerment and Resilience	
 	Purple Level (Interest 6-9)
Love and Relationships	
	Magenta Level (Interest 5-8)

GRADE 8				
Creativity and How Things Work				
				
Green Level (Interest 9-12)				
				
Lime Level (Interest 9-12)				
Empowerment and Resilience				
				
Blue Level (Interest 8-10)				
Love and Relationships				
				
Green Level (Interest 9-12)				

Native Language Collections:

These collections include titles in English and a second language which align to the four themes (creativity and how things work, empowerment and resilience, taking action, and love and relationships), and are particularly suitable for supporting English language learners, bilingual students and striving readers. Collections are available in the following languages:

- Spanish – English
- Haitian Creole – English
- Chinese – English
- French – English
- Bengali – English

When possible, versions of the native language texts included in each grade are accompanied by an English translation. Selected texts on each grade level are also available as audio tapes.

Providing texts in students' native languages enables classroom teachers and teachers of English Language Learners to strengthen students' first language and content knowledge, while building their social and academic English skills. Teachers of English Language Learners may find the native language texts useful for those students who need native language support.

GRADE SIX Native Language Collections	
Bengali Titles	English Titles
<i>Balun Theke Biman: Akasher Katha (Balloon to Plane – Words on the Skies)</i>	<i>39 Clues: Maze of Bones (Book & audio)</i>
<i>Bangla Bananer Neom (Rules of Bengali Spelling)</i>	<i>Because of Winn-Dixie</i>
<i>Bangladesher Pakhi (Birds of Bangladesh)</i>	<i>Book of Lists 2: Fun Facts</i>
<i>Bangladesher Prachin Kirti (1st Part) (Pre-historic Facts of Bangladesh, Part 1)</i>	<i>Tale of Despereaux</i>
<i>Bangladesher Prachin Kirti (2nd Part) Pre-historic Facts of Bangladesh, part 2)</i>	<i>Diary of a Wimpy Kid, a Novel in Cartoons</i>
<i>Banglar Banofu (1st Stabok) (Wild Flowers of Bangladesh – 1st Part)</i>	<i>Geronimo Stilton (Books #13/14 & Audio)</i>
<i>Banglar Banofu (2nd Stobok) (Wild Flowers of Bangladesh – 2nd Part)</i>	<i>Guinness World Records</i>
<i>Bangladesher Pakhi (Birds of Bangladesh)</i>	<i>Harvesting Hope: The Story of Cesar Chavez</i>
<i>Banglar Lokochara (Bengali Country Rhymes – Intuitive & illustrated)</i>	<i>How Tia Lola Came To Stay</i>
<i>Bisher Shrestho Dash Bigggane (Ten Best Scientists of the 20th Century)</i>	<i>IDA B.</i>
<i>Chotoder Shera Galpo (Best Stories for the Teens)</i>	<i>Diary of a Wimpy Kid--Rodrick Rules, A Novel in Cartoons</i>
<i>Ek Jhank Galpo (A Bunch of Stories)</i>	<i>Rules</i>
<i>Shanchaon (A Collection of Wisdom)</i>	<i>The Boy in the Striped Pajamas</i>
	<i>The Climb, Everest</i>
	<i>The Color of My Words</i>
	<i>The Contest, Everest</i>
	<i>The Summit, Everest</i>
	<i>The Year of the Rat</i>
	<i>On My Honor</i>

Chinese Titles	English Titles
<p>傻狗温迪客(<i>Because of Winn-Dixie</i>)</p> <p>男生日记 (<i>Boy's Diary</i>)</p> <p>逊咖日记(双语) (<i>Diary of A Wimpy Kid</i>)</p> <p>女生日记 (<i>Girl's Diary</i>)</p> <p>出事的那一天 (<i>On My Honor</i>)</p> <p>大伟的规则 (<i>Rules</i>)</p> <p>Soccer</p> <p>比糖果甜蜜 -叮当的魔法 (<i>Sweeter than Candy - Dingdang's Magic</i>)</p> <p>浪漫鼠佩德罗(<i>The Tale of Despereaux</i>)</p> <p>辉丁顿传奇 (<i>Whittington</i>)</p> <p>花开了-镜花缘 唐小山的故事 (书+1CD) (<i>Bloom - The Story of Jinghuayuan Tang Xiao-shan</i>) Book & CD)</p>	<p><i>39 Clues: Maze of Bones (Book & audio)</i></p> <p><i>Because Of Winn-Dixie</i></p> <p><i>Book of Lists 2: Fun Facts...</i></p> <p><i>The Tale of Despereaux</i></p> <p><i>Diary of a Wimpy Kid, A Novel in Cartoons</i></p> <p><i>Geronimo Stilton (Books #13/14 & Audio)</i></p> <p><i>Guinness World Records</i></p> <p><i>Harvesting Hope: The Story of Cesar Chavez</i></p> <p><i>How Tia Lola Came To Stay</i></p> <p><i>Ida B.</i></p> <p><i>Diary of a Wimpy Kid--Rodrick Rules, a Novel in Cartoons</i></p> <p><i>Rules</i></p> <p><i>The Boy in the Striped Pajamas</i></p> <p><i>The Climb, Everest</i></p> <p><i>The Color of My Words</i></p> <p><i>The Contest, Everest</i></p> <p><i>The Summit, Everest</i></p> <p><i>The Year of the Rat</i></p> <p><i>On My Honor</i></p>
French Titles	English Titles
<p><i>Winn-Dixie</i></p> <p><i>À la sueur de mon front</i></p> <p><i>Atlas du monde</i></p> <p><i>Rose Bonbon: Confusion totale</i></p> <p><i>Rose Bonbon: Double-jeu</i></p> <p><i>Everest n° 1 : Le Défi</i></p> <p><i>Everest n° 2 : L'Escalade</i></p> <p><i>Everest n° 3 : Le Sommet</i></p> <p><i>Les Frères Wright</i></p> <p><i>Mondes polaires – La vie au froid extrême</i></p> <p><i>Odyssée miraculeuse d'Édouard Toulaine</i></p> <p><i>La Quête de Despereaux (The Tale of Despereaux)</i></p> <p><i>Rose bonbon: Elle vole la vedette</i></p> <p><i>Rose bonbon: Le Garçon d'à côté</i></p> <p><i>Rose Bonbon: Laurence à la présidence</i></p> <p><i>Souvenirs d'Anne Frank</i></p>	<p><i>39 Clues: Maze of Bones (book & audio)</i></p> <p><i>Because of Winn-Dixie</i></p> <p><i>Book of Lists 2: Fun Facts</i></p> <p><i>The Tale of Despereaux</i></p> <p><i>Diary of a Wimpy Kid: a Novel in Cartoons</i></p> <p><i>Geronimo Stilton (books #13/14 & audio)</i></p> <p><i>Guinness World Records</i></p> <p><i>Harvesting Hope: The Story of Cesar Chavez</i></p> <p><i>How Tia Lola Came To Stay</i></p> <p><i>Ida B.</i></p> <p><i>Diary of a Wimpy Kid--Rodrick Rules, a Novel in Cartoons</i></p> <p><i>Rules</i></p> <p><i>The Boy in the Striped Pajamas</i></p> <p><i>The Climb, Everest</i></p> <p><i>The Color of My Words</i></p> <p><i>The Contest, Everest</i></p> <p><i>The Summit, Everest</i></p> <p><i>The Year of the Rat</i></p> <p><i>On My Honor</i></p>

Haitian-Creole Titles	English Titles
<p><i>Bouki Ak Malis (Haitian Folktales)</i> <i>English Haitian Creole Idiomatic Dictionary</i> <i>Haitians History and Culture</i> <i>Istwa ak Kont Kreyòl</i> <i>Istwa bel avanti Japi</i> <i>Jan Sot Ak Jan Lespri (John Stupid and John Smart)</i> <i>Manno Charlemagne 30 ans de Chansons (Book & CD)</i> <i>Market Day fo Ti Andre</i> <i>Mommy, Tell Me about Haiti</i> <i>Nan Tan Malouk. (When the Going Gets Tough...)</i> <i>Obama?</i> <i>TimTim: 500 Riddles in H. Creole</i> <i>Yon Pwason Ki Rele TANGA</i></p>	<p><i>39 Clues: Maze of Bones (book & audio)</i> <i>Because of Winn-Dixie</i> <i>Book of Lists 2: Fun Facts</i> <i>Diary of a Wimpy Kid, A Novel in Cartoons</i> <i>Geronimo Stilton (books #13/14 & audio)</i> <i>Guinness World Records</i> <i>Harvesting Hope: The Story of Cesar Chavez</i> <i>How Tia Lola Came to Stay</i> <i>Ida B.</i> <i>Diary of a Wimpy Kid--Rodrick Rules, A Novel in Cartoons</i> <i>Rules</i> <i>The Tale of Despereaux</i> <i>The Boy in the Striped Pajamas</i> <i>The Climb, Everest</i> <i>The Color of My Words</i> <i>The Contest, Everest</i> <i>The Summit, Everest</i> <i>The Year of the Rat</i> <i>On My Honor</i></p>
Spanish Titles	English Titles
<p><i>95 Libras de Esperanza (95 Pounds of Hope)</i> <i>Animales Embrujados Relatos Reales de Fantasmas (Totally Haunted Animal-Ghost Stories)</i> <i>Como Ven Los Murcielagos en la Oscuridad? (Q & A How Do Bats See in the Dark?)</i> <i>Cuando Tia Lola Vino (De Visita) A Quedarse (How Tia Lola Came [to Visit] to Stay)</i> <i>De Domingo A Lunes (From Sunday to Monday)</i> <i>Despereaux (Tale of Despereaux)</i> <i>Diario De Greg, Un Renacuajo 2: La Ley de Rodrick (Diary of a Wimpy Kid: Rodrick Rules)</i> <i>Diario De Greg, Un Renacuajo (Diary of a Wimpy Kid)</i> <i>El Clan de los Perros (The Field Of The Dogs)</i></p>	<p><i>39 Clues: Maze of Bones (book & audio)</i> <i>Because of Winn-Dixie</i> <i>Book of Lists 2: Fun Facts...</i> <i>The Tale of Despereaux</i> <i>Diary of a Wimpy Kid, a Novel in Cartoons</i> <i>Geronimo Stilton (books #13/14 & audio)</i> <i>Guinness World Records</i> <i>Harvesting Hope: The Story of Cesar Chavez</i> <i>How Tia Lola Came to Stay</i> <i>Ida B.</i> <i>Diary of a Wimpy Kid--Rodrick Rules, A Novel in Cartoons</i> <i>Rules</i> <i>The Boy in the Striped Pajamas</i> <i>The Climb, Everest</i> <i>The Color of My Words</i> <i>The Contest, Everest</i> <i>The Summit, Everest</i> <i>The Year of the Rat</i> <i>On My Honor</i></p>

Spanish Titles continued	
<p><i>El Color de mis Palabras (The Color of My Words)</i></p> <p><i>El Nino de Pijama de Rayas (The Boy in the Striped Pajamas)</i></p> <p><i>El Tejon de la Barca y Otras Historias (The Badger on the Boat and Other Stories)</i></p> <p><i>El Terrible Florentino (The Terrible Florentine)</i></p> <p><i>Gracias a Winn-Dixie (Because of Winn-Dixie)</i></p> <p><i>Guidaxa: Un Cuento del Istimo de Tehuantepec (Guidaxa: A Story from the Isthmus of Tehuantepec)</i></p> <p><i>Ida B</i></p> <p><i>Las Aventuras de Max y Su Ojo Submarino (The Adventures of Max And His Submarine Eye)</i></p> <p><i>Las Cartas de Alain (Alain's Letters)</i></p> <p><i>Oyeme con los Ojos (Listen to Me with Your Eyes)</i></p> <p><i>Que Cenar los Tiburones? (Q & A What Do Sharks Eat for Dinner?)</i></p> <p><i>Tomando Partido (Taking Part)</i></p>	

GRADE SEVEN Native Language Collection	
Bengali Titles	English Titles
<i>Balun Theke Biman: Akasher Katha (Balloon to Plane – Words on the Skies)</i> <i>Bangla Amar Bangladesh (Bengal My Bangladesh)</i> <i>Bangla Bananer Neom (Rules of Bengali Spelling)</i> <i>Bisher Shrestho Dash Bigggane (Ten Best Scientists of the 20th Century)</i> <i>Chalta Labu (Palm Lemon – Inspirational Rhymes)</i> <i>Ek Jhank Galpo (A Bunch of Stories)</i> <i>Galper Galpo (Story of Stories)</i> <i>Kalo Barof (Black Ice – a Tale of Love and Relationships)</i> <i>Syera Sayentist (Best Scientists)</i>	<i>Chasing Vermeer</i> <i>Crime Files: Four-Minute Forensic Mysteries-Body of Evidence</i> <i>Flush</i> <i>Hana' Suitcase</i> <i>Hit It!</i> <i>Keeping Score</i> <i>Lightning Thief</i> <i>Project Mulberry</i> <i>Ripley's Believe It or Not! Special Edition 2009</i> <i>Stargirl</i> <i>The Seems: The Glitch in Sleep (book & audio)</i> <i>You Can Save the Planet</i> <i>The River Between Us</i>
Chinese Titles	English Titles
写给小读者之快乐精灵- 孩子心灵成长的魔法书 (<i>Angel Classic</i>) 鉛十字架的秘密(<i>Crispin: The Cross of Lead</i>) 漂来的狗儿--黄蓓佳倾情小说系列 (<i>Drifting Dog</i>) 洞 (<i>Holes</i>) 人間有晴天 (<i>My Louisiana Sky</i>) 那个骑轮箱来的蜜儿(<i>The Riding Michelle</i>) 世界最具影响力大奖(诺贝尔奖) (<i>The World's Most Influential Prize – [Nobel Prize]</i>) 不老泉(<i>Tuck Everlasting</i>) 小杀手(<i>Wringer</i>)	<i>Chasing Vermeer</i> <i>Crime Files: Four-Minute Forensic Mysteries-Body of Evidence</i> <i>Flush</i> <i>Hana's Suitcase</i> <i>Hit It!</i> <i>Keeping Score</i> <i>Lightning Thief</i> <i>Project Mulberry</i> <i>Ripley's Believe It or Not! Special Edition 2009</i> <i>Stargirl</i> <i>The Seems: The Glitch in Sleep (book & audio)</i> <i>You Can Save the Planet</i> <i>The River Between Us</i>

French Titles	English Titles
<p><i>Le Code Vermeer</i> <i>Le Code W</i> <i>La Contrée d'Élyon Tome 1: Le Secret des Collines interdites</i> <i>La Contrée d'Élyon Tome 2 : Au-delà de la vallée des Épinés</i> <i>L'Encyclo des ados</i> <i>Géniale, la station spatiale! (Amazing International Space Station)</i> <i>Les aventures extraordinaires d'un garçon bien ordinaire</i> <i>Lieux hantés</i> <i>Lieux hantés 2</i> <i>Lieux hantés 3</i></p>	<p><i>Chasing Vermeer</i> <i>Crime Files: Four-Minute Forensic Mysteries-Body of Evidence</i> <i>Flush</i> <i>Hana's Suitcase</i> <i>Hit It!</i> <i>Keeping Score</i> <i>Lightning Thief</i> <i>Project Mulberry</i> <i>Ripley's Believe It or Not! Special Edition 2009</i> <i>Stargirl</i> <i>The Seems: The Glitch in Sleep (book & audio)</i> <i>You Can Save the Planet</i> <i>The River Between Us</i></p>
Haitian-Creole Titles	English Titles
<p><i>Atali Pep Bondye a</i> <i>Ballons de me Reves</i> <i>Bouki Ak Malis, (Haitian Folktales)</i> <i>English Haitian Creole Idiomatic Dictionary</i> <i>Klara Barton (Clara Barton Biography)</i> <i>Lafami Bonplezi</i> <i>Manno Charlemagne 30 ans de Chansons (Book & CD)</i> <i>Sezisman. A Novel in Haitian-Creole</i> <i>Wowo ak Jilyèt (Romeo and Juliet in Haitian Creole)</i> <i>Zile Nou</i></p>	<p><i>Chasing Vermeer</i> <i>Crime Files: Four-Minute Forensic Mysteries-Body of Evidence</i> <i>Flush</i> <i>Hana's Suitcase</i> <i>Hit It!</i> <i>Keeping Score</i> <i>Lightning Thief</i> <i>Project Mulberry</i> <i>Ripley's Believe It or Not! Special Edition 2009</i> <i>Stargirl</i> <i>The Seems: The Glitch in Sleep (book & audio)</i> <i>You Can Save the Planet</i> <i>The River Between Us</i></p>

Spanish Titles	English Titles
<p><i>Chicos Embrujados Relatos Reales de Fantasmas (Totally Haunted Kids-Ghost Stories)</i> <i>El Ave que no Sabe Cantar (The Bird that Can't Sing)</i> <i>El Cernicalo Porque (A Kestrel Named Why)</i> <i>El Enigma Vermeer (Chasing Vermeer)</i> <i>El Perfil de la Luna (The Side of the Moon)</i> <i>El Rio que nos Divide (The River Between Us)</i> <i>En Busca del Azul (Gathering Blue)</i> <i>Genes y ADN (Genes and DNA)</i> <i>La Joven Tejedora (The Maiden Weaver)</i> <i>La Maleta de Hana (Hana's Suitcase)</i> <i>La Maquina Maravillosa (The Marvelous Machine)</i> <i>Las Peregrinas del Fuisoysere (The Pilgrims of Fuisoysere)</i> <i>Mi Tigre Es Lluvia (My Tiger Is Rain)</i> <i>Pajaro sin Hogar (Homeless Bird)</i> <i>Stargirl</i></p>	<p><i>Chasing Vermeer</i> <i>Crime Files: Four-Minute Forensic Mysteries-Body of Evidence</i> <i>Flush</i> <i>Hana's Suitcase</i> <i>Hit It!</i> <i>Keeping Score</i> <i>Lightning Thief</i> <i>Project Mulberry</i> <i>Ripley's Believe It or Not! Special Edition 2009</i> <i>Stargirl</i> <i>The Seems: The Glitch in Sleep (book & audio)</i> <i>You Can Save the Planet</i> <i>The River Between Us</i></p>

GRADE EIGHT Native Language Collections	
Bengali Titles	English Titles
<p><i>Abbuke Mone Para (I Remember My Dad)</i> <i>Bangla Bananer Neom (Rules of Bengali Spelling)</i> <i>Bangladesher Prachin Kirti (1st Part) (Pre-historic Facts of Bangladesh, part 1)</i> <i>Bangladesher Prachin Kirti (2nd Part) (Pre-historic Facts of Bangladesh, Part 2)</i> <i>Dateline Bangladesh: 1971(A War Correspondent's Memoir – Translated)</i> <i>Jibon Amar Bhon (Life Is My Sister – a Memoir on Life During Bangladesh Liberation War)</i> <i>Mone Pare (In Remembrance – a Memoir of a Pioneer in Her Field)</i> <i>Panchotantraer Golpo Sangraho (Time Immemorial Tales Collection – Legends)</i> <i>Rokya –Jiboni (Rokya – a Biography – Susan B. Anthony of Bengal)</i> <i>Sera Bish Bangalee (Top Ten Bangalee)</i> <i>Udaye Minake Chai (Udaye Wants Mina – a Tale of Love)</i> <i>Winer Chokhe Mandela (Mandela through Winnie's Eyes)</i></p>	<p><i>A Corner of the Universe</i> <i>Boy No More</i> <i>Chicken Boy</i> <i>Climate Change: A Groundwork Guide</i> <i>Darkwing</i> <i>Drums, Girls, and Dangerous Pie (book & audio)</i> <i>Every Minute on Earth</i> <i>Hunger Games</i> <i>Mystery At Manzanar: A WWII Internment Camp Story</i> <i>Olive's Ocean</i> <i>The Election Book</i> <i>Twilight</i></p>
Chinese Titles	English Titles
<p>亚伯拉罕·林肯：美国伟大总统（英汉对照）- 名人传记系列 (<i>Abraham Lincoln</i>) 伊拉龙 (<i>Eragon</i>) 黄热病1793 (<i>Fever 1793</i>) 其實我不想說 (<i>I Hadn't Meant to Tell You This</i>) 山居岁月 (<i>My Side of The Mountain</i>) 细米-曹文轩纯美小说系列 (<i>Thin Rice</i>) 暮光之城:暮色(暮光之城) (<i>Twilight-The Twilight Saga, Book 1</i>) 记忆传授人(<i>Giver</i>)</p>	<p><i>A Corner of the Universe</i> <i>Boy No More</i> <i>Chicken Boy</i> <i>Climate Change: A Groundwork Guide</i> <i>Darkwing</i> <i>Drums, Girls, and Dangerous Pie (book & audio)</i> <i>Every Minute on Earth</i> <i>Hunger Games</i> <i>Mystery At Manzanar: A WWII Internment Camp Story</i> <i>Olive's Ocean</i> <i>The Election Book</i> <i>Twilight</i></p>

French Titles	English Titles
<p><i>La Bataille de Vimy</i> <i>Darkwing</i> <i>Le Débarquement de Juno</i> <i>Les Enfants de la lampe magique Tome 1:</i> <i>Le Secret d'Akhénaton</i> <i>Les Enfants de la lampe magique Tome 2:</i> <i>Le Djinn bleu de Babylone</i> <i>Innovations inuites – Il fallait y penser</i> <i>Qui a découvert l'Amérique?</i> <i>Les Robots - Du plus simple au plus sensationnel</i> <i>Silverwing: Firewing</i> <i>Silverwing: Silverwing</i> <i>Le Soldat inconnu (The Unknown Soldier)</i></p>	<p><i>A Corner of the Universe</i> <i>Boy No More</i> <i>Chicken Boy</i> <i>Climate Change: A Groundwork Guide</i> <i>Darkwing</i> <i>Drums, Girls, and Dangerous Pie (book & audio)</i> <i>Every Minute on Earth</i> <i>Hunger Games</i> <i>Mystery At Manzanar: A WWII Internment Camp Story</i> <i>Olive's Ocean</i> <i>The Election Book</i> <i>Twilight</i></p>
Haitian Creole Titles	English Titles
<p><i>Atis Ayisyen</i> <i>Bebe Golgota</i> <i>Dessalines</i> <i>English Haitian Creole Idiomatic Dictionary</i> <i>Fanm Filozof</i> <i>Fòs Lawouze</i> <i>Leko Medam yo</i> <i>Natali (Haitian Creole Novel)</i> <i>Restavek</i> <i>Sinbad Avenue</i> <i>Zanni Pesonn</i></p>	<p><i>A Corner of the Universe</i> <i>Boy No More</i> <i>Chicken Boy</i> <i>Climate Change: A Groundwork Guide</i> <i>Darkwing</i> <i>Drums, Girls, and Dangerous Pie (book & audio)</i> <i>Every Minute on Earth</i> <i>Hunger Games</i> <i>Mystery At Manzanar: A WWII Internment Camp Story</i> <i>Olive's Ocean</i> <i>The Election Book</i> <i>Twilight</i></p>
Spanish Titles	English Titles
<p><i>Crepusculo (Twilight)</i> <i>El Clan De La Loba (The Clan of the She-Wolf)</i> <i>El Desierto De Hielo (Ice Desert)</i> <i>El Mundo de Ayub (Ayub's World)</i> <i>El Oceano de Olivia (Olive's Ocean)</i> <i>La Maldición De Odi (The Curse of Odi)</i> <i>Los Juegos del Hambre (The Hunger Games)</i> <i>Manolito Gafotas (Manolito Four-Eyes)</i> <i>Senderos Fronterizos (Breaking Through)</i> <i>Tuneles (Tunnels)</i> <i>Un Rincon del Universo (A Corner of the Universe)</i></p>	<p><i>A Corner of the Universe</i> <i>Boy No More</i> <i>Chicken Boy</i> <i>Climate Change: A Groundwork Guide</i> <i>Darkwing</i> <i>Drums, Girls, and Dangerous Pie (book & audio)</i> <i>Every Minute on Earth</i> <i>Hunger Games</i> <i>Mystery at Manzanar: A WWII Internment Camp Story</i> <i>Olive's Ocean</i> <i>The Election Book</i> <i>Twilight</i></p>

Following is information about the importance of and rationale for including two genres that are new to the ELA classroom libraries: graphic novels and magazines.

**The Growing Value of Graphic Novels:
Other Possibilities for Literacy 2.0**

by Gretchen Schwarz. ASCD Express (online publication) Volume 4, Issue 12, March 2009. Available online at http://www.ascd.org/ascd_express/vol4/412_schwarz.aspx

Further Resources on Graphic Novels:

[Columbia University's Graphic Novels Page](#) lists graphic novel publishers, scholarship, blogs, and conferences.

Weiner, S. *The 101 Best Graphic Novels*. NBM, 2001. This book suggests titles for novices.

Why Include Magazines?

“Like the fingerprints that show on the edge of my door frame, all of us are different--our families are different; our kids and young adults are different. Our tastes differ; our reading needs differ. We need choices. That's what we find in magazines.”

Bernice Cullinan, quoted in *Magazines for Kids and Teens*.

Magazine reading is something that all real readers do. We read magazines to find out about our favorite celebrities, we read magazines if we have a special interest in a topic (such as cooking, home decorating, science and ecology), we read magazines to keep current and be informed, and sometimes we read magazines just to be entertained.

In Bernice Cullinan’s introduction to *Magazines for Kids and Teens*, she writes, “...magazines keep up with the times. Magazines adapt to a changing world; they match what today’s kids need and young adults want.” (p. xii).

She also outlines the following benefits of magazine reading:

- Magazines are bite-sized (reader friendly, can be grabbed on the run, focused, written with style, potency, and passion, answer questions quickly and contain information that is short, condensed, and packaged for quick consumption).
- Magazines are current and timely.
- Magazines cut across the curriculum to cover every subject area.
- Magazines publish young people's work and make them feel good about themselves.
- Magazines give a brief introduction to heavier subjects.
- Magazines have stories, poems, plays and information about authors.
- Magazines satisfy special interests.
- Magazines are graphically and visually appealing.
- Magazines demonstrate worthy human values.

An earlier article by Nancy Seminoff (1986) titled "Children's Periodicals Throughout the World: An Overlooked Educational Resource," lists additional benefits of magazine reading:

- Magazines offer a wide range of readability, both in interest areas and in levels of difficulty in the material presented.
- Magazines include both fiction and nonfiction, generally in the same issue.
- The general content and format of periodicals offer students various language encounters.

The important thing is for our students to read and to read as much and as often as they can. That is what will make them better readers. Magazines provide various points of entry for a variety of readers and can stimulate lively conversations as well as encourage students to look to other texts and sources to find out more.

Source: <http://www.readingonline.org/electronic/webwatch/magazines/index.html>

Nonfiction Reading in the Intermediate Grades

It's not just textbooks anymore!

By V. Susan Bennett-Armistead and Nell K. Duke

THE INTERMEDIATE GRADES have long been known as the time when children start "reading to learn." Topics such as the "Core Democratic Values" and magnetism are part of many school curricula. In the past, children learned about these topics largely through textbooks. As we prepare students to be adult readers, however, this practice has come under scrutiny.

Adults get information in a variety of ways. One study of a diverse group of adults found that they spent more time reading periodicals than any other category of text, with periodical reading comprising 27% of daily time spent reading on average (Smith, 2000). Another study found newspaper reading to be among the most frequent ways that adults use literacy (Purcell-Gates, 1996). If we want students to be prepared for gathering information in the real world, we need to think outside the book.

Using different kinds of nonfiction text is especially important.

Why the Mismatch?

There are a few reasons why children in the intermediate grades have had limited exposure to a variety of nonfiction texts. One is that for some time, few nonfiction materials for this age group were compelling. Many nonfiction trade books were dry and unappealing. Magazines and newspapers for children were scarce and, of course, no one had thought of the Internet yet.

In addition, teachers, having been reared and trained on textbook use, felt uncomfortable with alternative media. Not that we're old dogs, but sometimes it's hard to learn a new trick. As new teachers arrive in schools, they may bring a comfort with new media with them.

It Takes All Kinds of Texts

Today, teachers can find many kinds of wonderful nonfiction materials. Here are just some of the nonfiction sources that benefit children:

- trade books
- newspapers
- magazines
- Web sites

Using different kinds of nonfiction text is especially important because outside of schools, books do not dominate reading material. Children should be exposed to different formats of reading material, of which books are only one.

We also recommend that teachers aim to balance use of fiction and nonfiction texts.

Certainly children should have a great deal of exposure to fictional stories. But they should also be exposed to nonfiction stories and texts that are not in story form, such as a book about space or an article on wetland preservation. We need to reflect the rich diversity of texts read outside of classrooms within our classroom walls.

Why Kids Need a Variety of Nonfiction

We believe that students benefit from a wide variety of nonfiction, including magazines, newspapers, narratives, and informational texts.

• **A variety of nonfiction texts may help students become better writers.** Not surprisingly, relationships exist between what students read and what they write (Kamberelis, 1998). Exposing students to a variety of texts offers them a buffet of choices for expressing their own ideas. If they only read textbooks, they miss out on models for many writing styles and formats.

continued on next page

• **A variety of texts, fiction and nonfiction, may help prepare students for tests.** Students who report reading a greater variety of texts perform better on the National Assessment of Educational Progress (NAEP), a standardized test (Dreher, 1998/1999). Many standardized tests include a great deal of nonfiction as well as fictional text. Sometimes, time spent on real reading and writing feels like it takes away from test preparation. In the case of reading a variety of materials, we provide a form of test preparation—for example, we offer students important exposure to text features such as graphs, charts, and captions that show up on standardized tests with some regularity.

• **Reading a wide range of materials seems to affect students' interest in reading overall** (Duke, Martineau, Frank, & Bennett-Armistead, 2003). This may in turn result in students reading more productively (Caswell & Duke, 1998).

All of these together result in a richer literacy experience for students. Helping them make sense of what they read is important, however.

Strategies for Using Nonfiction

There are many instructional techniques that can be used effectively with nonfiction texts (see Duke & Bennett-Armistead, 2003, for a book-length discussion of such techniques with younger students). Here are some suggestions:

• **Ask high-level questions.** One point of emphasis in many of these techniques is the importance of asking high-level questions and having high-order discussions around nonfiction texts. Simply asking children factual questions with answers “right there” in the text (Raphael & McKinney, 1983) will not benefit children as much as also asking questions that require drawing inferences, pondering, and even debating. Questions that start with, “Why do you think”; “What do you think”; and “Have you ever” can be powerful. And such questions do not always have to come from the teacher. Research suggests that children asking one another questions about what they read can also be very powerful (Duke & Pearson, 2002).

• **Combine reading with hands-on experiences.** This is another way to promote richer discussion of text and build knowledge and motivation. One study found the combination of hands-on experiences and

reading interesting texts promoted greater learning in science than only one or the other of these things (Anderson & Guthrie, 1999). If students are reading an article about spiderwebs, they might benefit from observing a spider spin a web or monitoring a web over time. If they are reading about the Mars landing, they might access the NASA Web site, www.nasa.gov, for information on how to create their own rovers. If they are reading about Russia, they might ask members of a local Russian heritage group to visit. We want children to see many ways to connect reading to “real life.”

• **Make reading-writing connections.** These connections can also be powerful tools in working with nonfiction texts. In the case of newspapers, children can write “press releases” about particular articles to pass on to other classes. They can write letters to the editor about article content. They can write expanded versions of articles to share with their class, or even produce their own newspaper using adult-authored newspapers as models. When children write about and in response to what they read, they think more deeply about the text. This also helps children think more about features of text and the reading process. They begin to read like a writer (and write like a reader).

Reading textbooks provides information, but if we want students to be able to produce their own texts as well as use a variety of texts, we need to think about providing a variety of examples for them. Again, we must think of the world outside of schools: So often in our daily lives we integrate reading and writing in some way; we want children to have the same opportunity. ■



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V. Susan Bennett-Armistead, who co-authored *Reading & Writing Informational Text in the Primary Grades*, is currently a doctoral candidate in Teacher Education at Michigan State University and the project manager of the Early Literacy Project. She also works with Williamston Community Schools as the Parent Education/Community Early Literacy Specialist.

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Grade 6: Theme 1 Empowerment and Resilience

Core Text: *How to Steal a Dog*

Full Text List	Essential Questions
<p><i>Free Baseball</i> <i>How to Steal a Dog</i> <i>Waiting for Normal</i> <i>Langston Hughes: Poetry for Young People</i> <i>Diary of a Wimpy Kid: A Novel in Cartoons</i> <i>Diary of a Wimpy Kid: The Last Straw,</i> <i>Diary of a Wimpy Kid: Roderick Rules</i> <i>Everything is Fine</i> <i>Home of the Brave</i> <i>Colibri</i> <i>Pitch Black</i> <i>The Circuit: Stories from Life of a Migrant Child</i> <i>Tough Times</i> <i>Paint the Wind</i> <i>Pinta el viento / Paint the Wind</i> <i>The Climb, Everest</i> <i>El ascenso, The Climb (Sp)</i> <i>The Summit</i> <i>The Contest, Everest</i> <i>La competencia, The Contest (Sp)</i> <i>NG Mysteries Series-Deadly Waters</i> <i>Harlem Summer</i> <i>The London Eye Mystery</i></p>	<p>What are the consequences of making decisions?</p> <p>What forces in my life can I control?</p> <p>What forces can I not control?</p> <p>In what ways do others exert control over me?</p> <p>How can bad experiences lead to good outcomes?</p> <p>What enables some people to rise above adversity?</p> <p>How do experiences shape who we are and who we can become?</p> <p>How do I respond to personal challenges?</p> <p>In what ways can I be proactive regarding my personal well-being?</p>

Grade 6 Theme: Empowerment and Resilience

Core Text: *How to Steal a Dog* by Barbara O'Connor



How to Steal a Dog is a book of contemporary fiction that tells the story of a young girl whose family is forced to live in their car after a series of financial disasters.

Summary: Georgina is ashamed of being homeless and does not want anyone to know, even her best friend. She wants badly to figure out a way to get money so she can help her family move back into an apartment. Unfortunately she decides that the best way to go about getting the money is to steal a rich person's dog, thinking that she will get a nice reward. She details her plan to steal a dog in her diary/notebook. Georgina tells of the experiences of homelessness in an honest and touching way; washing in a gas station restroom and turning in grease-stained homework. Young readers will identify with the embarrassment caused by the family's circumstances and will be pulled into this difficult topic through the humor that is thoughtfully infused throughout. The serious topic of homelessness is dealt with sensitively while emphasizing doing how to do the right thing.

Suggested Activities and Discussion Questions:

A discussion guide for *How to Steal a Dog* can be downloaded at http://www.barboconnor.com/assets/pdf/readguide/rg_steal.pdf

Georgina's family is forced to take desperate measures to survive. Do you agree with the mother's choices? Why or why not? How were Georgina and her brother affected by those choices? Did Georgina understand her mother's situation? Why did Georgina blame her mother? Was that fair?

Excerpt from the text: "*Half of me was thinking*, Georgina, don't do this. Stealing a dog is just plain wrong. *The other half of me was thinking*, Georgina, you're in a bad fix and you got to do whatever it takes to get yourself out of it."

Students can think about the text and write about what Georgina was struggling with in this excerpt.

In the story Georgina's friend Mookie says things such as "Sometimes the trail you leave behind you is more important than the path ahead of you." Or "Sometimes the more you stir it, the worse it stinks." Ask students to paraphrase what Mookie means by these statements. What was Mookie trying to teach Georgina?

Students can think of other mottoes/sayings they have heard and make a list. Students can also think of their own motto for Georgina's experiences in the story that reveal the lesson learned.

Students can think creatively and try to come up with other things that Georgina could have done instead of stealing a dog.

Students can discuss or write about the differences in outlook on life held by Mookie, Carmela and Georgina's mother.

In the story, Georgina remembers Aesop's fable. Students can think about and respond to why might the fable be important to the story.

Students can discuss or write about the quote: "I guess bad times can make a person do bad things, huh?"

Is it ever okay to do something wrong, even if for the right reasons?

Students can discuss or write about the question: In what ways is this story about love?

Students can identify research and discuss the social issues described in the story (such as values, conduct, self-reliance, self-esteem, homelessness, poverty, etc.).

In the story Georgina plots the steps to her plan to steal a dog in her notebook. Encourage students to write in their notebooks and include their plans for what Georgina could have done to help her family instead of stealing a dog.

Students can write about Georgina's strength – how is her strength portrayed? How is Georgina resilient?

About the Author's Inspiration for writing *How to Steal a Dog*:

The author has written that a lost dog gave her the idea for writing her book, How to Steal a Dog. Her tale began when she, a dog-lover, walked into a garden center near her home and saw a sign for a lost dog taped beside the cash register. She states that although her story is about a girl who stole a dog and struggled with her conscience, the backdrop of her story revolved around homelessness. For that, she needed to do research and to educate herself about the reality of homelessness. As she worked her way through her book, the author relates that she ended up with, by serendipity, a story that opened her eyes to a growing problem in this country and that helped her better understand those who are forced to take desperate measures for survival.

What does the author mean by **serendipity**? What do you learn about how authors get ideas for writing after reading this excerpt?

Internet Resources for teacher and student use:

Read what book reviewers say about *How to Steal a Dog*:

<http://www.amazon.com/How-Steal-Dog-Barbara-OConnor/dp/0374334978>

<http://westwoodchildrensdept.blogspot.com/2007/08/how-to-steal-dog-by-barbara-oconnor.html>

<http://www.powells.com/cgi-bin/biblio?inkey=62-9780374334970-0>

Play word games related to *How to Steal a Dog* at <http://quizlet.com/380494/how-to-steal-a-dog-by-barbara-oconnor-flash-cards/>

Students can engage in additional research and find out more about families that are affected by homelessness at *National Coalition for the Homeless*

<http://www.nationalhomeless.org/publications/facts.html>

Students will find facts and issues relating to the homeless in the United States, including why so many people are homeless at <http://www.hud.gov/homeless/index.cfm>

Students can explore author Barbara O'Connor's official web site at

<http://www.barboconnor.com/>

Book synopsis, awards listing, book discussion guide, and more reviews for *How to Steal a Dog*. http://www.barboconnor.com/books/novels/bk_steal.html

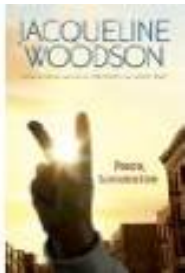
Students can develop a campaign to help the homeless families like Georgina's. Detail the kinds of services you think communities should provide.

For students who want to learn more about dogs and other animals, visit ASPCA's *Animaland* at http://www.aspca.org/site/PageServer?pagename=kids_home to experience an interactive highly-graphical website designed to inform and educate kids about all types of animals. Includes advice on pet care, anticruelty information, cartoons, activities, animal careers, and the ability to email a question and have it answered by an expert.

Grade 6: Theme 2 Love: Relationships & Personal Development

Core Text: *Peace, Locomotion*

Full Text List	Essential Questions
<p><i>Becoming Naomi Leon</i> <i>Peace, Locomotion</i> <i>Yo, Naomi León</i> <i>Coping with Friends</i> <i>The Kind of Friends We Used to Be</i> <i>A Friendship for Today</i> <i>Your Space, Dealing with Friends and Peers</i> <i>The Wednesday Wars</i> <i>Rules</i> <i>The Underneath</i> <i>The Invention of Hugo Cabret</i> <i>39 Clues #1: The Maze of Bones</i> <i>39 Clues, #2: One False Note</i> <i>39 Clues, #3: The Sword Thief</i> <i>39 Clues, #4: Beyond the Grave</i> <i>The Young Man and the Sea</i> <i>El Joven Y El Mar / The Young Man and the Sea</i> (Spanish) <i>Bindi Babes</i></p> <p>American Girl (Magazine)</p>	<p>In what ways can love manifest itself?</p> <p>What is the meaning of love?</p> <p>With whom do I have my most fundamental relationships?</p> <p>How have my family and friends influenced who I am?</p> <p>How do my personal relationships define me?</p> <p>How do my relationships affect my behavior?</p> <p>What does my behavior reveal about my character?</p> <p>What does it mean to belong?</p>

Theme 2 Love: Relationships & Personal Development**Core Text:** Grade 6 *Peace, Locomotion* by Jacqueline Woodson

Peace, Locomotion is a book of contemporary fiction that speaks of the different ways to define family, biological family, foster family, etc. The book is set around current and relevant issues.

Summary. Twelve-year-old Lonnie and his sister are placed in foster homes after their parents are killed in a house fire. While Lonnie and his sister are in caring homes he remembers all too well the happy “family times” before the tragic fire. Since he is not placed with his little sister Lili, he resolves to be their family’s “rememberer” by writing down everything that happens while they’re growing up in their separate but parallel foster homes. The story is told through letters from Lonnie to his little sister Lili and is the companion book to Jacqueline Woodson’s previous novel, *Locomotion*. Lonnie’s thoughts and reflections on the nature of family, loss, love and peace will resonate with readers of all ages.

Suggested Activities and Discussion Questions:

This book is great to use to encourage student writing as it is the method of communication chosen by the book’s main character. Lonnie considers himself a poet and his strategy to keep his family history alive is to commit his memories and feelings to paper by writing letters of “the before time” to his sister Lili. He hopes to give her an entire box of these memories when they are reunited. Encourage students to explore the power of letter writing. This can be done in notebooks, through writing real letters to a friend or family member or writing electronically. Students can also write letters to Lonnie while they are reading the book and respond to his thoughts and feelings.

Students can read *Locomotion* (the first book of Woodson’s books with Lonnie Motion as a character) after they read *Peace, Locomotion* (similar to reading a prequel). What important facts do they learn about Lonnie that helps them understand him as a character? Why do they think Lonnie holds onto the letters? Why does he want to give them to Lili all at one time?

Ask students the following: How are the two teachers in the story, Ms. Marcus and Ms. Cooper, different? Why did Ms. Marcus tell Lonnie he was a poet? Do you think it was right for her to say that? Do poets have to be published to be called poets? Which teacher would you rather have? Why? What do you think Lonnie means by saying that poetry is everywhere? Do you agree?

Students can list the words that describe Lonnie, his sister, his foster mother, and his foster family. Challenge students to explain why they chose the specific descriptors for each character.

Though the story is only 136 pages the author manages to include many important themes. Ask the students to think about themes: What important things does the author want to tell you about: love, family, peace, change, war, tragedy – through Lonnie's story? What other life themes does the author include in this story?

Read Lonnie's poem "Imagine Peace" at the beginning of the story. Discuss the ways that Lonnie defines peace. What is unusual? How do his definitions make the reader feel? Why? Encourage students to craft their own personal definitions of peace through a poem.

Voice is very important in this story as the author tells the story as if Lonnie were speaking or having an internal dialogue. Point out the strengths of this technique to students. Ask them if they believe they know and understand Lonnie better because of this technique?

Ask students to explain why Lonnie's dad tells him, "Ain't it boring to always be winning?" What do they think he was trying to teach Lonnie?

What do students think Lonnie misses? Why does he say that his memories get grayer every day?

What does Miss Edna mean when she says, "It's still ok to cry if you need to because everybody's got a right to their own tears." Ask students if they agree with Lonnie that this is a lecture snuck into a normal conversation.

Ask students: Though the story is very sad do you think it is hopeful? Where in the story do you sense hope?

What does Lonnie's friend Clyde mean when he says, "There's all kinds of mamas." (page 35). Do students agree or disagree? Why?

How does Lonnie become committed to peace? What can your students do for peace?

On page 45 Lonnie's new teacher Ms. Alina tells him to write one true thing every day. Encourage students to write about "one true thing."

"Sometimes people say something about you and no matter how hard you try not to believe it, you still do." P. 51 Discuss this statement with respect to what Rodney tells Lonnie about how people in his life made him feel stupid on pages 53-54.

Read and discuss Lonnie's poem on page 59-60. What does he mean by Latenya "watching a whole different world go by?"

Why is Lonnie so upset that Lili calls her foster mother "mama?" What might this symbolize to him? Why?

Discuss the statement on page 70 when Lonnie writes: "I think when people have to leave you on Earth they don't really be leaving you a hundred percent. I think some little part of them is always right here with us...." What does Lonnie believe about death? Do students agree? Disagree?

Lonnie, though a talented writer, is not good in math. Have students write about what they are good at and what they are not so good at.

Read Lonnie's poem "Little Things" on p. 96. What do students think Lonnie is trying to express in this poem? Have students write their own poems about "little things" in their lives that matter.

Lonnie is often conflicted about his feelings; he is often very sad and sometimes very happy. What confuses Lonnie? Do your students think he feels guilty about being happy with Miss Edna? Do your students ever have conflicting feelings? Why? Encourage them to write about things that confuse them.

Ask students: why is it important to Lonnie that Lili only remember the good stuff and not the sad parts of their life? Do you think he is making the right decision? Why or why not?

How are Lonnie's and Jenkin's lives similar? How do they handle sorrow in their lives? How does Jenkins handle his sorrow? What does Jenkins mean when he says (p.111) "this wasn't the dream I had." Are there changes in these two characters from one part of the story to another?

How does Clyde help Lonnie? How do friends help each other? Have students write about a good friend that helps them.

Ask students: do you believe that this story is one that other kids your age should read? Why or why not? If you had to pick a top ten list of books for sixth graders – would this book be on your list? Why or why not?

Have students consider: what would you ask the author if you could ask her one thing about this story?

Establish a Jacqueline Woodson Reading Club.

Internet resources for teacher and student use:

<http://www.jacquelinewoodson.com/mg.shtml>

<http://tweendom.blogspot.com/2009/01/peace-locomotion.html>

<http://www.kidsreads.com/reviews/9780399246555.asp>

<http://us.penguin.com/static/images/yr/pdf/PeaceLocomotionDG.pdf>

The Books of Jacqueline Woodson teacher guide:

<http://us.penguin.com/static/images/yr/pdf/tl-guide-jacquelinewood.pdf>

http://www.teachingbooks.net/spec_athr.cgi?pid=3460&a=1

Q & A with author <http://www.publishersweekly.com/article/CA6629102.html?nid=2788>

Grade 6: Theme 3 Taking Action & Changing the World

Core Text: *Three Cups of Tea*

Full Text List	Essential Questions
<p><i>Brown v. Board of Education</i>, Second Series <i>Every Human Has Rights: A Photographic Declaration for Kids</i> <i>Michelle Obama, Meet the First Lady</i> <i>Shigeru Miyamoto: Nintendo Game Designer</i> <i>The Civil Rights Movement in America</i>, Second Series <i>National Geographic Mysteries Series-Cliff Hanger</i> <i>Click</i> <i>Heroes for Civil Rights</i> <i>Swindle</i> <i>Swindle (Sp)</i> <i>Barack Obama</i> <i>Stormbreaker: The Graphic Novel (Alex Rider)</i> <i>Three Cups of Tea: One Man's Journey to Change the World One Child at a Time</i> <i>Guan Yu</i> <i>Alcatraz versus the Evil Librarians</i> <i>Redwall: The Graphic Novel</i> <i>Twelve Rounds of Glory: The Story of Muhammad Ali</i></p> <p>Calliope (Magazine) Dig (Magazine) National Geographic Kids (Magazine)</p>	<p>In what sense do I have power? How do I display my power? What causes will make me take a stand? What causes will spur me to make personal sacrifices? Do the actions of individuals matter? Do my actions matter? Does inaction matter? What does it mean to be an ethical person? What are my essential values? How large is my circle of obligation?</p>

Grade 6: Theme 3 Taking Action & Changing the World

Core Text: *Three Cups of Tea: One Man's Journey to Change the World...One Child at a Time* by Greg Mortenson and David Oliver Relin and adapted by Sarah Thomson



Three Cups of Tea: One Man's Journey to Change the World...One Child at a Time is a work of nonfiction that is based on the humanitarian efforts of Greg Mortenson, a former mountain climber, who builds schools and provides education for children throughout the rural regions of Pakistan and Afghanistan.

Summary: In 1993, Greg Mortenson set out to climb K2 in Pakistan, the second-largest mountain in the world, to leave an amber necklace belonging to his deceased sister at the summit. However, with 600 feet left to reach the summit, one member of the climbing party became sick, and Greg offered to help carry him partially down the mountain. It was here that Greg realized he was too exhausted to resume his climb back up to the summit. As he continued down the mountain, he got separated from his climbing partner, guide, and supplies. With limited food and water, he became dehydrated and stumbled into the small Pakistani village of Korphe. The village people, who had limited resources, fed and nursed him back to health. As repayment for their kindness and lifesaving efforts, Greg promised to return and build them school. Not only was the school built –as was a bridge– but the Central Asia Institute was created, which has since provided education for more than 28,000 children.

Illustrations, photographs, and maps accompany the young reader's edition, as well as a special interview with the author's twelve-year old daughter, Amira, who is an advocate for the *Pennies for Peace* program.

Suggested Activities and Discussion Questions:

Students can research and compare the literacy and school life expectancy rates for male and female children, as well as education expenditures of Pakistan, Afghanistan, and the United States of America using information from the CIA – [The World Factbook](https://www.cia.gov/library/publications/the-world-factbook/index.html) at:

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Students can create an illustration of the village. They should try to include drawings of the Balti people: Haji Ali, Twaha, Jahan, Tahira, and Sakina.

Greg Mortenson followed his dream to create schools in Central Asia for children who do not have school buildings. What do the students dreams? Students can go online to learn more about *Pennies for Peace* at www.penniesforpeace.org. What charitable organization could students, family, or the school community organize to make the world

a better place? Students can create a webpage or brochure describing their charitable organization.

In addition to subscribing to the Pennies for Peace campaign, students can choose to write poems or design posters about the campaign.

Students can write a letter to Greg Mortenson and share their thoughts about *Three Cups of Tea*.

Students can write a letter to Greg Mortenson's daughter, Amira, asking any questions they might have for her, or about the children she met in Pakistan (Examples: How do they feel about school? What kinds of clothes do the children in Central Asia wear? What kinds of games do they play? What toys do they own? What is her favorite book? What is the biggest lesson she learned?)

Three Cups of Tea shares many values and customs of children who live in Pakistan and Afghanistan. Students can create a list of the values and customs they learned about through reading *Three Cups of Tea*, and can add their own values and customs that they would like to share with the children of Central Asia. Have students note the commonalities and the differences.

Greg Mortenson made it a priority to learn the language of places he visits. At the back of the book, there is a glossary of words used in *Three Cups of Tea* (Young Reader's Edition). Students can create a glossary of words they know and use and which they feel would be important to share with students from other countries.

Discussion Questions

With the first cup, you are a stranger. With the second cup, you are a guest. With the third cup, you are family. What does this mean?

Originally, Greg Mortenson set out to climb K2 to honor his sister. What family member or friend inspires you? To what lengths would you go to honor someone?

What does school mean to you? What would life be like for you if you did not have to attend school? Since reading *Three Cups of Tea*, has your attitude towards school changed?

Greg Mortenson feels that individuals have the power to change the world, one cup of tea at a time. Looking at the world through a global lens of war, prejudice, poverty, famine, homelessness, and religious extremism, do you think Mr. Mortenson's philosophy can work for lasting and meaningful change?

Have you even known anyone who was willing to give their time, money, and family for the sake of personal beliefs and conviction? Who are they? What are they like?

After Hali Ali's family saves Greg Mortenson's life, he states that he could "*never imagine discharging the debt he felt to his hosts in Korphe.*" Did he repay his debt?

Greg Mortenson received hate mail after September 11, 2001. Why were some people angry with him? Do you agree or disagree with their response?

How do you feel about Greg Mortenson entering other peoples' worlds, as a foreigner? Did he do the right thing? Was he respectful of their culture?

After reading Three Cups of Tea, what new understandings might you have about Muslims or Islam?

Which way do you think Christa would have preferred to be honored by her brother: having her amber necklace left on the summit of K2 or by having a school built for children where few education opportunities existed?

When Greg returned with all the necessary supplies to build the school, as promised, in Korphe, Haji Ali asked that a bridge be built instead. Why was Ali so adamant about a bridge being built?

How did the women of Korphe feel about the bridge?

Internet resources for teacher and student use:

Students can explore author Greg Mortenson's official website at:
<http://www.gregmortenson.com/welcome.php>

Visit Greg Mortenson's blog at <http://gregmortenson.blogspot.com/>

Discussion questions and activities to enhance the reading and student understanding of *Three Cups of Tea* can be accessed at
<http://us.penguinroup.com/static/images/yr/pdf/3CupsofTeaDG.pdf>

The song, "Three Cups of Tea" recorded in Nashville by nine year old Amira Mortenson and jazz singer Jeni Fleming is available on Amazon.com as a one track CD
<http://www.threecupsoftea.com/media-and-press/three-cups-of-tea-audio-cd/>

Search this site for titles and brief descriptions of DVD's on subjects related to *Three Cups of Tea*, such as *Daughters of Afghanistan*, and *Chasing Freedom* at
<http://www.duluth.lib.mn.us/Programs/ThreeCupsTea/DVDs.html>

To enhance further understanding of *Three Cups of Tea*, secure copies of feature articles about Greg Mortenson and his dedication to promoting community-based education in remote mountain regions of Pakistan and Afghanistan at
<http://www.threecupsoftea.com/media-and-press/articles/>

Read what other reviewers have to say about *Three Cups of Tea: One Man's Journey to Change the World... One Child at a Time*
<http://www.librarything.com/work/6967441>
http://www.goodreads.com/book/show/3788053.Three_Cups_of_Tea_Young_Reader_s_Edition
<http://search.barnesandnoble.com/Three-Cups-of-Tea/Greg-Mortenson/e/9780142414125>

Teachers can access the Curriculum Resource Guide for Grades 4-8 for *Pennies for Peace* at http://www.pearsonfoundation.org/penniesforpeacetoolkit/downloads/PfP_4-8_CurriculumResourceGuide.pdf

Host a community reads campaign: <http://us.penguinroup.com/static/images/yr/pdf/3CupsCommReads.pdf>

For additional ideas for discussion questions and activities, preview a discussion guide for educators, students, and community at <http://us.penguinroup.com/static/images/yr/pdf/3CupsofTeaDG.pdf>

Grade 6: Theme 4 Creativity and How Things Work

Core Text: *Lawn Boy*

Full Text List	Essential Questions
<p><i>Hoop Heroes NBA</i> <i>The 10 Greatest Sports Dynasties</i> BoldPrint Series-<i>Shivers</i> BoldPrint Series-<i>Small Screen</i> BoldPrint Series-<i>SOS</i> BoldPrint Series-<i>What's So Funny</i> BoldPrint Series-<i>Head to Toe</i> BoldPrint Series-<i>Batteries Not Required</i> BoldPrint Series-<i>Galaxies Await</i> BoldPrint Series-<i>Monsters</i> <i>Blood Evidence</i> <i>Dusted & Busted: The Science of Fingerprinting</i> <i>The DNA Gave It Away: Teens Solve Crimes</i> <i>Creepy Creatures, 3 Ghoulish Graphix Tales</i> <i>Shark: The Truth Behind the Terror</i> <i>Julián Rodríguez: Trash Crisis on Earth, Episode One</i> (Sp) <i>Crisis de basura en la Tierra, Episodio uno</i> <i>Game Breakers NFL</i> <i>The 10 Most Extreme Sports</i> <i>Boys of Steel: The Creators of Superman</i> <i>The Champ: The Story of Muhammad Ali</i> <i>Lawn Boy</i> <i>Celia Cruz, Queen of Salsa</i> <i>Michelle Obama: Meet the First Lady</i> <i>When Birds Get Flu and Cows Go Mad! How Safe are We?</i></p> <p>Sports Illustrated Kids (magazine) Ranger Rick (Magazine) Zoobooks (magazine) Cricket (Magazine)</p>	<p>What makes a successful person?</p> <p>Are people born smart?</p> <p>How important is money in life?</p> <p>How do our choices impact what we do and what we become?</p> <p>Is it possible to really learn from role models?</p> <p>What questions do I have about how the world works?</p> <p>How can I go about answering my questions?</p> <p>Can successful people be honest? Can honest people be successful?</p> <p>What is creativity?</p> <p>How do passion and interest affect creativity and success?</p>

Grade 6: Theme 4 Creativity and How Things Work
Core Text: *Lawn Boy* by Gary Paulsen



Lawn Boy is a work of contemporary fiction, written in first-person narrative, where a 12-year old boy tells of receiving an old, riding lawn mower as a birthday present from his grandmother.

Summary. It is the middle of summer and the narrator hopes to find a summer job to make enough money for an inner tube for his ten-speed bicycle. While he is mowing the family's lawn, a neighbor who is willing to pay 20 dollars for his grass to be cut approaches him. While cutting the neighbor's lawn, he is approached by another neighbor who would also like to hire him to cut his lawn. However, because this neighbor is an unemployed stockbroker, he is willing to invest the boy's newfound money in lieu of payment. The story takes off quickly as the boy must hire people to keep up with all the lawns and his stock portfolio multiples to the tune of 500,000 dollars!

Lawn Boy is a humorous book which can be used as a read aloud. It demonstrates hard-to-teach concepts about economics and business, such as the principles of economic expansion, capital growth, and labor acquisition.

Suggested Activities and Discussion Questions:

The main character of this story received an old lawn mower as a birthday present from his grandmother. Through ingenuity and luck, he was able to build a very successful business that involved mowing lawns. If you could start your own business, what would it be?

As we know from *Lawn Boy*, a big part of making money is not only being proficient in financial literacy, but also to be a good businessperson. Students can participate in a project where they decide on a business that they would like to manage and write a business plan. Would they have a partner or be the sole proprietor? Where would they get start-up capital? Would they need to hire people? How would they advertise? What supplies would be needed? What would the hours of operation be?

Gary Paulsen has chosen to name the title of his book *Lawn Boy*. Do you think this title refers to the book's narrator or to the lawn mower?

Gary Paulsen has chosen not to give the main character a name and write the story in first-person narrative. Do you know of any other book, or a movie or television show, where the character's name is not revealed?

Each chapter of the book is titled with the authentic terms and concepts used in economics and business practices today. Discuss how the text in each chapter connects to each economic concept. How did the implementation of these concepts build the main character's stock portfolio?

At the end of the story, the grandmother says to her grandson, "You know, dear, Grandpa always said, 'Take care of your tools and they'll take care of you.'" What does she mean?

At the end of the story, *Lawn Boy* is worth a half a million dollars. How do you think his life will unfold? Do you think he will be mowing lawns for the rest of his life? What will become of the other characters in the book?

If you could give *Lawn Boy* a name, what would it be?

About the Author's Inspiration for Writing:

Writing is so much a part of the way I live that I would be lost without the discipline and routine. I write every day—every day—and it gives me balance and focus. Every day I wake up, usually at 4:30 a.m., with the sole purpose of sitting down to write with a cup of hot tea and a computer or a laptop or a pad of paper—it doesn't matter. I've written whole books in my office, in a dog kennel with a headlamp, on more airplanes than I can remember, on the trampoline of my catamaran off the shores of Fiji—it never matters where I write, just where the writing takes me.

Everything else I do is just a path to get me to that moment when I start to work. Sometimes I'm lucky and the living part of life gets folded into the writing part, like with Dogsong and the Brian books and Caught by the Sea and How Angel Peterson Got His Name. Those books were based on personal inspection at zero altitude; I took experiences that I had and turned them into books. I've spent a great deal of time in the outdoors, but not with the specific goal of writing about it later. I'll be honest, though, and tell you that I enjoyed writing about those times as much as, if not more than, I enjoyed living through those times in the first place. I didn't start writing until I was 26 years old. I look back now and wonder what I thought I was supposed to be doing with my time before that.

Even after all these years, I am still amazed by the gifts that writing gives to me. There is not only the satisfaction from the hard work—and even after all this time and all these books, it is still very hard work for me to make a book—and the way the hair rises on the back of my neck when a story works for me, but also the relationships I have made with the people who read my books.

The one true measure of success for me has always been the readers. People ask me about the kind of money I make and how many awards I've received, but the one true measure of success for me has always been the readers. I give the checks to my wife and my agent keeps the awards for me. The only thing I have in my office, other than junk and work and research, is a framed letter from one of my readers. That means more to me than just about anything else, the letters I get from the people who read my books.

Internet resources for teacher and student use:

The publisher's official website for Lawn Boy:

<http://www.randomhouse.com/catalog/display.pperl/9780385746861.html>

Students can explore Gary Paulsen's Official website at

<http://www.randomhouse.com/features/garypaulsen/ask.html>

Student can read what other reviewers have to say about *Lawn Boy*:

http://www.goodreads.com/book/show/669427.Lawn_Boy

<http://www.nytimes.com/2007/08/12/books/review/McGrath-t.html>

<http://www.powells.com/biblio/1-9780385746861-3>

Visit the following website for a reader's theater adaptation of *Lawn Boy* at

<http://www.txla.org/groups/tbA/docs/readers/Lawn%20Boy.doc>

Students can research additional information about the company that makes power lawnmowers at <http://www.lawnboy.com/>

The Department of Treasury for Kids:

<http://www.ustreas.gov/kids/>

Kid's Economic Glossary

<http://www2.scholastic.com/browse/article.jsp?id=3750579>

Students can check out some government sites that provide information about money:

http://www.kids.gov/educators/ed_money.shtml

Junior Achievement is an educational program that deals with entrepreneurship.

http://www.jo.org/involve/involved_students.shtml

This site deals with the basics of the Stock Market, as well as understanding the benefits of saving, donating to charity, and making sound investments

<http://www.younginvestor.com/teens/>

Students can learn how to take a natural talent and turn it into a creative way to make money at PBS: It's My Life: Making Money ~ Using Creativity

<http://pbskids.org/itsmylife/money/making/article8.html>

Students can participate in an *interactive game* highlighting the requirements necessary to start a business on PBS Kids: It's My Life: Be Your Own Boss

<http://pbskids.org/itsmylife/games/boss/>

Students can learn *strategies* for making, spending, and managing money at PBS Kids:

It's My Life: Making Money <http://pbskids.org/itsmylife/money/>

Students can watch *videos* about money management at PBS: It's My Life ~ Spending

Smarts: <http://pbskids.org/itsmylife/video/index.html>

The U.S. Small Business Administration has a site geared towards teens that provides information on ideas, finances, and young entrepreneurs:

<http://www.sba.gov/teens/>

Look into the background of successful young entrepreneurs at

http://www.thesekidsmeanbusiness.org/the_inside_story/index.php

Lesson Plan for Understanding the Stock Market

<http://www.nytimes.com/learning/teachers/lessons/20090304wednesday.html>

Lesson Plan for Entrepreneurship

<http://www.nytimes.com/learning/teachers/lessons/20090106tuesday.html>

New York Times crosswords puzzles with Money themes

<http://www.nytimes.com/learning/teachers/xwords/print/19990101.html>

Kids Bank.Com (<http://www.kidsbank.com/>) is a fun site where students can learn about how savings and checking accounts work, as well as financial literacy.

Fundamental Facts about U.S. Money

(<http://www.frbatlanta.org/publica/brochure/fundfac/html/home.html>) explores how American currency is produced, the history of its design, and why those symbols are found on bills and coins.

Gazillionaire is an award-winning simulation game. Students can explore new worlds, build a business, and make a fortune. Gazillionaire is full of memorable characters and exotic places to visit. Students will learn how to own a company, manage a staff, and make money. <http://www.gazillionaire.com/gaz.html>

This site is designed to help teens learn how to manage money wisely

<http://www.themint.org/teachers/index.html>

Grade 7: Theme 1 Empowerment and Resilience

Core Text: *We Are the Ship*

Full Text List	Essential Questions
<p><i>Someone Named Eva</i> <i>A Stone in My Hand</i> <i>Among the Hidden #1</i> <i>Among the Imposters #2</i> <i>Among the Barons #4</i> <i>Among the Betrayed #3</i> <i>Before We Were Free</i> <i>Bouncing Back: Dealing with the Stuff Life Throws at You: Scholastic Choices</i> <i>Crossing the Wire</i> <i>Facing Competition: Can You Play by the Rules and Stay in the Game? Scholastic Choices</i> <i>Bold Print Series-Face Off</i> <i>Bold Print Series-Sticks and Stones</i> <i>We Are the Ship: The Story of Negro League Baseball</i> <i>Tales from Outer Suburbia – Graphic Novel</i> <i>Camel Rider</i> <i>The Girl who Could Fly</i> <i>A Dream of Freedom: The Civil Rights Movement</i> <i>Choice of Colors: The Pioneering African-American Quarterbacks Who Changed the Face of Football</i> <i>Does My Head Look Big in This?</i> <i>National Geographic Photobiography Series- Ladies First</i> <i>Call Me Maria</i> <i>National Geographic Photobiography Series- Onward Feathers</i> <i>National Geographic Photobiography Series- Facing the Lion</i> Cobblestone (Magazine)</p>	<p>What are the consequences of making decisions?</p> <p>What forces in my life can I control?</p> <p>What forces are not in my control?</p> <p>In what ways do others exert control over me?</p> <p>How can bad experiences lead to good outcomes?</p> <p>What makes some people able to rise above adversity?</p> <p>How do experiences shape who we are and who we can become?</p> <p>How do I respond to personal challenges?</p> <p>In what ways can I be proactive regarding my personal well-being?</p> <p>What can I learn from my experience? How have I benefited so far?</p> <p>What is worthy of my attention?</p>

Grade 7: Theme 1 Empowerment and Resilience

Core Text: *We Are the Ship – The Story of Negro League Baseball* by Kadir Nelson



This is the true story of the history of Negro League baseball told through a rich narrative with beautiful and powerful illustrations of the players.

Summary: The story of the league unfolds chronologically highlighting how the players overcame segregation and terrible conditions, such as low pay, all for the love of the game. The book traces the beginnings of the league from the 1920s through the crossover to the major leagues in 1947. The story is told through the eyes of an everyday ballplayer while witnessing history. The text has a conversational natural feel that will appeal to readers. The book is organized into nine innings, each covering a topic about the Negro Leagues, such as the owners, the games against white teams, and how Jackie Robinson became the first black man to play in the majors in the modern era. The book is also rich with facts: Satchel Paige's pitching habits; sleeping arrangements on the road; and how players were paid. Each painting is monumental and detailed. Even the ads on the outfield fences lend a “you were there” feel to the pictures. *We Are the Ship* is many things: touching, sad, inspiring, unifying, and, ultimately, extremely worthwhile reading.

Suggested Activities and Discussion Questions:

Students can do further research on the impact that Negro League baseball had on segregation and integration during the Civil Rights Era.

Teacher can introduce the concept of Jim Crow law etc.

Students can select a part of a chapter within the book and decide how they would read it aloud to an audience. Teacher can also present mini-lessons on tone, author’s intent, point of view, and message.

Students can do a “portrait study” and discuss how the baseball players are portrayed in this text.

Students can try imitating Kadir Nelson’s writing style, or practice using the same type of literary devices and elements of craft (voice, tone, etc.) to describe another historical event or theme. Students can also add illustrations, drawings, in the style of the author.

Students can select one of the players from the book and do additional research on his life, career, family, etc.

Students can connect one of the baseball players to the historical times and practice their writing skills by writing an essay.

Students can also research other baseball leagues, like the All-American Girls Professional Baseball League, or other sports and find out if and how others were affected by racism and discrimination.

Students can research and select a group of photographs (using Internet resources) to create a photo essay on a specific player of the league. They should include text and captions that reference, explain or comment on the photographs.

Spend time with students discussing the rich illustrations. They are as informative as the text. Kadir Nelson spent 7 years conducting researching and completing the illustrations. Critics have commented on the powerful emotions evoked in the pictures. Ask students if they agree. How are emotions conveyed? What emotions are conveyed?

Students can read book reviews and write one for this book. They should present evidence for the importance of the book and why they believe other students should read it.

Students can read other books by Kadir Nelson. He has written many high quality picture books for older readers that often present historical content in very engaging ways.

Students can participate in a picture book study. They can read a series of picture books intended for older readers. After the books are read they can evaluate the merit of writing within this genre for older students. Is it more or less effective? Why or why not?

Discuss the following questions: How is the book organized? How does the organization of the chapters help the story unfold? Students can comment on how the chapters are numbered like baseball innings and think about how the quotes are used to capture the essence of each chapter.

How are the Negro players depicted in the pictures within this book?

Compare this book's depiction to that of writing on players from that time period (1920s-1940s)

Who is the narrator? How does the style of narration help the story?

Why did the Negro baseball league come about?

What was Andrew "Rube" Foster's motivation to create the Negro baseball league?

How was Rube able to maintain the league?

What was Rube's influence on Black baseball?

How was "Negro baseball" different from white baseball?

Why weren't the "Clowning" teams allowed to join the league? (page 18)

What were some of the hardships that the Negro League faced?

Discuss how segregation added to the hardships the players faced.

What motivated the Negro players to continue playing despite the difficult conditions?

How did the financial crisis of the Great Depression influence the League? Are there any connections you can make to today's economic situation?

How did Latin America influence Negro ball clubs?

What influence did the Second World War have on the Negro League players?
Why is Jackie Robinson given the “ninth inning” within the book?
What is the significance of Rube’s statement “We are the Ship – all else the sea” on page 9?
How is the treatment of players different today?
How do the pictures/illustrations interact with the text? How do the pictures portray different baseball players?

Internet resources for teacher and student use:

New York Times Book Review of We Are the Ship:
http://www.nytimes.com/2008/06/15/books/review/BakerKIDS-t.html?_r=1&ref=books&oref=slogin

School Library Review:
<http://www.schoollibraryjournal.com/blog/1790000379/post/120020412.html>

Negro Leagues Baseball Museum: <http://www.nlbm.com/>

Lesson plans for making a timeline of the Negro Leagues and instructions for creating baseball cards of Negro League baseball players:
<http://www.cobblestonepub.com/resources/ftp0003t.html?x=14.7087030410770532649001144091016>

A blog about black baseball players, including Negro Leagues players in the hall of fame, and those who should be in the hall of fame, according to the author, James A. Riley. The site also has a list of teams as well as a historical introduction:
www.blackbaseball.com

A site about Cubans in baseball, in the Major Leagues, the Negro Leagues, and in Cuba:
www.cubanball.com

A bilingual resource with historical articles, country-specific articles, and more:
<http://latinobaseball.com/>

The Negro Leagues Baseball e-Museum has resources for educators about the Negro Leagues, including history, team profiles, player profiles, and many social studies-oriented lesson plans for meant for high school students but can easily be modified for use with middle school students:

<http://coe.ksu.edu/nlbemuseum/nlbemuseum.html>
(For example, a lesson plan about the Negro Renaissance:
<http://coe.ksu.edu/nlbemuseum/resource/lprenaissance.html>)

Some interesting reviews and opinions about teaching this book to children:
<http://www.librarything.com/work/3892602>

History of the American Girls Baseball League:
<http://www.aagpbl.org/league/history.cfm>

An article about women's baseball, which is as old as men's baseball; it mentions the Philadelphia Dolly Vardens, who were established in 1867 and were the first African American women's team:

<http://www.hsp.org/default.aspx?id=997>

Historical resources on the history of racial segregation in the U.S., including lesson plans and essays; also includes resources about Jackie Robinson and the effect of Jim Crow sports (click on History tab):

<http://www.jimcrowhistory.org/home.htm>

Brief history with photos about segregation in World War II-era America:

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>

See the author's website website: www.kadirdelson.com/

View video interview with Kadir Nelson: Reading Rockets:

<http://www.readingrockets.org/books/interviews/nelson>

BBC Television interview with Kadir Nelson on Youtube:

<http://www.youtube.com/watch?v=j1OqigCq8H4>

Grade 7: Theme 2 Love: Relationships & Personal Development

Core Text: *Love, Stargirl*

Full Text List	Essential Questions
<p><i>King of the Mild Frontier</i> <i>Chu Ju's House</i> <i>Stargirl</i> <i>Stargirl (SP)</i> <i>The Trap</i> <i>BoldPrint Series-Friends</i> <i>The Breadwinner</i> <i>The Breadwinner - El Pan De La Guerra (SP)</i> <i>Savvy</i> <i>Petty Crimes</i> <i>Skeleton Creek</i> <i>Behind the Mountains</i> <i>Being Bee</i> <i>Begging for Change</i> <i>National Geographic Mysteries Series-The Hunted</i> <i>Hachiko Waits</i> <i>Love, Stargirl</i> <i>The Liberation of Gabriel King</i> <i>NG Photobiography Series- Genius, Albert Einstein</i> <i>Schooled</i> <i>Partly Cloudy: Poems of Love and Longing</i></p>	<p>In what ways can love manifest itself?</p> <p>What is the meaning of love?</p> <p>With whom are my most fundamental relationships?</p> <p>How have my family and friends influenced who I am?</p> <p>How do my personal relationships define me?</p> <p>How do my relationships affect my behavior?</p> <p>What does my behavior reveal about my character?</p> <p>What does it mean to belong?</p> <p>Can you love someone and not like them?</p> <p>How do other people perceive you?</p> <p>What role do you think emotions play in your actions?</p>

Grade 7: Theme 2 Love: Relationships & Personal Development

Core Text: *Love, Stargirl* by Jerry Spinelli



Love, Stargirl, is a book of contemporary fiction about a quirky girl who has moved to a new city and has a hard time adjusting to her new life.

Summary: *Love, Stargirl* is the sequel to *Stargirl* and picks up after a year, revealing a new life for the main character. The novel takes the form of “the world’s longest letter.” Stargirl has moved to Pennsylvania and is back to being home schooled. Her changed life is revealed through her stream of consciousness letter to Leo (the boyfriend left behind in Arizona). Stargirl reveals her innermost thoughts of sadness, loss and insecurity as she tries to adjust to her new life and make new friends. Stargirl misses Leo immensely, and can’t decide if she is better off with him or without him. Her thoughts are framed by a new home that is filled with interesting characters: a five year old “Human Bean” named Dootsie, an angry eleven-year-old who is struggling to make the transition from child to teenager named Alvina, and Perry, a thief who steals Stargirl’s heart.

Suggested Activities and Discussion Questions:

What is the significance of the Happy Wagon?

What is the difference between the character’s nickname “Stargirl” and her real name? “Tears don’t bounce. Light does.” (page 45) What does this mean and why might this be important?

How does Stargirl deal with her depression about being separated from Leo?

How do Stargirl’s parents support her as she adjusts to her new life?

How do the other characters in the novel influence Stargirl? (Dootsie, Alvina, Betty Lou, and Perry)

What are some of Stargirl’s conflicts and how does she deal with them?

How are the themes of loss, insecurity and individuality developed within the novel?

Students can analyze the way Stargirl’s relationship with Leo changes over the course of the novel. Why is she writing to him? When does her philosophy about him change and why?

Discuss Stargirl’s transition to a new town. What are the benefits of moving? What are the biggest challenges and why? Students can write about important transitions they have had to make and how they handled them. What type of transitions have the other characters in the novel made and how do they cope?

Take time to discuss with students the themes in the book that relate to their lives. Some examples are: self-esteem and self-image, shyness, love, separation, etc.

Have students write and perform a skit or short play imagining what happens after the end of the novel.

Create a “Starkid” society in your classroom where students can feel comfortable sharing their unique personalities. A Stargirl Society can foster a sense of community in and out of school, can promote individuality and self-confidence, and can promote tolerance for all while encouraging sensitivity to others. Discuss the objectives of such a society and create a “Starkid” Constitution with ideals for acceptance and respect, discussing how these ideals are played out in the book. Students can come up with activities for the society (school or community projects, book club, writing/performing pieces inspired by Stargirl’s stories, etc).

Students can research the summer and winter solstice and what these events mean in science and in different cultures. Students can then consider Stargirl’s solstice activities and describe new ways to celebrate the solstice.

Discuss Stargirl’s poems and their meanings. Students can write poems inspired by Stargirl’s poems and describe their observations about everyday occurrences in a creative way.

Students can research agoraphobia to help others understand that fear. They can explain the causes and treatments. Students can also write about their own fears or phobias and share ways they cope with them. Students can also figure out ways that the book’s character, Betty Lou, could have better coped with her fears.

Students can write an essay about their own intergenerational friendships with younger children or adults, comparing their relationships to Stargirl’s relationships with Dootsie, Betty Lou, and other characters. They should be encouraged to think about why these connections to others are valuable.

Students can discuss and write about their own qualities or after school activities that make them different from others. Encourage students to explore whether or not other students embrace these quirks and are open about them, or whether they are hidden due to fear of rejection.

Internet resources for teacher and student use:

Random House teachers’ guide with activities and discussion questions:

<http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780375813757&view=tg>

A series of lesson plans about respect, tolerance, and erasing stereotypes:

http://www.educationworld.com/a_lesson/lesson/lesson294.shtml

National geographic has facts and photos about the science and culture of the solstices:

<http://news.nationalgeographic.com/news/2008/06/080619-solstice-facts.html>

A resource about agoraphobia with definitions, symptoms, articles and research:

<http://www.agoraphobia.ws/index.htm>

Jerry Spinelli’s website:

http://www.jerryspinelli.com/newbery_002.htm

A book review of *Love, Stargirl* by a teen reader:

<http://www.teenreads.com/reviews/9780375813757.asp>

Resources and lesson plans about diversity and creating a safe community:

<http://www.racebridgesforschools.com/resources.html>

Sites about Lenape culture and history:

<http://www.lenapeindians.com/>

<http://www.lenapenation.org/main.html>

Grade 7: Theme 3 Taking Action & Changing the World

Core Text: *The Boy Who Dared* by Susan Campbell Bartoletti

Full Text List	Essential Questions
<p><i>Totally Tolerant: Spotting and Stopping Prejudice</i> <i>Ain't Nothing But a Man: My Quest to Find the Real John Henry</i> National Geographic Mysteries Series- <i>Buried Alive</i> <i>Almost Astronauts: 13 Women who Dared to Dream</i> <i>Population 1.3 Billion</i> <i>The 10 Most Notable Elected Female Leaders</i> <i>The Boy Who Dared</i> <i>The Down-to-Earth Guide to Global Warming</i> National Geographic Photobiography Series- <i>Sky Pioneer</i> National Geographic Mysteries Series- <i>Night of the Black Bear</i> National Geographic Mysteries Series- <i>Escape from Fear</i> National Geographic Mysteries Series- <i>Out of the Deep</i> <i>Nightrise</i> <i>Separate But Not Equal, The Dream and the Struggle</i> National Geographic Mysteries Series- <i>Valley of Death</i> <i>The Middle of Somewhere</i> National Geographic Mysteries Series- <i>Running Scared</i></p> <p>Kids Discover (Magazine) Muse (Magazine)</p>	<p>In what sense do I have power? How do I display my power? What causes will make me take a stand? What causes will spur me to make personal sacrifices? What can I contribute? Do the actions of individuals matter? Do my actions matter? Does inaction matter? What does it mean to be an ethical person? What are my essential values? How large is my circle of obligation? How can I make a difference today? How can I turn my ideas into action? How do I make the leap from an idea in my head to an action? What is the biggest dilemma I have faced? How did I handle it?</p>

Grade 7: Theme 3 Taking Action & Changing the World

Core Text: *The Boy Who Dared* by Susan Campbell Bartoletti



The Boy Who Dared is a work of historical fiction, based on the life story of Helmuth Guddat Hubner, a member of the Hitler Youth and the Church of Jesus Christ of the Latter-Day Saints (Mormon), who is executed for his resistance to the Nazis.

Summary: Much of the story is told through flashbacks while Helmuth waits in jail for his execution. The events that led him there are revealed. Several years earlier, Helmuth joins the Hitler Youth. However, as time goes on, he witnesses many wrongdoings perpetrated against Jewish people, including that of a classmate who is mocked and beaten for being Jewish. As a result, he begins to question his patriotism. He secretly listens to enemy BBC London radio broadcasts, and feeling a moral obligation to inform German citizens, he enlists the help of his two best friends to create and anonymously distribute anti-Nazi leaflets. When their secret activity is exposed, the three boys are arrested for treason. Helmuth accepts full responsibility – never implicating his friends—and spares them from punishment.

The Boy Who Dared is a story about one boy who dared to stand up for what he believes—not matter the consequences and personal risks.

Suggested Activities and Discussion Questions:

Helmuth created and distributed anti-Nazi leaflets. Have students create a similar leaflet or a different one on a current social or political issue.

After their arrest, Helmuth does not implicate his two friends. However, both Karl and Rudi tell the Gestapo about Helmuth. Helmuth is executed and his two friends are freed. Have students think about what they would have done in this situation. If given the opportunity, what do you think Karl or Rudi would have said to Helmuth? Have students write a letter to Helmuth, portraying themselves as either Karl or Rudi.

A teaching guide for *The Boy Who Dared*, created by the author, can be downloaded at <http://www.scholastic.ca/clubs/trc/activities/theboywhodared.pdf>. It contains author information, vocabulary, German vocabulary, reader's theater and other student activities.

Helmuth, Karl, and Rudi created and distributed anti-Nazi leaflets. What information do you think the leaflets contained? What information did the boys listen to on BBC that made it so difficult for them to remain loyal and silent?

Helmuth not only stood up for he believed in, but also acted on these beliefs, which led to his demise. How far would you go for your beliefs? What are the parameters of moral obligations?

The Boy Who Dared is a fictionalized version of a true story. What parts of the story are true? What parts are fictitious?

Are Helmuth, Karl, and Rudi heroes? What makes a hero?

Characters in a story change or evolve over time, as the story progresses. How did Helmuth change from the beginning of the story to the end?

About the author's inspiration for writing *The Boy Who Dared*:

Susan Campbell Bartoletti encountered Helmuth Hübener's amazing story while writing Hitler Youth: Growing Up in Hitler's Shadow. She was so moved by his heroic actions that she wanted to flesh out his story into a fictional form. She also wanted to provide a dramatic meditation on the meaning of his short life that raises questions about moral courage, nationalism, and individual responsibility.

*"In order to write *The Boy Who Dared*, I had to understand a great deal about the time period during which the story takes place - those terrible twelve years known as the Third Reich. I found it helpful to understand ... historical terms and people. How did I learn about them? I looked them up. I read. I researched.*

If you look at the bibliography in Hitler Youth: Growing Up in Hitler's Shadow, you will see the sources of my exhaustive research. I read each and every one of those books--and took copious notes. But you should be able to do some pretty good research with a dictionary, an encyclopedia, and perhaps a Web site or two.

*It took me a good two years to research *Hitler Youth*. And while I do not speak German, as I researched, I managed to learn enough words to work my way through the German archives and to loosely translate. For publication purposes, I worked with several wonderful translators.*

Music plays a part in my writing, too.

The poet Ruth Stone once said that if she cannot find the music of what she wants to say, the poem won't come.

When I write, I, too, must find the music. I try to capture the breath of the story - the cadence, the rhythm of the narration and of each character's voice. Every character has his or her own personal rhythm and personal style of speaking. I try to capture these in my writing.

*Often I listen to music as I write. I play a CD over and over. During the writing and researching of this book, I listened to Brahms's *Ein Deutches Requiem*, or *German Requiem*. A requiem is a mass to honor the dead, but Brahms wrote this masterpiece as a 'mass for humanity.' He intended for it to give comfort to the living.*

The German Requiem opens with the line ‘Blessed are they who mourn, for they shall be comforted.’ It ends with the lines: ‘Blessed are the dead, which die in the Lord, from henceforth. Yea, says the Spirit, that they may rest from their labours; and their works do follow them.’ I thought Brahms’s German Requiem fit Helmuth, and it inspired me during the writing of Helmuth’s story.”

Readers interested in reading another fictional treatment of Helmuth Hubener’s story may enjoy *Brothers in Valor* (by M. Tunnel, Holiday House, 2001).

For those wishing to read a factual account of Helmuth Hubener’s life and the lives of Rudi Wobbe and Karl Heinze Schibbe, the following books are a good resource:

- Rudi Wobbe’s memoir: *Before the Blood Tribunal* (R. Wobbe and J.J. Borrowman, 1989)
- Karl-Heinz Schnibbe’s memoir: *The Price: The True Story of a Mormon Who Defied Hitler* (K. Schnibbe, with A. F. Keele and D. F. Tobler, Bookcraft, 1984)
- *When Truth Was Treason: German Youth Against Hitler* (B.R. Holmes and A.F. Keele, editors. University of Illinois Press, 1995)

Holocaust Teaching Guide

http://us.penguinroup.com/static/images/yr/pdf/holocaust_teachers_kit.pdf

A book talk on *The Boy Who Dared* can be viewed on video at

<http://www2.scholastic.com/browse/collateral.jsp?id=31315>

Students can explore author Susan Campbell Bartoletti’s official website at:

<http://www.scbartoletti.com/>

Read what other reviewers have to say about *The Boy Who Dared*:

<http://www.teenreads.com/reviews/9780439680134.asp>

<http://www.amazon.com/Boy-Dared-Susan-Campbell-Bartoletti/dp/0439680131>

<http://search.barnesandnoble.com/The-Boy-Who-Dared/Susan-Campbell-Bartoletti/e/9780439680134>

<http://www.powells.com/biblio/1-9780439680134-0>

Watch the video book trailer of *The Boy Who Dared* at

<http://www2.scholastic.com/browse/book.jsp?id=1301886>

To research additional information on the Holocaust and Nazi Propaganda, visit the webpage for the United States Holocaust Memorial Museum at <http://www.ushmm.org/>

To gain a better understanding of Germany’s history and worldview, visit *The World Factbook* at:

<https://www.cia.gov/library/publications/the-world-factbook/geos/GM.html>

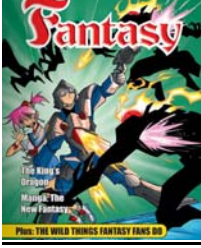
To listen to Adolf Hitler’s speeches, visit the British Broadcasting Center (BBC) website: http://www.bbc.co.uk/history/worldwars/genocide/hitler_audio.shtml

Grade 7: Theme 4 Creativity and How Things Work

Core Texts: Bold Print Series – *Fantasy*

Full Text List	Essential Questions
<p><i>Heat</i> <i>The 10 Greatest Movies From Books</i> <i>The 10 Most Outstanding American Women</i> <i>The 10 Most Phenomenal Athletes</i> <i>The 10 Most Revolutionary Inventions</i> BoldPrint Series-<i>Fantasy</i> BoldPrint Series-<i>Martial Arts</i> BoldPrint Series-<i>Stomp It!</i> BoldPrint Series-<i>The Beat</i> BoldPrint Series-<i>Video Games</i> BoldPrint Series-<i>Beyond Reality</i> BoldPrint Series-<i>Me!</i> <i>Write Your Own Graphic Novel</i> <i>What the World Eats</i> <i>The Magical Life of Long Tack Sam</i> <i>Last Shot, a Final Four Mystery</i> <i>Are You Psychic? The Official Guide for Kids</i> National Geographic Photobiography Series: <i>Genius, Albert Einstein</i> National Geographic Photobiography Series: <i>Ladies First</i> George Washington Carver</p> <p>Sports Illustrated for Kids (Magazine) Baseball Youth (Magazine) Odyssey (Magazine)</p>	<p>What makes a successful person?</p> <p>Are people born smart?</p> <p>How important is money in life?</p> <p>How do our choices impact what we do and what we become?</p> <p>Is it possible to really learn from role models?</p> <p>What questions do I have about how the world works?</p> <p>How can I go about answering my questions?</p> <p>Can successful people be honest? Can honest people be successful?</p> <p>What is creativity?</p> <p>How do passion and interest affect creativity and success?</p> <p>What inspires me?</p> <p>What traits, if any, do creative people have?</p> <p>Who is my greatest influence?</p> <p>Is there a driving force that inspires me?</p>

Core Text: Grade 7 Theme: Creativity & How Things Work
Bold Print: *Fantasy*



"Youngsters grow up believing in fantasy. They wish on candles, wait for tooth fairies, talk to their stuffed animals and play with imaginary friends." ~ Kylene Beers

Bold Print books are a series of large print informational texts that connect to cross-curricular themes which are of interest to middle level readers.

Summary: *Bold Print Fantasy* presents 12 short text selections within that genre including song lyrics, poems, short graphic novel, folk tales, legends, as well as articles about fantasy fans. Each short text includes the following support activities: a “warm up” to get students ready to read, “checkpoints” that allow students to stop and check for comprehension, a “wrap up” to summarize and put closure to the reading, “web connections” to provide additional sources of information and encourage further reading or research, and “FYI” or interesting facts that add context to the reading when appropriate.

Source: Boldprint: Supporting Literacy Growth K-12
http://www2.ednet10.net/specialeducation/documents/boldprint_research_web.pdf

Suggested Activities and Discussion Questions:

Define the genre of Fantasy. What kinds of texts/stories are considered fantasy? What are the features of fantasy? Fantasy is defined as a genre that uses magic and other supernatural forms as a primary element of plot, theme, and/or setting. Fantasy is generally distinguished from [science fiction](#) and [horror](#) as it usually involves old myths or legends and does not often employ scientific and [macabre](#) themes, though there is somewhat of an overlap between the three. Create a three column chart, with Fantasy, Science Fiction and Horror as the heading for the three columns. As students read they can add descriptive words to each category.

Students can create a Fantasy Glossary. Use Tools of the Trade (pages 16-17) as inspiration.

Students can read about fantasy in comic books. pp 32-35 and complete the activities. The section can also serve as inspiration for reading Manga.

Review the organization of the bold print book using the contents page. Show students the features (warm up, check point, wrap up and FYI) and discuss how they help students understand and make connections to the text.

On pages 6-7, students can read and discuss the lyrics to “The Maid on the Shore.” Students can then update the story and rewrite it as a rap.

Read and discuss pages 13-15: In the Beginning was the Word: Hobbit. The pages can be used to encourage students to seek out and read the book by J.R.R. Tolkien.

Some examples of fantasy sub-genres are: Romance Fantasy, Fairy Tales, Alternative History, Arthurian Fantasy, Comic Fantasy, Dark Fantasy, Epic Fantasy, Fairy Tales and Mythology, Heroic Fantasy, High Fantasy, Mystery Fantasy, Magic Realism, Modern Fantasy, Sword and Sorcery. In what category would you place *Twilight?* *Harry Potter?* Think of fantasy books you have read and try to place them within the sub-genre. Make a list of features for each sub-genre.

Fantasy is one of the oldest genres in the world. Most fantasy comes from the mythology of ancient civilizations. Some of the first fantasy stories are “Gilgamesh” from Babylon, the *Iliad* and *Odyssey* by Homer from Greece and the *Aeneid* by Virgil from the Roman Empire. The common patterns in these stories are quests, heroes, magic, gods, mythical creatures and adventure. Read some of these ancient fantasies. What do they have in common with modern fantasy?

Read and discuss or write about the following quote regarding the importance of fantasy:

Reading Fantasy is not about escapism. It doesn't teach magic to people. Fantasy is a genre to gain insights about being human or exploring the human soul by taking us out of the real world. In Fantasy, through the threats of sorrow and failure readers get a fleeting glimpse of joy and discover truths and an underlying reality.

Students can write an essay and tell whether they agree or disagree with the statement. They should use facts or anecdotes from their reading to support an opinion. Source: <http://www.suite101.com/lesson.cfm/17284/2862>

Student can write their own *Fantasy story*: Stories should include some elements of fantasy such as a story hero or heroine, a quest, some evil force that creates the story conflict, magical creatures, etc. Students can also write just one chapter of a fantasy story. They can write the story so that the reader is left wanting more at the end of the chapter. Students can use the online chat tool [Google Talk](#), to draft their story. Students can work with partners and communicate line by line adding on to their draft fantasy plots. Google Talk helps keep the story moving forward, and is great for generating ideas and starting first drafts. The story can be saved and printed out. Students can edit the story by copying and pasting it into a Word document. The tool encourages student collaboration, is a fast way to generate story ideas, and integrates technology.

Student can read two fantasy novels from the following list and write a compare/contrast essay. Books: *Tuck Everlasting* by Natalie Babbitt, *James and the Giant Peach* by Roald Dahl, *A Wrinkle in Time* by Madeleine L'Engle, *The Lion, the Witch, and the Wardrobe* by C.S. Lewis, *Harry Potter and the Goblet of Fire* by J.K. Rowling, and *The Hobbit* by J.R.R. Tolkien.

Students can analyze the storylines in fantasy literature or films. Students should think about ways that narrative patterns in the storylines reflect certain cultural attitudes or beliefs. For example, in fantasy novels and films with a quest pattern (Frye, 1957), the hero usually embarks on a journey to destroy evil and discover some truth about the world (example: Harry Potter versus Voldemort).

Help students suspend disbelief. Reading fantasy requires students to suspend their disbelief so that they can accept the alternative version of reality that is presented, something that may be difficult for “reality-bound” adolescents. Think of some activities that can help students suspend their disbelief and find the reality in fantasy.

Study heroes and anti-heroes. Students can study the topic of heroes and anti-heroes, examine the characteristics the hero and the anti-hero in different historical periods and cultures. They could also examine how and why the system often works against the hero’s attempts to change the system.

Source: <http://www.teachingliterature.org/teachingliterature/chapter8/activities.htm>

Use the *Bold Print* book to launch a unit on the genre of fantasy and encourage student groups to read different books. For a culminating activity, each group can then create computer-generated “Fantasy Newspapers” using the events in the novels they read. These fantasy newspapers can include a news articles, advertisements, illustrations, letters to the editor, entertainment, editorials, features, etc.

Use [VoiceThread](#) to record student responses to the short texts in *Bold Print - Fantasy*. Kids will think about and respond to the content and VoiceThread can help them express their thoughts easily as they record their feelings, emotions, and understanding. (VoiceThread is collaborative slide show software that allows users to contribute audio, images, and video.)

Research dragons and other creatures of the fantasy genre.

Internet resources for teacher and student use:

Use Apple [GarageBand](#) to write songs for the original fantasy stories or to write songs for a fantasy story that students have read.

Read about the origins of fantasy at

<http://www.fantasybookreview.co.uk/blog/2008/01/06/the-origins-of-fantasy-fiction/>

A complete Fantasy Unit is available at

<http://www.landofshadows.org.uk/educ/writing/original.doc>

Teaching genre guide (with helpful information on fantasy)

http://www.roundrockisd.org/docs/literary_genres.doc

Fantasy Genre worksheets at http://bogglesworldesl.com/fantasy_worksheets.htm

Fantasy Wordsearch to build vocabulary at
http://bogglesworldesl.com/files6/fantasy_wordsearch.doc

Fantasy Cloze Passages are available at
http://bogglesworldesl.com/files6/medieval_cloze.doc

Read Dragonzine <http://www.dargonzine.org/> Electronic magazine of the Dragon Project

Create Fantasy Bookmarks template available at
http://www.readwritethink.org/lesson_images/lesson270/bookmark-fantasy.pdf

Fantasy Book Club. Titles and guides available at
http://www.abcteach.com/directory/middle_school/reading/book_units/vocabulary_enhancement/

Fantasy minilesson
<http://www.timeforkids.com/TFK/teachers/minilessons/wr/0,28171,1668935,00.html>

Top 100 Fantasy lists (books, movies, music).
<http://home.austarnet.com.au/petersykes/fantasy100/index.html>

Fantasy Literature lists and recommendations. <http://www.fantasyliterature.net/>

Grade 8: Theme 1 Empowerment and Resilience

Core Text: *The Arrival* by Shaun Tan

Full Text List	Essential Questions
<p><i>Ask Me No Questions</i> <i>The Arrival</i> <i>Fire From the Rock</i> BoldPrint Series-<i>Amazing People</i> <i>We Beat the Street: How a Friendship Pact Helped Us Succeed</i> BoldPrint Series-<i>Above the Rim</i> BoldPrint Series-<i>Movin' On</i> BoldPrint Series-<i>Roots</i> BoldPrint Series-<i>Shattered</i> <i>The Graveyard Book</i> BoldPrint Series-<i>Hip Hop</i> <i>Fire from the Rock</i> <i>Kids Like Me: Voices of the Immigrant Experience</i> <i>Chains</i> <i>I Did It Without Thinking: True Stories About Impulsive Decisions that Changed Lives: Scholastic Choices</i> <i>Miracle at Monty Middle School</i> <i>Milagro en la Escuela Monty (SP)</i> <i>Greetings from Planet Earth</i> <i>Dear Author: Letters of Hope: Top Young Adult Authors Respond to Kids' Toughest Issues</i> <i>What Are You? Voices of Mixed-Race Young People</i> <i>Buried Onions</i> National Geographic Photobiography Series-<i>Mandela</i> <i>Breaking Through</i> <i>Senderos fronterizos / Breaking Through</i> <i>The Tequila Worm</i> <i>After Tupac and D Foster</i> <i>Notes from the Midnight Driver</i> <i>Evolution, Me & Other Freaks of Nature</i></p>	<p>What are the consequences of making decisions?</p> <p>What forces in my life can I control?</p> <p>What forces can I not control?</p> <p>In what ways do others exert control over me?</p> <p>How can bad experiences lead to good outcomes?</p> <p>What makes some people able to rise above adversity?</p> <p>How do experiences shape who we are and who we can become?</p> <p>How do I respond to personal challenges?</p> <p>In what ways can I be proactive regarding my personal well-being?</p> <p>What do I want to bring into my life?</p> <p>What can I do now to change?</p> <p>How can I realize more meaning in my life?</p>

Grade 8: Theme 1 Empowerment and Resilience

Core Text: *The Arrival* by Shaun Tan



The Arrival is a wordless picture book or graphic novel. Students will need to learn to navigate the pictures to develop the visual literacy needed to “read” the story. *The Arrival* is not a picture book in the traditional sense – it is a book that is situated between a wordless picture book and a graphic novel (without any text). There are many other graphic novels that contain text and pictures, but *The Arrival* uses only illustrations to “tell” the story.

Summary: *The Arrival* is a fantastic journey of an immigrant who leaves his known world and family for a strange new land. He leaves his wife and child in a land where they are unable to live to seek opportunity in an unknown country on the other side of a vast ocean. The traveler finds himself in a bewildering metropolis of strange customs, peculiar animals, objects and indecipherable languages. With nothing more than a suitcase and some money, the immigrant must make his way through this foreign land. Along the way he is helped by kind strangers, each with their own stories of struggle, culture shock and survival in a world of chaos and hope. Through one man’s journey, readers will come to understand the “immigrant experience” and feel the isolation, confusion, and happiness of being a newcomer to a new land.

Words to Know

Though the book is wordless student discussions should include the following vocabulary: graphic novel, sepia tone, mood, illustrations, symbolism, narrative, metaphor, migrant, immigrant, imaginative, fantasy, surrealism, suppression, diversity, totalitarian, flashback.

The only writing that appears is in an invented alphabet, which help the reader understand the confusion of immigrants when they encounter a strange language and way of life. Tan’s illustrations are hyper-realistic and represent many ethnic backgrounds. The illustrations convey warmth and caring for others of all ages, races, and backgrounds. More sophisticated readers will find themselves participating in the man’s experiences. Students will be captivated by the details in the beautiful sepia pictures and are likely to make the book a favorite.

Pictures appear as full page illustrations or as smaller illustrations within frames or panels (as they are called in graphic novels). The panels are the boxes within which

the pictures and/or words appear. The panels are read in sequence, similar to the way you read the words in a book.

This graphic novel has strong narrative elements. It has a plot, characters, setting, conflict, denouement, and other elements that readers will find in traditional novels and stories.

Since *The Arrival* has no text or dialogue, the story and characters must move through time and place with help from the illustrations. Each picture has something to say about the story or the characters. It is up to the reader to look carefully to find the meaning in the story. Students will be motivated to explore the illustrations and to think about them deeply as they construct the story.

Suggested Activities and Discussion Questions:

Teach students how to “read” a graphic novel: model with the end papers of *The Arrival* and the title page. Use the following helpful websites:

Scholastic How to Use Graphic Novels

http://teacher.scholastic.com/products/tradebooks/boneville_using_graphic_novels.pdf

Graphic Novels 101 http://www.hbook.com/pdf/articles/mar06_rudiger.pdf

Graphic Novels for Multiple Literacies

http://www.readingonline.org/newliteracies/jaal/11-02_column/

For whole class shared reading, it is a good idea to project the illustrations using an overhead projector, SmartBoard, or document camera, if possible.

Once the story is viewed carefully and read through, encourage students to write the text for specific panels, series of pages or an entire chapter.

Students can add dialogue to show what they think certain characters or people in the story might be saying.

The book offers many opportunities for students to infer based on their observations and interpretations of the illustrations. On the opposite page of Chapter One is a series of 9 panels. Students can be guided through an analysis of the panels to make inferences about the family (examples: the teapot and cup are chipped, therefore they are poor, a suitcase is being packed, so someone is leaving, etc.)

Because there are no words, the opportunity for discussion and book talk is enhanced as students will try to figure out the story and make sense of the surreal and fantastic images.

Challenge your students to discuss why they think the illustrator made such extensive use of imaginative creatures and structures to tell the story.

What does the giant creature tail at the beginning of the story symbolize?

What other symbols can be located? What do they mean? How are they used in this story? What emotions does the illustrator want the reader to feel? Is he successful? Why or why not?

Why are some specific illustrations black and white as opposed to the sepia colors used on all other pages? (The black illustrations signal a flashback.)

How do elements of fantasy strengthen the story?

Photocopy pages from the story, distribute to students and have them write captions, dialogue or descriptions for the panels.

Read book reviewers' comments about *The Arrival*. Ask students to agree or disagree with the reviews.

Some say that this story is very much like a film. Do you agree or disagree? Why? Was the story without words easier or harder to understand?

Challenge students to tell a story without words.

Students can also write their own reviews of the book to share with each other or other classes.

Additional Internet resources for teacher and student use:

<http://www.nytimes.com/2007/11/11/books/review/Yang-t.html>

<http://www.amazon.com/Arrival-Shaun-Tan/dp/0439895294>

<http://www.arthuralevinebooks.com/book.asp?bookid=123>

Read about the author Shaun Tan and how his life experiences influenced the story.
<http://www.shauntan.net/books/the-arrival.html>

Read other books by Shaun Tan or read other graphic novels to study the genre.
<http://www.shauntan.net/>

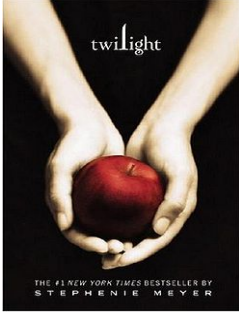
Grade 8: Theme 2 Love: Relationships & Personal Development

Core Text: *Twilight* by Stephanie Meyer

Full Text List	Essential Questions
<p><i>Drums, Girls, and Dangerous Pie</i> <i>Peeled</i> <i>The Kids' Guide to Working Out Conflict</i> <i>Twilight</i> <i>Crepusculo (Twilight-Sp)</i> <i>The Adoration of Jenna Fox</i> <i>BoldPrint Series-Family Ties</i> <i>Twilight series: New Moon</i> <i>Trouble</i> <i>Accidental Love</i> <i>Dreams of My Father</i> <i>Hero-Type</i> <i>The Hunger Games</i> <i>Parrot in the Oven: Mi Vida</i> <i>El loro en el horno / Parrot in the Oven: Mi Vida</i> <i>Kampung Boy</i> <i>Ninth Grade Slays</i> <i>Tangled Threads: A Hmong Girl's Story</i> <i>Eighth Grade Bites</i> <i>Estrella's Quinceanera</i></p>	<p>In what ways can love manifest itself?</p> <p>What is the meaning of love?</p> <p>With whom are my most fundamental relationships?</p> <p>How have my family and friends influenced who I am?</p> <p>How do my personal relationships define me?</p> <p>How do my relationships affect my behavior?</p> <p>What does my behavior reveal about my character?</p> <p>What does it mean to belong?</p> <p>How far am I willing to go for love?</p> <p>Does being loved inspire me to be a better person?</p> <p>What is more important: to love or be loved?</p> <p>How much of what I do is motivated by outside considerations, such as approval of others?</p> <p>How important is it to be accepted by others?</p>

Grade 8: Theme 2 Love and Relationships

Core Text: *Twilight* by Stephanie Meyer



Twilight is the popular first novel in the four book vampire series that tells the story of the improbable relationship between a human girl and the vampire boy she grows to love.

Summary. *Twilight* is an extraordinary story of young love and all the obstacles to that love. The book’s main characters are star-crossed teenagers. Bella moves from sunny Arizona to live with her police chief father in wet, cold Forks, a small town in Washington. On the first day at her new school Bella meets Edward, who seems to be repulsed by her very existence. In reality Edward is having a hard time controlling himself because he’s a vampire and he is smitten with Bella’s scent. After a fateful accident where Edward saves Bella from serious injury, they begin a friendship that quickly turns to love. The novel has all the components of good young adult fiction: themes of love, family, friendship, life, death, making decisions, personal responsibility and the struggle to make the right choices, alienation, desire, community, and danger. All these components are sensitively handled.

Suggested Activities and Discussion Questions:

Twilight is the time of day immediately following sunset; when the diffused light from the sky bathes the earth with a dim, hazy atmosphere. It can also refer to a period of decline or something obscure and ambiguous. Think about the definitions and try to figure out how they are connected (or not) to the events or characters in the story. Why do you think the author titled her book *Twilight*? What significance does that have to the story?

The story has two main characters – Edward and Bella. How well does the author reveal the two characters? Do you as the reader feel that you get to know one better than the other? Why or why not?

Edward is first attracted to the smell of Bella’s blood. Do you think his feelings stem from a purely physical reaction or do you think that he loves her for who she is? Explain. Do you think he has a choice? Explain.

Why do some of the vampire characters feel different about their interactions with humans? Compare the attitudes toward humans of Edward, Rosalie, Carlisle and others in the vampire family.

Is the author’s choice to write about “good vampires” believable? Why or why not?

Other books have dealt with the topic of everlasting life. The issue is often presented as either a blessing or a curse – depending on one’s point of view. What do you think is the author’s point of view? What is your own? Do you think Billy’s unsolicited warnings to Bella are entirely well-intentioned, or might there be something sinister going on?

Edward really is not like the other guys in the story. What sets Edward apart? He is even different from the other male vampires. What qualities does he have that make him so attractive to Bella? Do you think he is too good to be true? Do you think the fact that he is potentially dangerous is attractive to Bella?

Describe Bella’s relationship with her parents. How is her relationship with her mother different from her relationship with her father? Do you think Bella seems like a typical teenager? Why or why not?

Before Bella meets Edward she is a rather shy, private and somewhat alienated girl. Her parents divorced when she was young, and so she divides her time between two very different locations: Forks and Phoenix. Does Bella feel like she fits in? Where does Bella feel at home? Why did she move to Forks?

Though *Twilight* is written from a third person point of view, *Twilight* is Bella’s story. Bella is seventeen, awkward, out of place, smart, pale, and unaware of her own beauty. Write a character analysis of Bella Swan.

Some critics have stated that *Twilight* is a book that appeals only to girls/women. Do you agree or disagree with this statement? If you were to write a summary of the book with the intent of making the book appealing to guys, what would you write about the story?

Compare and contrast Edward and Bella to other stories of impossible, forbidden love. Examples: *Romeo and Juliet*, Buffy and Angel (television), *Wuthering Heights*, *Jane Eyre*.

Discuss Edwards’ relationship with Bella. Do you think he is overprotective? What might be some reasons for his behavior (such as secretly watching her sleep every night)?

Are Bella and Edward equals? In what ways? In what ways do they not seem equal?

What would life have been like for Edward as a child growing up in the Edwardian era? In what ways is he modern? In what ways did the Edwardian era shape him?

Compare and contrast the book to the movie. How are they the same and/or different? Which did you prefer? Why? Do you think people should read the book before seeing the movie? Why or why not?

Compare and contrast *Twilight* to another story about vampires (*Dracula*?). What are the similarities and differences? Which story feels more unique? Why?

Twilight has inspired loyalty and excitement among its readers that some compare it to the *Harry Potter* fever of a few years back. Compare and contrast the two books. What does each book say about the nature of love, family, good versus evil?

Words/Names Have Meanings: Think about the following connections...Vampires living in the town of Forks? Bella's last name is Swan – does she see herself as an ugly duckling that is secretly a swan? What other words with symbolic meanings can you find in the story?

Compile a *Twilight* Dictionary of terms specific to the book.

Compare and contrast the father figures in the story: Carlisle, Charlie Swan, and Billy Black.

Evaluate and critique: Is the *Twilight* hype deserved or overrated? Tell why or why not.

Forks is one of the rainiest places in the United States, which is why it was chosen as the setting for the *Twilight* series. The average annual rainfall is 121 inches per year and the average snowfall is 11 inches per year. The average low temperature is 49 degrees in summer and 33 degrees in winter. The average high temperature is 72 degrees in summer and 45 degrees in winter. What other places/locations in the U.S. would have made a good setting for *Twilight*? Give your reasons.

Internet resources for teacher and student use:

Visit the Stephanie Meyer website <http://www.stepheniemeyer.com/twilight.html>

Take the “Which *Twilight* Character are you Quiz? <http://www.quizrocket.com/twilight-quiz>

Find out more about life in Forks, Washington at <http://forkswadailycityblog.blogspot.com/> <http://twilight.inforks.com/twilight-locations/>
How do you think the book and movie have changed the town of Forks? Why do you think that the author used the town of Forks as the location (setting) for her novel? Do you think it was a good choice? Why or why not?

Lesson plans, activities available at <http://twilightnovelnovice.com/scholastic-apple/twilight-lesson-unit-plans/>

Twilight Unit plan <http://novelnovicetwilight.files.wordpress.com/2008/09/twilightunit.pdf>

Read about a teacher who reads *Twilight*:
<http://www.twilightguy.com/2008/05/24/twilightguy-reports-a-teacher-reads-twilight/>

Find timelines, character bios and more at <http://www.twilightlexicon.com/>

History lessons linked to *Twilight* at <http://twilightnovelnovice.com/scholastic-apple/twilight-history-lessons/>

Grade 8: Theme 3 Taking Action & Changing the World

Core Texts: *A Wreath for Emmet Till* and *Getting Away with Murder: The True Story of the Emmett Till Case*

Full Text List	Essential Questions
<p><i>Remember Little Rock: The Time, the People, the Stories</i> <i>The 10 Bravest Everyday Heroes</i> <i>The 10 Most Compelling News Images</i> <i>The 10 Most Memorable Speeches in American History</i> <i>Code Talker, A Novel about the Navajo Marines of World War Two</i> <i>A Wreath for Emmett Till</i> <i>Getting Away With Murder: The True Story of the Emmet Till Case</i> <i>War Heroes: Voices from Iraq, Ten True Tales</i> <i>Moribito: Guardian of the Spirit</i> <i>Open the Unusual Door: True Stories of Challenges, Adventures and Success by Black Americans</i> <i>Cixi, Evil Empress of China - Wicked History</i> <i>Serafina67 Urgently Requires Life</i> <i>The Misfits</i> <i>The Rules of Survival</i> <i>Popular Vote</i> <i>Monsoon Summer</i> <i>Taste of Salt</i> <i>Let Me Play: The Story of Title IX – The Law that Changes the Future of Girls in America</i> <i>Letters to a Young Sister</i> <i>Letters to a Young Brother</i></p> <p>Kids Discover (magazine) Muse (magazine) American Legacy (magazine)</p>	<p>In what sense do I have power? How do I display my power? What causes will make me take a stand? What causes will spur me to make personal sacrifices? Do the actions of individuals matter? Do my actions matter? Does inaction matter? What does it mean to be an ethical person? What are my essential values? How large is my circle of obligation? How can I leave the world better than I found it? What is my Truth about this issue? Where do I want to be in five years? In ten years? What steps can I take to get there? Am I a leader or a follower? Does taking action isolate me or connect me with other people? Does my motivation come from within or from others? What is my standard for evaluating my actions and the actions of others?</p>

Grade 8: Theme 3 Taking Action & Changing the World

Core Texts: Paired Texts - *A Wreath for Emmett Till* by Marilyn Nelson and *Getting Away With Murder: The True Story of the Emmett Till Case* by Chris Crowe



These two texts are valuable separately but very powerful when used together. *Getting Away with Murder* is a non-fiction book that chronicles the facts and events of the case and the *A Wreath for Emmett Till* is the beautiful and haunting book of poems by a writer who was profoundly moved by the story.

Summary: A Wreath for Emmett Till is a collection of poems written by poet laureate Marilyn Nelson. Through heartfelt emotion, painful history, and social commentary, each poem, written in sonnet form, tells about the life and death of Emmett Till, a fourteen-year-old African American boy murdered in 1955 in Mississippi for allegedly whistling at a white woman. The poems will challenge 8th grade readers to explore meaning, symbolism, and the connections between our past, present and future in powerful ways.

Summary: Getting Away with Murder by Chris Crowe is an excellent companion text as it is a non-fiction account that introduces readers to the horrifying true story of the August 1955 kidnapping and murder of 14-year-old Emmett Till. While both books deal with a painful and disturbing story that puts the reality of racism and the pre-civil rights south right in our faces, the story is too important not to be told. The event itself is horrific and sorrowful, but the murder and its aftermath did provide momentum for and raise consciousness of the growing civil rights movement at the time.

Suggested Activities and Discussion Questions:

A Wreath for Emmett Till

A **sonnet** is a 14 line poem written in iambic pentameter. A crown of sonnets is a sequence of sonnets in which the last line of each sonnet is the first line of the sonnet that follows. The first line of the first sonnet also serves as the last line of the last sonnet. A **heroic crown** is a sequence of 15 sonnets, written in the same manner as a crown of sonnets. The difference is that in the heroic crown the last sonnet is composed entirely of the first lines of the previous 14 sonnets. One of the things that makes this heroic crown such an achievement is that the last sonnet is also an acrostic poem, in which the first letters of each line spell out the phrase “RIP Emmett L.Till.” Students will need some guidance and assistance in understanding the format of a sonnet. They can read a sonnet by William Shakespeare before reading the sonnets in this book.

What is a sonnet? at <http://poetry-magazine.com/poetry/poetry-005/10page.htm>

The Sonnet – a Study Guide <http://www.cummingsstudyguides.net/xSonnets.html>

Read and discuss the author’s message, *How I Came to Write This Poem*, at the beginning of *A Wreath for Emmett Till*. Why did the author need to be absorbed by the structure of the sonnet to write these poems?

Read the first sonnet, “Rosemary for Remembrance, Shakespeare wrote.” Students may need to read the sonnet a few times. What do the references to flowers symbolize? What does she mean by “flowers had a language then?” How has this first sonnet set up the story that will unfold in the rest of the poems? Why would the author want to forget?

Read the second sonnet and note how the last line of the first sonnet is the first line of the second sonnet, *Forget him not, though if I could, I would*. Students may want to keep track of new vocabulary used in the sonnets. Note how the word ghosts is used as a verb, not a noun. Other words to define and discuss: reverie, dendrochronology, blighted, pith.

Continue reading the sonnets in order. Do not be tempted to “jigsaw” the reading of the sonnets. It is important that they are read by all students in order. The sonnets are complex and will warrant a lot of discussion, so it is not a book of poems that can be read in one sitting. Encourage students to read and reread the sonnets. They will notice something new each time.

Complete Teacher Guide for *A Wreath for Emmett Till* is available at http://www.houghtonmifflinbooks.com/readers_guides/nelson_wreath.shtml

Getting Away with Murder

Preview the Table of Contents with students and read the author’s introduction. The introduction reveals why the author had a personal connection to the story and why he wanted to write the book. (Note: the author previously wrote a fiction account of the Emmett Till murder, *Mississippi Trial, 1955*.) Ask the students if they agree with the author that schools should teach students about the Emmett Till case.

Discuss the quote on page 13: In memoriam Emmett Louis Till, 1941-1955
“A little nobody who shook up the world.” Mamie Till Bradley

As students read each chapter, point out how italics are used for flashbacks, how the author integrates interviews with narrative, photographs, quotes, etc.

Provide students with the appropriate strategies and supports that will enable them to understand the complexities of the book –the specific subject, the content, background information that puts the story in historical context, and the actual structure of the book. Graphic organizers such as two or three column charts, cause and effect, sequence of events, etc. will be helpful.

Students can also practice summarizing by retelling (aloud or in writing) the important information presented in each chapter.

Class Discussion: How did the death of a 14-year-old boy trigger the Civil Rights Movement?

Students can write an essay that answers the question: Does the Emmett Till case still matter? Encourage students to take a position and to support their position using what they learned from the books or other sources.

Discuss how the series of poems can be viewed as a memorial. What does the story of Emmett Till reveal about the power of hatred? Is love as powerful? Why or why not?

Comment on the statement: “Hatred can come in all shapes and sizes, from a snide comment to an act of incredible violence, like what is described in *A Wreath for Emmett Till*.”

Mamie Till-Mobley (Emmett Till’s mother) wrote a memoir, *Death of Innocence: The Story of the Hate Crime That Changed America*.

She also said: “*I focused on my son while I considered this book. . . . The result is in your hands. . . . I am experienced, but not cynical. . . . I am hopeful that we all can be better than we are. I’ve been brokenhearted, but I still maintain an oversized capacity for love.*”

Read and discuss the poem “The Last Quatrain of the Balled of Emmett Till” (1960) by Gwendolyn Brooks. Why do you think so many writers were so moved by the event? What does Gwendolyn Brooks mean by “chaos in windy grays through a red prairie”?

*after the murder,
after the burial
Emmett’s mother is a pretty-faced thing;
the tint of pulled taffy.
She sits in a red room,
drinking black coffee.
She kisses her killed boy.
And she is sorry.
Chaos in windy grays
through a red prairie.*

Read and discuss the poem “A Bronzeville Mother Loiters in Mississippi. Meanwhile, a Mississippi Mother Burns Bacon” (1960) by Gwendolyn Brooks. This poem was written before “The Last Quatrain of the Ballad of Emmett Till,” and shows Carolyn Bryant (the “Mississippi Mother” of the title) at home with her child and husband, thinking back about the encounter with Emmett Till. It contrasts her thoughts with her morning household activities and interactions with her husband and young child.

*The fun was disturbed, then all but nullified
When the Dark Villain was a blackish child
Of Fourteen, with eyes still too young to be dirty,
And a mouth too young to have lost every reminder
Of its infant softness.*

The poem ends with reference to “The Last Quatrain of the Balled of Emmett Till.”

*The last bleak news of the ballad.
The rest of the rugged music.
The last quatrain.*

Students may discuss the contrast between Carolyn's thoughts about Emmett and about her child, or compare the two poems, or contrast Carolyn's thinking about Emmett in terms of fantasy, fairytales and chivalry, and the events as they actually transpired. Who is the villain, in the students' opinion?

Additional Internet resources for teacher and student use:

<http://www.npr.org/templates/story/story.php?storyId=4818586> Hear Marilyn Nelson read her poem. Why is the poem one of sorrow and hope?

http://www.teachingbooks.net/content/Nelson_trans.pdf Read what people are saying about the poem.

Listen to the Bob Dylan song: The Death of Emmett Till © 1963, 1968 Warner Bros. Inc © Renewed 1991 Special Rider Music.

<http://www.bobdylan.com/songs/death-emmett-till>

The Dylan Song along with images of Emmett Till is available on YouTube

<http://www.youtube.com/watch?v=QjfGcRM35xg>

Facing History 4 Lessons on Emmett Till

http://www2.facinghistory.org/Campus/reslib.nsf/searchspecial/45EFAE99F7A1EF3085257181006C44E5?Opendocument&qclid=CK_yYjn2JICFQN0sgodAB6M-A

Find out more about Emmett Till at <http://www.pbs.org/wgbh/amex/till/> and <http://www.emmettillstory.com/>

View a trailer from the film The Untold Story of Emmett Till at

<http://www.emmettillstory.com/>

<http://www.pbs.org/wgbh/amex/till/timeline/index.html> Emmett Till timeline

Teaching Tolerance lesson plan at

<http://www.tolerance.org/teach/activities/activity.jsp?ar=619>

Tribute to Mamie Till at <http://www.emmettillmurder.com/Tribute.htm>

http://www.jimcrowhistory.org/resources/lessonplans/hs_es_emmett_till.htm

Visit Chris Crowe's website at <http://www.chriscrowe.com/civilrights/gallery.html>

Civil Rights timeline <http://www.chriscrowe.com/civilrights/timeline.html>

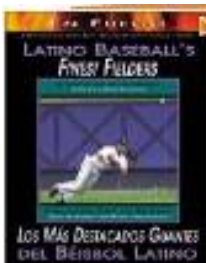
Grade 8: Theme 4 Creativity and How Things Work

Core Text: *Latino Baseball's Finest Fielders* by Mark Stewart

Full Text List	Essential Questions
<p><i>The United States Constitution: A Graphic Adaptation</i> <i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i> <i>The 10 Greatest Hoop Heroes</i> <i>The 10 Most Influential Hip Hop Artists</i> BoldPrint Series-<i>Extreme Destinations</i> BoldPrint Series-<i>Reel Heroes</i> BoldPrint Series-<i>Top Secret</i> BoldPrint Series-<i>True Crime</i> BoldPrint Series-<i>Urban Legends</i> BoldPrint Series-<i>Photo</i> <i>Smart Money, How to Manage Your Cash</i> <i>Latino Baseball's Finest Fielders/ Los Mas Destacados Guantes del beisbol Latino</i> or <i>Latino Baseball's Hottest Hitters</i> The Blue Jean Book: The Story Behind the Seams <i>Chew on This: Everything You Don't Want to Know About Fast Food</i> <i>Pursuit of Happyness</i></p> <p>Sports Illustrated Kids (magazine) Cobblestone (magazine) Odyssey (magazine)</p>	<p>What makes a successful person?</p> <p>Are people born smart?</p> <p>How important is money in life?</p> <p>How do our choices impact what we do and what we become?</p> <p>Is it possible to really learn from role models?</p> <p>What questions do I have about how the world works?</p> <p>How can I go about answering my questions?</p> <p>Can successful people be honest? Can honest people be successful?</p> <p>What is creativity?</p> <p>How do passion and interest affect creativity and success?</p> <p>Is creativity something people are born with or something that must be nurtured and learned?</p> <p>What inspires me? How has personal experience influenced me?</p> <p>Does every person have the capacity to be creative?</p> <p>What role does culture play in my life?</p> <p>Do opportunity and success go hand in hand?</p> <p>How can personal expectations limit me or drive me forward?</p>

Grade 8: Theme 4 Creativity and How Things Work

Core Text: *Latino Baseball's Finest Fielders* by Mark Stewart with Mike Kennedy, Spanish text by Manuel Kalmanovitz



This work of non-fiction profiles baseball's most popular and successful Latino fielders. It provides biographical and statistical information for the players and includes color photos.

Summary:

The book opens with a history of baseball and Latino players in the United States. It tells about the players who were pioneers in the Negro Leagues, and how they came to be nationally recognized.

It details the history of baseball in the Caribbean, the role of Latino players who joined the Negro Leagues and others who played for major leagues, and describes the origin of "fancy fielding." It also supplies profiles of and statistics for famous modern-day players like Roberto Alomar, Adrian Beltre, and Jorge Posada.

Teachers can use these short biographical pieces to engage and motivate students to draw parallels to their own lives or make connections to other content areas. The book provides text in both English and Spanish on alternating pages, which makes it appropriate for use with English Language Learners and in Dual Language classrooms.

Activities and Discussion Questions:

Most selections in the text are one to two pages long. Teachers can use the selections for lessons on reading comprehension. Teacher read alouds and/or mini lessons (using an overhead projector, document camera or Smart Board) can model:

- Reading and studying text features. Help students navigate the text and understand the features by applying their understanding to future reading of non-fiction texts. Features included in the text are:
 - Summary paragraph at the beginning of some selections, in purple, bold, italicized text
 - Introductory, catchy paragraph appears in italics at start of some pages
 - Quotes from other players appear in large, bold font at start of some pages
 - Captions under photos and to left of photos
 - Titles and subtitles appear in multiple places: top of page, side of page, in different font and font size
 - Book title and publisher appear on every page, in purple and black text boxes. This may confuse some readers.

- “Did you know?” text box appears on some pages, offering interesting trivia.
- Statistics on players appear in a lavender bar at the bottom of many pages
- The text is the same on the left side and right side (Spanish, left, English, right) but the photos are not. Each photo has two captions, describing the photo on the English page and Spanish page, in English on the English page and Spanish on the Spanish page
- The last page of text presents short paragraphs on multiple players who are on the rise.
- The index is simple, consisting of players and teams, so if students want information on statistics, dates, or other data they will need to browse the book.
- Understanding and negotiating the organization of short biographical text
- Summarizing the information presented in each biographical text

Introduce (or review) the genre of biography to students, discussing the key text features.

Each selection is written like a feature article:

- a lead that hooks the reader (sometimes a quote);
- a body that answers questions/ develops the piece;
- a conclusion;
- written in active voice, engaging
- written to inform,
- with a human interest topic,
- uses visuals,
- uses research

This could lead to more reading and writing with feature articles (informational or persuasive).

This book can introduce the idea that “heroes” (including sports heroes) often have had to overcome obstacles and hardships in order to achieve success. Students may relate to and find inspiration in this idea.

Students can select one of the Latino baseball players from the text to research further. They can create a timeline of the player’s life (for the visual presentation) along with an update of the player’s progress in baseball since 2002 (when the book was written). Students can select another figure from a different sports area or a personal hero as an alternative. Students should be encouraged to use both print and online resources for their research.

Students can interview each other using the biography rubric (see <http://712educators.about.com/cs/biographies//blrubricbio.htm>) and create their own biographies.

Questions to discuss with students ;

How did baseball reach the Caribbean?

How did baseball’s color barrier affect Latino players?

How did “fancy fielding” or showboating develop among Latino players?

Many of the players have overcome obstacles in order to succeed as players. Which player's life story had an impact on you? Which player do you admire the most? Who would you like to see on the Mets or Yankees?

Using the text with English language learners:

This text can be used to note similarities and differences between the two languages at all levels (from phoneme to word to sentence to paragraph, including cognates, syntax and figures of speech). Since the text is identical, students will be able to practice reading in English and build vocabulary and linguistic awareness. Reading in their dominant language and practicing in the language they are learning will allow students to transfer reading skills.

Teachers can implement the Sheltered Instruction Observation Protocol (SIOP) which specializes in content area reading for English Language Learners. For more information on SIOP please visit the following link:

<http://documents.cms.k12.nc.us/dsweb/View/Collection-831>.

Internet resources for teacher and student use:

Biography-related Websites:

[Biographies.com](http://www.biographies.com)

<http://www.biography.com/>

Explore over 25,000 short biographies of people from around the world.

[Biographical Dictionary](http://www.s9.com/biography/)

<http://www.s9.com/biography/>

This dictionary contains information about over 28,000 people from past and present. There are many different search options e.g. birth, profession etc.

Sample Pages within the Site:

2) Biographical Dictionary Links <http://www.s9.com/biography/links.html>

3) Ideas for Students and Teachers <http://www.s9.com/biography/ideas.html>

Books for teaching Biography:

<http://www2.scholastic.com/browse/article.jsp?id=3094>

[Homework Center - Biographies](http://www.multnomah.lib.or.us/lib/homework/biohc.html)

<http://www.multnomah.lib.or.us/lib/homework/biohc.html>

This site provides links to common student project topics related to people.

Other sites:

2) Biography Links for School Children (Northern Trails AEA)

<http://www.aea267.k12.ia.us/curriculum/biography.html>

[Information Please: People](http://www.infoplease.com/people.html)

<http://www.infoplease.com/people.html>

Explore biographies by category (such as sports, Presidents and Vice Presidents, Supreme Court justices, entertainers etc.) or do a search for a person.

Baseball Related Websites:

A bilingual resource with historical articles, country-specific articles, and more:

<http://latinobaseball.com/>

A site about Cubans in baseball: in the Major Leagues, the Negro Leagues, and in Cuba:

www.cubanball.com

Lesson plans for making a timeline of the Negro Leagues and instructions for creating baseball cards of Negro League baseball players:

<http://www.cobblestonepub.com/resources/ftp0003t.html?x=14.7087030410770532649001144091016>

Historical resources on the history of racial segregation in the U.S., including lesson plans and essays; also includes resources about Jackie Robinson and the effect of Jim Crow sports (click on History tab):

<http://www.jimcrowhistory.org/home.htm>

Final Thoughts

In the end, reading was, is and always will be a valuable and necessary experience. Our challenge as educators is to figure out ways to offer this value, this need, to make it visible and real, for our students.

As Anna Quindlen so profoundly states in *How Reading Changed My Life*,

“But the act of reading, the act of seeing a story on the page as opposed to hearing it told – of translating story into specific and immutable language, putting that language down in concrete form with the aid of the arbitrary handful of characters our language offers, of then handing the story on to others in a transactional relationship – that is infinitely more complex, and stranger, too, as though millions of us had felt the need, over the span of centuries, to place messages in bottles, to ameliorate the isolation of each of us, each of us a kind of desert island made less lonely by words. Or, not simply by words, but by words without the evanescence of speech, words that would always be the same, only the reader different each time...”

We welcome your feedback as you use the core collection. Please feel free to share your thoughts, your questions and your good work. E-mail ela@schools.nyc.gov.

Templates and Graphic Organizers to Help Develop Critical Thinking Skills

Why Use Graphic Organizers?

Graphic organizers are not new; they have been around for some time and educators make use of these instructional supports often. Graphic organizers are useful tools for the following reasons:

- ◆ Graphic Organizers create visual representations of abstract concepts
- ◆ They can guide, organize and extend our thinking
- ◆ They help make our thinking visible and known
- ◆ They facilitate analysis, interpretation and other complex thinking skills
- ◆ The human brain is pattern-seeking and graphic organizers generally involve templates with predictable patterns

It is important to note, however, that for graphic organizers to be valuable to students, they must be selected wisely, with intent and for authentic purposes that connect to the activity, task and instructional goal and that match the text and context within which they will be used. This means that not all graphic organizers are equal or interchangeable.

We have attached samples of graphic organizers that encourage student thinking and metacognition. Feel free to use them, adapt them or to create your own. A list of websites providing graphic organizers is in the Internet resources section of this guide.

“Probable Passage” Prediction Activity

Title of Selection _____

Characters	Setting	Problem

What is the gist of the selection?

Outcomes	Words to Look up	Questions/Things to Discover:
		<ol style="list-style-type: none">1.2.3.4.

Adapted from Kyleene Beers, *When Kids Can't Read, What Teachers Can Do* (Heinemann, 2003).

SAMPLE Title of Selection: Forgive My Guilt by Robert Tristram Coffin

Characters	Setting	Problem
boy	sea birds frost flower	gun sin

What is the gist of the selection?

A boy goes hunting but some birds fly up and scare him so he shoots. Someone else is there and he shoots them. He throws the jagged ivory bones into the sea and feels guilty that he has committed a sin.

Outcomes	Words to Look up	Questions/Things to Discover:
guilt jagged ivory bones	plover frost flower quicksilver	<ol style="list-style-type: none"> 1. Why did the boy have a gun? 2. Whose bones are they? 3. What does plover mean? 4. Did the boy shoot or get shot? 5. Who is guilty and needs forgiveness? (title)

Instructions: 1. After reading the story, choose twelve to fourteen key words and phrases that fit the boxes and are meaningful (choose words that have an obvious connection and some that might encourage discussion/debate). 2. Model the strategy, putting the words into the correct boxes and thinking aloud about your reasoning. 3. After reading the story, return to the worksheet to see which questions you can answer, which words you might have figured out, and how the author might have written the gist statement. 4. Have the students try the strategy on a new selection (use an overhead transparency). 5 Read the story and review the worksheet.

Variation on Probable Passage: Possible Sentences



From Our Classroom Strategy Library

Possible Sentences

Name _____

Topic _____

Look at the vocabulary words your teacher provided. As a group, define the words, and then select pairs of related words from the list. Write your word pairs on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write a sentence that might appear in the text you're about to read for each of the word pairs given what you know about the subject area and the title.

1. _____

2. _____

3. _____

4. _____

5. _____

After you read, come back and review your possible sentences. Sentences that are not accurate should be revised.

It Says—I Say—And So

Question 1. Read the question.	It Says 2. Find information from the text that will help you answer the question.	I Say 3. Think about what you know about that information.	And So 4. Combine what the text says with what you know to come up with the answer.
Example: why did Goldilocks break Baby Bear's chair?	Story says "she sits in the baby chair but she's no baby".	Baby chairs are very small; she's much bigger and her weight could break a little chair.	And so she's too heavy for it and it breaks.

Adapted from Kylene Beers, *When Kids Can't Read, What Teachers Can Do* (Heinemann, 2003).

Most Important Word

Name _____ Date _____
Selection _____ Class _____

Characters

Theme

The most important word in this selection is _____

Conflict

Plot

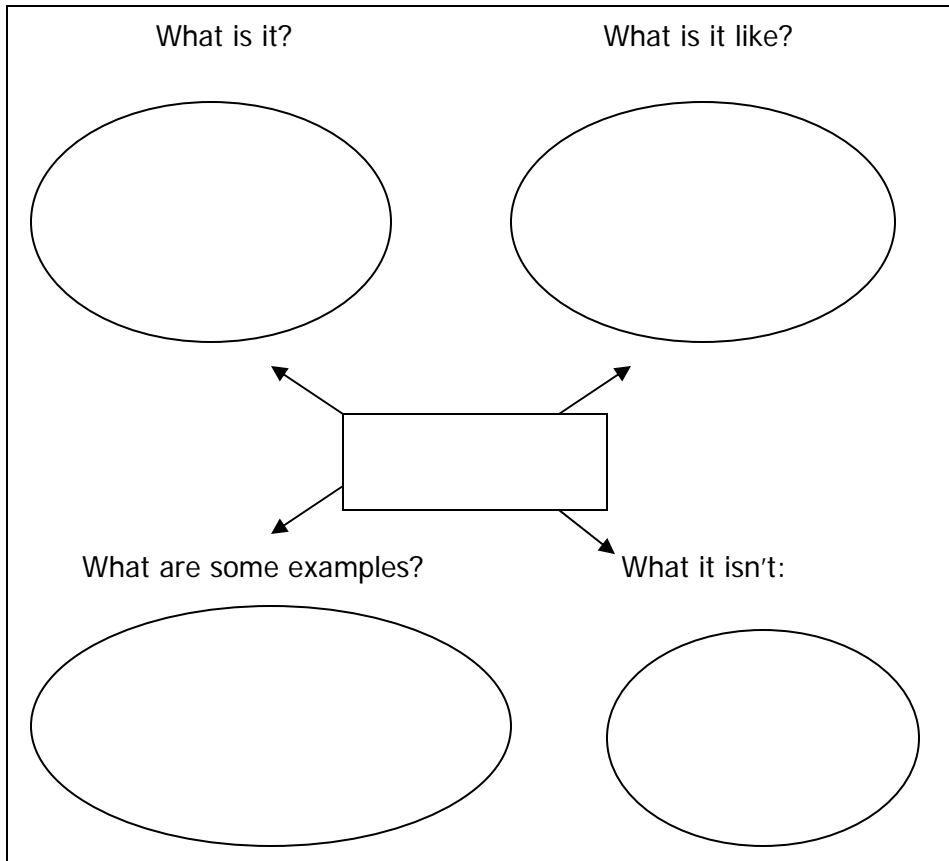
Setting

Here is why I think this word is the most important word: _____

Adapted from Kyleene Beers, *When Kids Can't Read, What Teachers Can Do* (Heinemann, 2003).

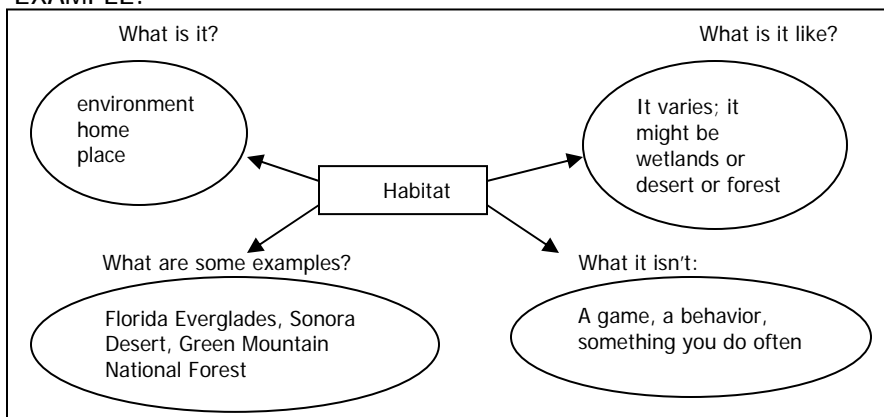
This activity forces students back into the text to consider what was the most important aspect of that text and to discuss and debate the most important word. Variations include having students find the most important chapter and most important passage. Beers, 2003.

Semantic Map for Vocabulary



Adapted from Marjorie Lipson, *Teaching Reading Beyond the Primary Grades*, Scholastic, 2007

EXAMPLE:



The three questions-- What is it? What is it like? What are some examples?-- help students see the relationship between new words and more familiar terms, and help organize concepts. (Schwartz and Raphael, 1985).

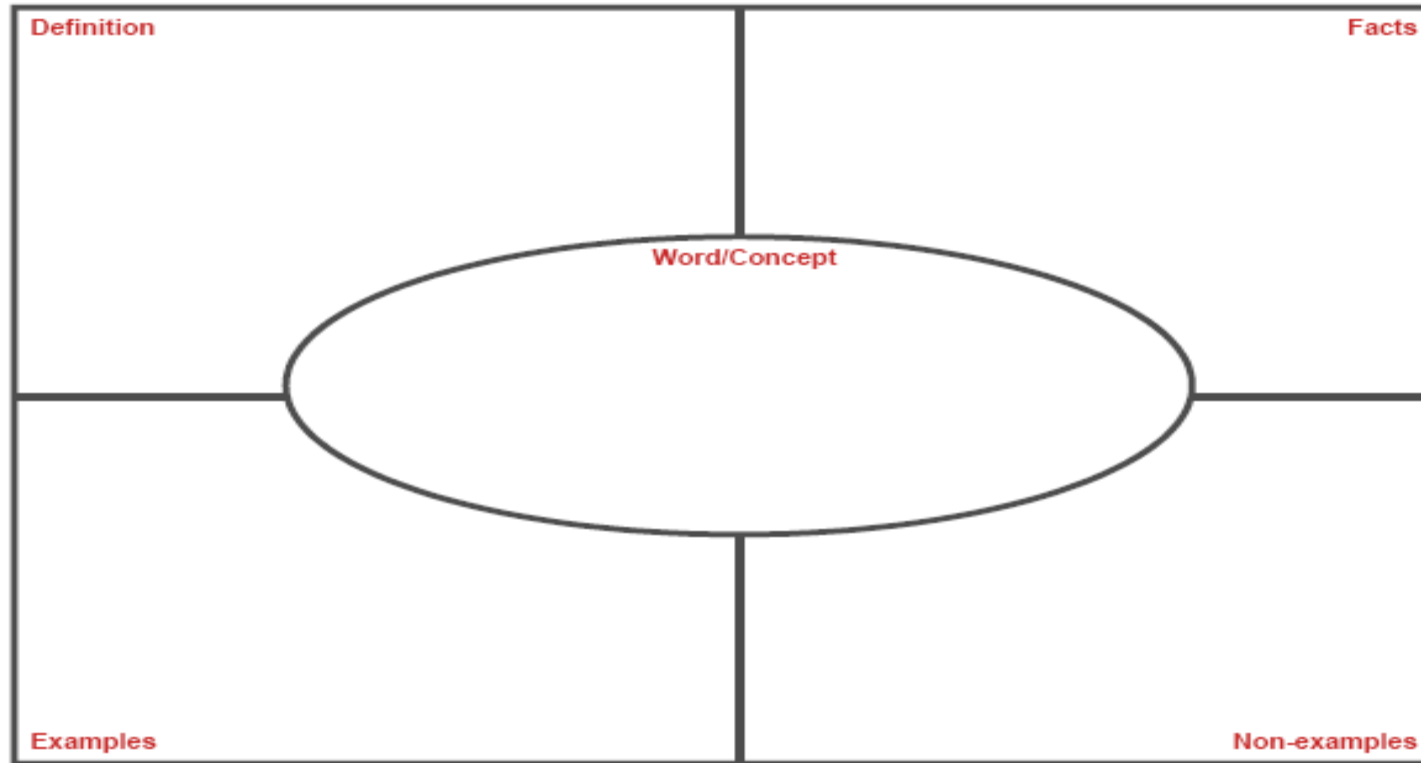
Fruyer Model Semantic Map



From Our Classroom Strategy Library

Fruyer Model

Name _____

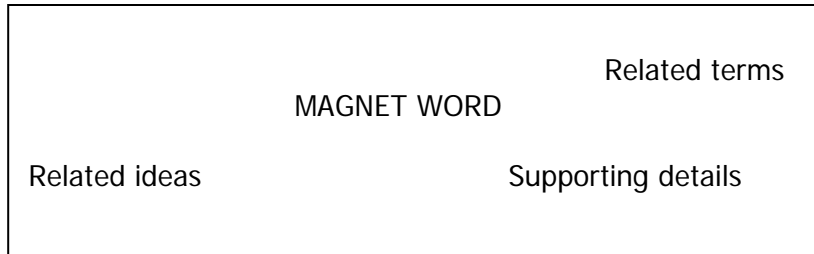


Magnet Summary

What is a magnet summary? A magnet summary is a way for you to identify key concepts—magnet words—from your reading and use them to organize important information into a summary.

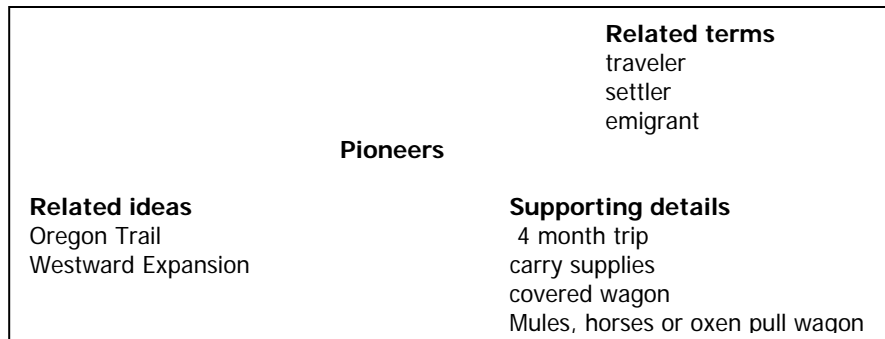
Steps to create a magnet summary:

1. Look for a magnet word in your reading. This is a key term or concept that attracts information to it, information that is important to the topic and connected to the main idea.
2. Write the magnet word on a piece of paper/in your notebook/on an index card.
3. Write related terms, related ideas, and supporting details around the magnet word.



4. Use the information around your magnet word to summarize orally the information from your reading. Be sure to leave out unimportant details.
5. Write a single sentence that summarizes all of that information. The magnet word should be a main part of the sentence.

Example:



Thinking about What I Read

Good readers are always thinking. They constantly adjust their ideas and conclusions based on new information, new insights, and discussion with other readers. Use the chart below to monitor your thinking as you read your text.

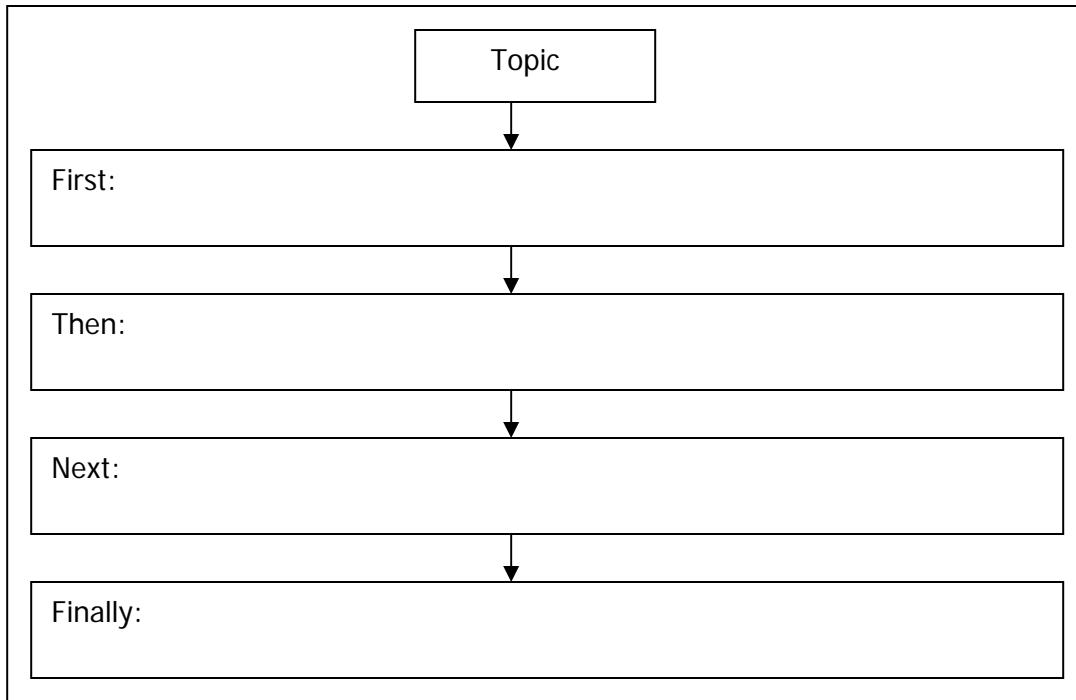
My thinking...

before reading the selection:	after reading the first chapter:	after reading one third of the selection:	after reading two thirds of the selection:	at the end of the selection:
Evidence	Evidence	Evidence	Evidence	Evidence

*Evidence may include prior knowledge

Adapted from Debbie Miller, *Teaching with Intention*, Stenhouse, 2008.

Accessing Text Using a Graphic Organizer



Frameworks to Support Expository Text Structures:

Expository Example, Cause-Effect
 In this chapter/article, the author is talking mostly about the causes of _____. S/he lists _____ causes and their effects. Some of the effects are _____ and _____ and _____. The causes are _____, _____, and _____. The author thinks _____. I think _____.

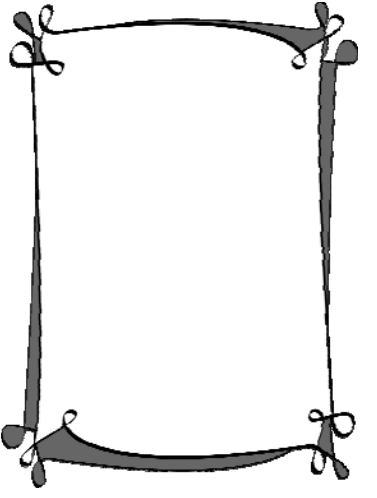
Expository Example, Compare-Contrast
 1. _____ and _____ are similar in several ways. They both _____ and they also both _____. Finally, both _____ and _____.
 2. _____ and _____ are different in some ways. _____, but _____. In addition, while _____, _____.

Marjorie Lipson, *Teaching Reading Beyond the Primary Grades*. Scholastic, 2007.

Getting to Know You

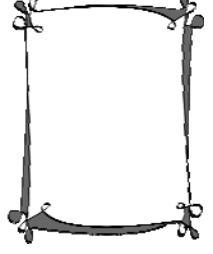
Select a character from the story. Draw a picture in the portrait frame, then make statements about the character in the Attributes column and show Evidence from the text.

Title of Book: _____ Author _____

Attributes	Evidence	
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	 <p data-bbox="1055 1155 1218 1186">Character:</p>

Example:

Title of Book: *The Scarlet Stocking Spy* **Author:** Trinka Hakes Noble

Attribute	Evidence	
<ul style="list-style-type: none"> • clever • responsible • brave 	<ul style="list-style-type: none"> • She figures out a way to use her laundry as a secret code • She helps her mother, brings her tea, etc. 	 <p data-bbox="1031 1816 1323 1848">Character: Maddy Rose</p>

Inferring and Questioning to Build Understanding

Title:	
Background Knowledge:	
Questions (I wonder)	Inferences (I think)

Example:

Title: Encounter by Jane Yolen	
Background Knowledge: Columbus was an explorer who was trying to reach India. He didn't get there, but he did find a new land. He was looking for gold and riches.	
Questions (I wonder)	Inferences (I think)
Is the boy trying to push the man away? (cover illustration)	I think the little boy is telling the story.
Is the boy's dream a nightmare?	Maybe the dream was telling him that the visitors were bad men.
Why do the men from the ships want to claim the land?	Maybe the men think there is gold.

Adapted from Stephanie Harvey and Anne Goudvis, *Strategies that Work*, Second Ed. Stenhouse, 2007.



From Our Classroom Strategy Library

Exit Slips

Write one thing you learned today.

Name _____

Rate your understanding of today's topic on a scale of 1-10. What can you do to improve your understanding?

Name _____



From Our Classroom Strategy Library

Exit Slips

Discuss one way today's lesson could be used in the real world.

Name _____

Describe one topic that we covered today that you would like to learn more about.

Name _____



From Our Classroom Strategy Library

Exit Slips

One thing I didn't understand:

Name _____

Of the two strategies we learned today, which one did you find most useful? Why?

Name _____



From Our Classroom Strategy Library

Exit Slips

Name _____

Name _____

Note to Teacher: there are three categories of exit slips: 1. prompts that document learning; 2. prompts that help students think about their thinking (“Write a question you have about today’s lesson”); and 3. prompts to evaluate how effective the day’s instruction was (“Did you enjoy working with a partner today? Why or why not?”). Other possible prompts include “Please explain more about...” “The most important thing I learned today is...” and “I was surprised by....”



From Our Classroom Strategy Library

Frame Routine

Name _____

Key Topic		
is about...		
<p style="text-align: center;">Main Idea</p> <div style="border: 1px solid black; height: 40px; width: 90%; margin: 0 auto;"></div>	<p style="text-align: center;">Main Idea</p> <div style="border: 1px solid black; height: 40px; width: 90%; margin: 0 auto;"></div>	<p style="text-align: center;">Main Idea</p> <div style="border: 1px solid black; height: 40px; width: 90%; margin: 0 auto;"></div>
Essential Details	Essential Details	Essential Details
<div style="border: 1px solid black; height: 80px; width: 90%; margin: 0 auto;"></div>	<div style="border: 1px solid black; height: 80px; width: 90%; margin: 0 auto;"></div>	<div style="border: 1px solid black; height: 80px; width: 90%; margin: 0 auto;"></div>
<div style="border: 1px solid black; height: 80px; width: 90%; margin: 0 auto;"></div>	<div style="border: 1px solid black; height: 80px; width: 90%; margin: 0 auto;"></div>	<div style="border: 1px solid black; height: 80px; width: 90%; margin: 0 auto;"></div>
Big Idea		

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Note to Teacher: this strategy helps students organize topics, main ideas and details about their reading. Since students write the main ideas and details on the frame, it assists with comprehension and is useful for ELL student and students with organizational deficits. Students may number the main ideas or details to show their importance.



From Our Classroom Strategy Library

Power Notes

Name _____

Power Notes

Directions: Complete the Power Notes outline started below. Begin with your main idea as a Power 1, and provide more detail about the topic with each following power level.

Power 1: Main Idea

Power 2: Detail or support for power 1

Power 3: Detail or support for power 2

Power 4: Details or support for power 3

Power 1:
Power 2:

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Note to Teacher: this template helps visually display the differences between main idea and supporting details in outline form. It helps students prioritize information. The number system used is simpler than outlining. For example:

Power 1 Plants

- Power 2 Flower
 - Power 3 rose
 - Power 3 tulip
- Power 2 Cactus
 - Power 3 Prickly Pear
 - Power 3 Barrel



From Our Classroom Strategy Library

Anticipation Guide

Name _____

Topic _____

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

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Note to Teacher: this strategy is used to activate prior knowledge and build curiosity about a new topic. To create the guide, 1. identify the major ideas in the reading. 2. Consider what your students are likely to know about the topic. 3. Write general statements that challenge your students' beliefs. 4. Students respond with agreement/disagreement. Be sure to have a class discussion after the reading to see if student thinking changed along the way.



From Our Classroom Strategy Library

First Lines

Name _____

Title _____

First line
Prediction
Explanation
Revision

Note to Teacher: In this strategy, students read the beginning sentences of assigned reading and make predictions about what they are about to read. Students read the first line of a text, make predictions, and write the explanation for the prediction. After reading they should return to their prediction and write a revision based on what they have read. Discussion about the predictions and about their revisions helps students get better at assessing their predictions and developing new theories over time.



From Our Classroom Strategy Library

Inquiry Chart (I-Chart)

Name _____

Topic _____

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
What We Know						
Source 1						
Source 2						
Source 3						
Summaries						

Note to Teacher:

This template helps students generate meaningful questions about a topic and organize their writing. Students integrate prior knowledge about the topic with additional information from multiple sources. The last row is used by students to pull together the information they have learned into summary form.



From Our Classroom Strategy Library

CSR Learning Log

Name _____

Topic _____

Before Reading	Brainstorm	Predict
During Reading	What's the Gist?	
After Reading	Questions about main ideas	What I learned

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Resources for Parents and Educators of Kids Grades 4—12

www.adlit.org

Note to Teacher: Collaborative Strategic Reading Logs help students work cooperatively on a reading assignment to improve reading comprehension and keep track of their learning. They should use the log before, during, and after reading. The log should be monitored by the teacher.

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- Literacy 2.0." ASCD Express, Volume 4, Issue 12, March 2009. Available online <http://www.ascd.org/ascd_express/vol4/412_schwarz.aspx>. Reprinted with permission.
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Resources for Teachers

Books on Teaching English Language Arts:

- Allen, Janet. *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*. Stenhouse, 2007.
- Allen, Janet. *On the Same Page: Shared Reading Beyond the Primary Grades*. Stenhouse, 2002.
- Allen, Janet and Kyle Gonzalez. *There's Room for Me Here: Literacy Workshop in the Middle School*. Stenhouse, 2005.
- Booth, David. *Reading and Writing in the Middle Years*. Pembroke Publishers, 2001.
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- Gallagher, Kelly. *Teaching Adolescent Writers*. Stenhouse, 2006.
- Guthrie, John T., Editor. *Engaging Adolescents in Reading*. Corwin Press, 2007.
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Strickland, Dorothy S., Kathy Ganske, and Joanne K. Monroe. *Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6*. Stenhouse, 2001.

Sylwester, Robert. *The Adolescent Brain: Reaching for Autonomy*. Corwin Press, 2007.

Tovani, Cris. *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse, 2000.

Wormeli, Rick. *Differentiation From Planning to Practice, Grades 6-12*. Stenhouse, 2007.

Wormeli, Rick. *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*. Stenhouse, 2006.

Books to use with core collection titles:

To accompany *The Boy Who Dared*:

Wobbe, R. and JJ Borrowman. *Before the Blood Tribunal*. Borrowman, 1989.

Schnibbe, Karl-Heinz, Alan Keele and Douglas Tobler. *The Price: The True Story of a Mormon Who Defied Hitler*. Bookcraft, 1984.

Holmes, B.R. and A.F. Keele, editors. *When Truth Was Treason: German Youth Against Hitler*. University of Illinois Press, 1995.

To accompany *A Wreath for Emmett Till*:

Brooks, Gwendolyn. "The Last Quatrain of the Ballad of Emmett Till" *Selected Poems: Gwendolyn Brooks*. Harper and Row, 1963. (Out of print but available online.)

Brooks, Gwendolyn. "A Bronzeville Mother Loiters In Mississippi. Meanwhile, A Mississippi Mother Burns Bacon." *The Bean Eaters*. Harper and Row, 1960. (Out of print but available online.)

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- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
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- Wilcox, Kristen C. with Angelis, Janet I. (2007). *What Makes Middle Schools Work*. University at Albany School of Education.

Internet Resources

Resources for *How to Steal a Dog*

http://www.barboconnor.com/assets/pdf/readguide/rg_steal.pdf

<http://www.amazon.com/How-Steal-Dog-Barbara-OConnor/dp/0374334978>

<http://westwoodchildrensdept.blogspot.com/2007/08/how-to-steal-dog-by-barbara-oconnor.html>

<http://www.powells.com/cgi-bin/biblio?inkey=62-9780374334970-0>

<http://quizlet.com/380494/how-to-steal-a-dog-by-barbara-oconnor-flash-cards/>

<http://www.nationalhomeless.org/publications/facts.html>

<http://www.hud.gov/homeless/index.cfm>

<http://www.barboconnor.com/>

http://www.barboconnor.com/books/novels/bk_steal.html

http://www.aspc.org/site/PageServer?pagename=kids_home

Resources for *Peace, Locomotion*

<http://www.jacquelinewoodson.com/mg.shtml>

<http://tweendom.blogspot.com/2009/01/peace-locomotion.html>

<http://www.kidsreads.com/reviews/9780399246555.asp>

<http://us.penguinroup.com/static/images/yr/pdf/PeaceLocomotionDG.pdf>

<http://us.penguinroup.com/static/images/yr/pdf/tl-guide-jacquelinewood.pdf>

http://www.teachingbooks.net/spec_athr.cgi?pid=3460&a=1

<http://www.publishersweekly.com/article/CA6629102.html?nid=2788>

Resources for *Three Cups of Tea*

<http://us.penguinroup.com/static/images/yr/pdf/3CupsCommReads.pdf>

<http://www.gregmortenson.com/welcome.php>

<http://gregmortenson.blogspot.com/>

<http://us.penguinroup.com/static/images/yr/pdf/3CupsofTeaDG.pdf>

<http://www.threecupsoftea.com/media-and-press/three-cups-of-tea-audio-cd/>

<http://www.duluth.lib.mn.us/Programs/ThreeCupsTea/DVDs.html>

<http://www.threecupsoftea.com/media-and-press/articles/>

<http://www.librarything.com/work/6967441>

http://www.goodreads.com/book/show/3788053.Three_Cups_of_Tea_Young_Reader_s_Edition

<http://search.barnesandnoble.com/Three-Cups-of-Tea/Greg-Mortenson/e/9780142414125>

http://www.pearsonfoundation.org/penniesforpeacetoolkit/downloads/PfP_4-8_CurriculumResourceGuide.pdf

<http://us.penguinroup.com/static/images/yr/pdf/3CupsCommReads.pdf>

<http://us.penguinroup.com/static/images/yr/pdf/3CupsofTeaDG.pdf>

Resources for *Lawn Boy*

<http://www.randomhouse.com/catalog/display.pperl/9780385746861.html>

<http://www.randomhouse.com/features/garypaulsen/ask.html>

http://www.goodreads.com/book/show/669427.Lawn_Boy

<http://www.nytimes.com/2007/08/12/books/review/McGrath-t.html>

<http://www.powells.com/biblio/1-9780385746861-3>

<http://www.txla.org/groups/tbA/docs/readers/Lawn%20Boy.doc>

<http://www.lawnboy.com/>

<http://www.ustreas.gov/kids/>

<http://www2.scholastic.com/browse/article.jsp?id=3750579>

http://www.kids.gov/educators/ed_money.shtml

http://www.jo.org/involve/involved_students.shtml

<http://www.younginvestor.com/teens/>

<http://pbskids.org/itsmylife/money/making/article8.html>

<http://pbskids.org/itsmylife/games/boss/>

<http://pbskids.org/itsmylife/money/>

<http://pbskids.org/itsmylife/video/index.html>

<http://www.sba.gov/teens/>

http://www.thesekidsmeanbusiness.org/the_inside_story/index.php

<http://www.nytimes.com/learning/teachers/lessons/20090304wednesday.html>

<http://www.nytimes.com/learning/teachers/lessons/20090106tuesday.html>

<http://www.nytimes.com/learning/teachers/xwords/print/19990101.html>

<http://www.kidsbank.com/>

<http://www.frbatlanta.org/publica/brochure/fundfac/html/home.html>

<http://www.gazillionaire.com/gaz.html>

<http://www.themint.org/teachers/index.html>

Resources for *We Are the Ship*:

http://www.nytimes.com/2008/06/15/books/review/BakerKIDS-t.html?_r=1&ref=books&oref=slogin

<http://www.schoollibraryjournal.com/blog/1790000379/post/120020412.html>

<http://www.nlbm.com/>

<http://www.cobblestonepub.com/resources/ftp0003t.html?x=14.7087030410770532649001144091016>

www.blackbaseball.com

www.cubanball.com

<http://latinobaseball.com/>

<http://coe.ksu.edu/nlbemuseum/nlbemuseum.html>

<http://coe.ksu.edu/nlbemuseum/resource/lprenaissance.html>

<http://www.librarything.com/work/3892602>

<http://www.aagpbl.org/league/history.cfm>

<http://www.hsp.org/default.aspx?id=997>

<http://www.jimcrowhistory.org/home.htm>

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>

www.kadarnelson.com/

<http://www.readingrockets.org/books/interviews/nelson>

<http://www.youtube.com/watch?v=j1OqigCq8H4>

Resources for *Love, Stargirl*

<http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780375813757&view=tw>

http://www.educationworld.com/a_lesson/lesson/lesson294.shtml

<http://news.nationalgeographic.com/news/2008/06/080619-solstice-facts.html>

<http://www.agoraphobia.ws/index.htm>

http://www.jerryspinelli.com/newbery_002.htm

<http://www.teenreads.com/reviews/9780375813757.asp>

<http://www.racebridgesforschools.com/resources.html>

<http://www.lenapeindians.com/>

<http://www.lenapenation.org/main.html>

Resources for *The Boy Who Dared*

<http://www.usmmm.org/>

<https://www.cia.gov/library/publications/the-world-factbook/geos/GM.html>

http://www.bbc.co.uk/history/worldwars/genocide/hitler_audio.shtml

http://us.penguinroup.com/static/images/yr/pdf/holocaust_teachers_kit.pdf

<http://www2.scholastic.com/browse/collateral.jsp?id=31315>

<http://www.scbartoletti.com/>

<http://www.teenreads.com/reviews/9780439680134.asp>

<http://www.amazon.com/Boy-Dared-Susan-Campbell-Bartoletti/dp/0439680131>

<http://search.barnesandnoble.com/The-Boy-Who-Dared/Susan-Campbell-Bartoletti/e/9780439680134>

<http://www.powells.com/biblio/1-9780439680134-0>

<http://www2.scholastic.com/browse/book.jsp?id=1301886>

<http://www.usmmm.org/>

<https://www.cia.gov/library/publications/the-world-factbook/geos/GM.html>

http://www.bbc.co.uk/history/worldwars/genocide/hitler_audio.shtml

Resources on Teaching Fantasy:

http://www2.ednet10.net/specialeducation/documents/boldprint_research_web.pdf

<http://home.austarnet.com.au/petersykes/fantasy100/index.html>

<http://www.fantasyliterature.net/>

http://bogglesworldesl.com/fantasy_worksheets.htm

http://bogglesworldesl.com/files6/fantasy_wordsearch.doc

http://bogglesworldesl.com/files6/medieval_cloze.doc

<http://www.suite101.com/lesson.cfm/17284/2862>

<http://www.dargonzone.org/>

http://www.readwritethink.org/lesson_images/lesson270/bookmark-fantasy.pdf

http://www.abcteach.com/directory/middle_school/reading/book_units/vocabulary_enhancement/

<http://www.timeforkids.com/TFK/teachers/minilessons/wr/0,28171,1668935,00.html>

<http://www.fantasybookreview.co.uk/blog/2008/01/06/the-origins-of-fantasy-fiction/>

<http://www.landofshadows.org.uk/educ/writing/original.doc>

http://www.roundrockisd.org/docs/literary_genres.doc

<http://www.teachingliterature.org/teachingliterature/chapter8/activities.htm>

Resources for teaching *The Arrival*:

<http://www.nytimes.com/2007/11/11/books/review/Yang-t.html>

<http://www.amazon.com/Arrival-Shaun-Tan/dp/0439895294>

<http://www.arthuralevinebooks.com/book.asp?bookid=123>

<http://www.shauntan.net/books/the-arrival.html>

<http://www.shauntan.net/>

Resources for teaching *Twilight*:

<http://www.stepheniemeyer.com/twilight.html>

<http://www.quizrocket.com/twilight-quiz>

<http://forkswadailycityblog.blogspot.com/>

<http://twilight.inforks.com/twilight-locations/>

<http://twilightnovelnovice.com/scholastic-apple/twilight-lesson-unit-plans/>

<http://novelnovicetwilight.files.wordpress.com/2008/09/twilightunit.pdf>

<http://www.twilightguy.com/2008/05/24/twilightguy-reports-a-teacher-reads-twilight/>

<http://www.twilightlexicon.com/>

<http://twilightnovelnovice.com/scholastic-apple/twilight-history-lessons/>

Resources for teaching *A Wreath for Emmett Till*:

<http://poetry-magazine.com/poetry/poetry-005/10page.htm>

<http://www.cummingsstudyguides.net/xSonnets.html>

http://www.houghtonmifflinbooks.com/readers_guides/nelson_wreath.shtml

<http://www.npr.org/templates/story/story.php?storyId=4818586>

http://www.teachingbooks.net/content/Nelson_trans.pdf

http://www2.facinghistory.org/Campus/reslib.nsf/searchspecial/45EFAE99F7A1EF3085257181006C44E5?Opendocument&gclid=CK_yjYjn2JICFQN0sgodAB6M-A

<http://www.pbs.org/wgbh/amex/till/>

<http://www.emmettillstory.com/>

<http://www.emmettillstory.com/>

<http://www.pbs.org/wgbh/amex/till/timeline/index.html>

<http://www.tolerance.org/teach/activities/activity.jsp?ar=619>

<http://www.emmettillmurder.com/Tribute.htm>

http://www.jimcrowhistory.org/resources/lessonplans/hs_es_emmett_till.htm

<http://www.chriscrowe.com/civilrights/gallery.html>

<http://www.chriscrowe.com/civilrights/timeline.html>

<http://www.bobdylan.com/songs/death-emmett-till>

<http://www.youtube.com/watch?v=QjfGcRM35xg>

Resources for teaching *Latino Baseball's Finest Fielders*:

<http://www.biography.com/>

<http://www.s9.com/biography/>

<http://www.s9.com/biography/links.html>

<http://www.s9.com/biography/ideas.html>

<http://www2.scholastic.com/browse/article.jsp?id=3094>

<http://www.multnomah.lib.or.us/lib/homework/biohc.html>

<http://www.aea267.k12.ia.us/curriculum/biography.html>

<http://www.infoplease.com/people.html>

<http://latinobaseball.com/>

www.cubanball.com

<http://www.cobblestonepub.com/resources/ftp0003t.html?x=14.7087030410770532649001144091016>

<http://www.jimcrowhistory.org/home.htm>

Helpful Sites with Information on Use of Graphic Organizers and Downloadable Templates

<http://www.adlit.org/>

<http://www.graphicorganizers.com/Sara/ArticlesAbout/Q&A%20Graphic%20Organizers.pdf>

<http://www.cast.org/system/galleries/download/ncac/NCACgo.pdf>

http://www.edhelper.com/teachers/Storytelling_graphic_organizers.htm

<http://www.graphic.org/goindex.html>

<http://www.writedesignonline.com/organizers/sequence.html#bridging>

<http://www.eduplace.com/graphicorganizer/>

http://abcteach.com/directory/researchreports/graphic_organizers/

http://www.readwritethink.org/student_mat/index.asp

<http://my.hrw.com/nsmedia/intgos/html/igo.htm>

http://www.uah.edu/OIER/tea_session_handouts/Wakefield/foldable%20presentation%20ho.doc

<http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/index.html>

<http://freeology.com/graphicorgs/>

<http://www.eduplace.com/graphicorganizer/spanish/>

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

<http://www.enchantedlearning.com/graphicorganizers/>

http://www.educationoasis.com/curriculum/GO/cause_effect.htm

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

<http://www.readingquest.org/strat/>

ELA Classroom Library Grades 6, 7, 8 Teacher Guides Available on the Internet

Indices of Publishers' Teacher Guides

RandomHouse index of teacher guides:

<http://www.randomhouse.com/teachers/guides/title/#P>

Scholastic Book search:

<http://bookwizard.scholastic.com/tbw/homePage.do>

Penguin Teacher Guide index:

<http://us.penguinroup.com/static/pages/yr/tl/tl-guides.html>

Harcourt Teacher resources:

<http://www.houghtonmifflinbooks.com/librarians/teacher.shtml>

Simon and Schuster teacher guide index:

http://www.simonandschuster.net/content/search_detail.cfm?pt_id=1&tab=22&spid=523097&agid=21&sw=50

Grade 6

39 Clues Series

<http://www2.scholastic.com/browse/collection.jsp?id=450>

A Friendship for Today

http://www2.scholastic.com/browse/collateral.jsp?id=10546_type=Book_typeId=4509

Alcatraz Versus the Evil Librarians

<http://www2.scholastic.com/browse/collateral.jsp?id=31156>

Becoming Naomi Leon

<http://www2.scholastic.com/browse/collateral.jsp?id=1431>

Boys of Steel: The Creators of Superman

<http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780375838026&view=tg>

The Circuit

<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1207>

<http://www2.scholastic.com/browse/collateral.jsp?id=669>

Cobblestone, Cricket, Calliope, Dig, and Odyssey Reading Guides:

<http://www.cobblestonepub.com/resources.html>

Creepy Creatures

http://www.scholastic.com/graphix/Scholastic_BoneDiscussion.pdf
(general guide for using graphic novels in the classroom)

How to Steal a Dog

<http://hbpub.vo.llnwd.net/o16/teachersguides/9780374334970TG.pdf>

http://teacher.scholastic.com/clubs/lit_circle_pdfs/howtostealadog_t.pdf

Invention of Hugo Cabret

<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=4534&>

Paint the Wind

<http://www2.scholastic.com/browse/collateral.jsp?id=29927>

Peace, Locomotion

<http://us.penguinroup.com/static/images/yr/pdf/PeaceLocomotionDG.pdf>

Ranger Rick

<http://www.nwf.org/kidzone/kzPage.cfm?siteId=3&departmentId=92>

Swindle

<http://www2.scholastic.com/browse/collateral.jsp?id=31527>

Grade 7

Among the Hidden Series

<http://www.simonandschuster.net/content/book.cfm?sid=811&pid=408346&agid=21>

<http://www.simonandschuster.net/content/book.cfm?tab=22&pid=408346&agid=10>

Before We Were Free

<http://www.randomhouse.com/catalog/display.pperl?isbn=9780375815447&view=rq>

Begging for Change

<http://www.tracievaughnzimmer.com/Sharon%20Flake.htm>

Behind the Mountains

<http://www2.scholastic.com/browse/collateral.jsp?id=1387>

The Boy Who Dared

<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1301886&>

The Breadwinner

http://www.scholastic.ca/clubs/arrow/activities/breadwinner_t.pdf

Call Me Maria

<http://www2.scholastic.com/browse/collateral.jsp?id=1034>

Camel Rider

http://www.charlesbridge.com/client/client_pdfs/downloadables/CamelRiderDiscussionGuide.pdf

Crossing the Wire

<http://files.harpercollins.com/PDF/TeachingGuides/0060741392.pdf>

Does My Head Look Big in This?

<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=4621&>

Feathers

<http://us.penguinroup.com/static/images/yr/pdf/tl-guide-feathers.pdf>

Hachiko Waits

<http://hbpub.vo.llnwd.net/o16/teachersguides/9780805073362TG.pdf>

King of the Mild Frontier

<http://www.harpercollins.com/author/authorExtra.aspx?isbn13=9780060502492&displayType=readingGuide>
<http://files.harpercollins.com/PDF/ReadingGuides/0060502495.pdf>

The Liberation of Gabriel King

http://teacher.scholastic.com/clubs/lit_circle_pdfs/liberationofgabking_t.pdf

Nightrise

<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=4707&>

Skeleton Creek

<http://www2.scholastic.com/browse/collateral.jsp?id=38199>

Stargirl

<http://www2.scholastic.com/browse/collateral.jsp?id=10899>

<http://www2.scholastic.com/browse/collateral.jsp?id=10921>

Tales from Outer Suburbia

<http://www2.scholastic.com/browse/collateral.jsp?id=39393>

What the World Eats

http://www.randomhouse.com/crown/tricycle/images/What_the_world_eats_guide.pdf

Grade 8

The Adoration of Jenna Fox

<http://www.whoisjennafox.com/discussion-guide.html>

Chains

<http://www2.scholastic.com/browse/collateral.jsp?id=39011>

Chew on This

<http://www.houghtonmifflinbooks.com/features/chewonthis/>

Code Talker

<http://www2.scholastic.com/browse/collateral.jsp?id=10825>

Dreams of my Father

<http://www.trumancollege.cc/library/documents/Questions.pdf>

Evolution, Me and Other Freaks of Nature

<http://www.randomhouse.com/teens/catalog/display.pperl?isbn=9780375843495&view=tg>

The Graveyard Book

http://www.bookbrowse.com/reading_guides/detail/index.cfm?book_number=2184

Greetings from Planet Earth

http://www2.scholastic.com/browse/collateral.jsp?id=10801_type=Book_typed=4592

The Hunger Games

<http://www2.scholastic.com/browse/collateral.jsp?id=36164>

Malcolm X Graphic Biography

<http://media.us.macmillan.com/teachersguides/9780809095049TG.pdf>

The Misfits

<http://www.simonandschuster.net/content/book.cfm?sid=811&pid=412406&agid=21>

Parrot in the Oven

<http://www.harpercollins.com/author/authorExtra.aspx?isbn13=9780060267049&displayType=readingGuide>

Peeled

<http://www.joanbauer.com/guides/peeled.pdf>

Rules of Survival

http://www.nancywerlin.com/rules_guide.htm

Satchel Paige: Striking out Jim Crow

<http://www.hyperionbooksforchildren.com/data/books/dgdoc/07868390071887.doc>

Team Moon

http://www.houghtonmifflinbooks.com/readers_guides/thimmesh_moon.shtml

Trouble

http://www.houghtonmifflinbooks.com/readers_guides/schmidt_trouble.shtml

We Beat the Street

<http://us.penguinroup.com/static/images/yr/pdf/tl-guide-webeatthestreet.pdf>

A Wreath for Emmett Till

http://www.houghtonmifflinbooks.com/readers_guides/nelson_wreath.shtml