

A decorative border surrounds the central text. On the left, two red flowers with yellow centers are positioned vertically. On the right, a cluster of colored pencils (red, green, blue) is shown. At the bottom, a stack of books in various colors (blue, orange, red, green) is depicted, with some books open. The background is a light beige color.

ELA 6-8

LEARNING ACTIVITIES

MAY 4 - MAY 8



Learning Plan / Student Overview St. Louis Public Schools Middle School English Language Arts

The following lessons should be completed by students during the week of **May 4 – May 8**. Students may determine their own pacing. Lessons are divided into suggested daily chunks, but students may complete more or less each day. All work may be done on notebook paper or typed. If you have technology access, please complete work in your teacher's virtual classroom space. Check with your child's teacher for directions related to work submission and grading.

Welcome to Week 7! Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off completed work.

If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>

In this unit, students will investigate some of the challenges and triumphs of growing up, considering the possibilities both good and bad that lie ahead of them. Students will read a variety of texts as they discuss and explore the Essential Questions for the unit: *What are some of the challenges and triumphs of growing up?*

ELA Skills and Standards Covered in this Unit:

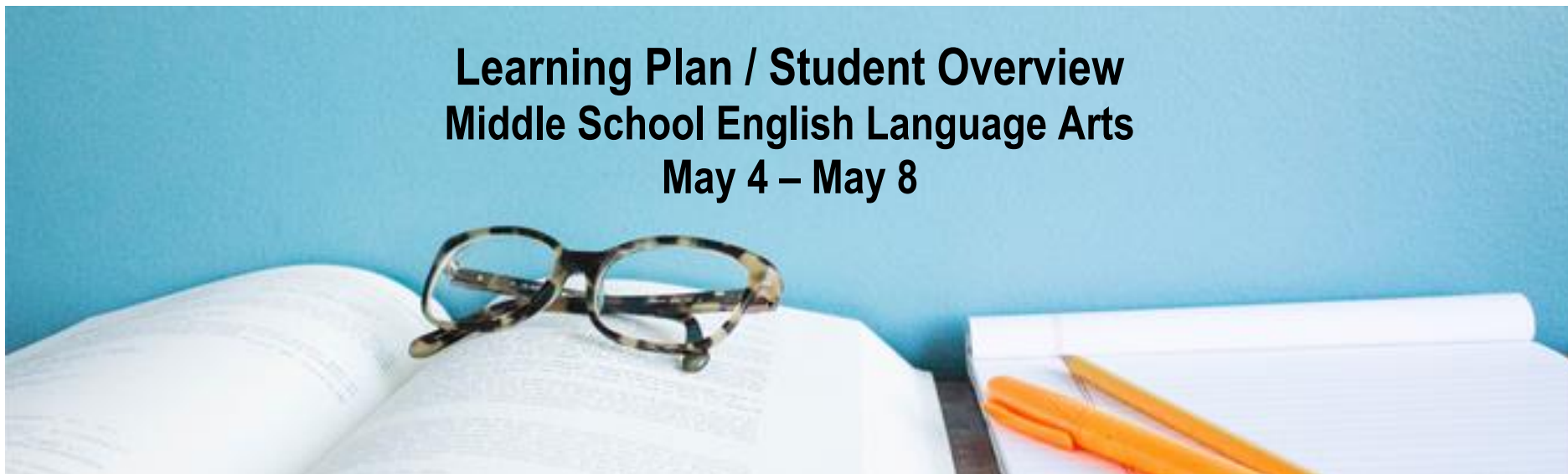
- RL.1.A / RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence.
- RL.1.B / RI.1.B – Determine the meaning of words and phrases as they are used in the text.
- RL.1.D / RI.1.D – Summarize a text.
- RL.2.A / RI.2.A – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
- RL.2.B / RI.2.B – Determine an author's point of view in a text and explain how it is developed.
- RL.3.B / RI.3.B – Compare and contrast texts that address similar themes or topics.
- W.2.A – Produce clear and coherent writing in which the development, organization, style, and voice are appropriate to task, purpose, and audience.



Learning Plan / Student Overview

Middle School English Language Arts

May 4 – May 8



Suggested Pacing	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Your Assignments <i>How will you show your teacher that you learned the material?</i>
MONDAY	<ul style="list-style-type: none"> I can read independently for pleasure. I can respond to reading through writing. 	<ul style="list-style-type: none"> Any text of choice may be used for independent reading. <i>See resources in this packet.</i> 	<ul style="list-style-type: none"> Read for a minimum of 20 minutes from a text of your choice. Complete Reader Response Journal Entry #1, choosing from the list of prompts provided in this packet.
	<ul style="list-style-type: none"> I can read grade-level text independently. 	<ul style="list-style-type: none"> First Read: <i>Declaration of the Rights of the Child</i> 	<ul style="list-style-type: none"> Read the Concept Vocabulary for the text to preview the new words you will encounter while reading. Read the text. Use the “First Read: Nonfiction” chart to guide your reading. Complete the Comprehension Check at the end of the text. You do not need to complete the Research task at the bottom of the page.
	<ul style="list-style-type: none"> I can draw conclusions, infer, and analyze by citing textual evidence to support my analysis of the text. I can explain the central idea of a text. 	<ul style="list-style-type: none"> First Read Extension Questions 	<ul style="list-style-type: none"> Complete the First Read Extension Questions after you finish your first read of the text. Please answer in complete sentences. If you need assistance answering the questions, reach out to your classmates in your virtual classroom space or contact your teacher.
TUESDAY	<ul style="list-style-type: none"> I can read independently for pleasure. I can respond to reading through writing. 	<ul style="list-style-type: none"> Any text of choice may be used for independent reading. <i>See resources in this packet.</i> 	<ul style="list-style-type: none"> Read for a minimum of 20 minutes from a text of your choice. Complete Reader Response Journal Entry #2, choosing from the list of prompts provided in this packet.
	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words and phrases. 	<ul style="list-style-type: none"> Concept Vocabulary / Word Study: <i>Declaration of the Rights of the Child</i> 	<ul style="list-style-type: none"> Complete Part A. Complete Part B.
	<ul style="list-style-type: none"> I can analyze how a key idea is introduced and elaborated in a text. I can analyze how a particular paragraph fits into the overall structure of a text. 	<ul style="list-style-type: none"> Close Reading: <i>Declaration of the Rights of the Child</i> Text Questions: <i>Declaration of the Rights of the Child</i> 	<ul style="list-style-type: none"> Reread the text. Respond to the Text Questions. Answer using complete sentences. Be sure to use textual evidence to support your responses.

Suggested Pacing	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Your Assignments <i>How will you show your teacher that you learned the material?</i>
WEDNESDAY	<ul style="list-style-type: none"> I can read independently for pleasure. I can respond to reading through writing. 	<ul style="list-style-type: none"> Any text of choice may be used for independent reading. <i>See resources in this packet.</i> 	<ul style="list-style-type: none"> Read for a minimum of 20 minutes from a text of your choice. Complete Reader Response Journal Entry #3, choosing from the list of prompts provided in this packet.
	<ul style="list-style-type: none"> I can analyze how a particular paragraph fits into the overall structure of a text. I can analyze how a key idea is introduced and elaborated in a text. 	<ul style="list-style-type: none"> Analyze Craft and Structure: <i>Declaration of the Rights of the Child</i> 	<ul style="list-style-type: none"> Complete the "Analyze Craft and Structure" assignment (2 pages). Be sure to use evidence from the text in your responses.
THURSDAY	<ul style="list-style-type: none"> I can read independently for pleasure. I can respond to reading through writing. 	<ul style="list-style-type: none"> Any text of choice may be used for independent reading. <i>See resources in this packet.</i> 	<ul style="list-style-type: none"> Read for a minimum of 20 minutes from a text of your choice. Complete Reader Response Journal Entry #4, choosing from the list of prompts provided in this packet.
	<ul style="list-style-type: none"> I can review, revise, and edit writing to demonstrate conventions of standard English and usage. 	<ul style="list-style-type: none"> Language Development: Conventions / Pronoun Case 	<ul style="list-style-type: none"> Read the lesson on Conventions: Pronoun Case. Complete #1-6.
	<ul style="list-style-type: none"> I can analyze how an author's choice regarding a text's organization or structure contributes to meaning. 	<ul style="list-style-type: none"> Extension Questions: <i>Declaration of the Rights of the Child</i> 	<ul style="list-style-type: none"> Reread paragraph 7 and explain how the paragraph fits into the overall structure of the declaration and contributes to the development of its ideas.
	<ul style="list-style-type: none"> I can determine the meaning of unknown words and phrases. 	<ul style="list-style-type: none"> Word Study: Latin Root <i>-puls-</i> 	<ul style="list-style-type: none"> Complete the lesson and guided practice in Part A and Part B. Complete the independent practice on the following page.
FRIDAY	<ul style="list-style-type: none"> I can read independently for pleasure. I can respond to reading through writing. 	<ul style="list-style-type: none"> Any text of choice may be used for independent reading. <i>See resources in this packet.</i> 	<ul style="list-style-type: none"> Read for a minimum of 20 minutes from a text of your choice. Complete Reader Response Journal Entry #5, choosing from the list of prompts provided in this packet.
	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to the task, purpose, and audience. 	<ul style="list-style-type: none"> Writing to Sources: Informational Article or Essay 	<ul style="list-style-type: none"> Complete Part A and Part B of the assignment. On the following page, you may choose one of the prompts to respond to as your assessment of the learning material this week.

Pearson has generously made ELA content available to St. Louis Public Schools during the school closure. Their program resources use BouncePages to allow students the option of interacting with some resources digitally. BouncePages is a free Pearson app for mobile devices used to play multimedia from selected pages in a Pearson textbook. Multimedia includes audio recordings of texts and video clips that pair with printed content. The app is available from either the Apple App Store or the Google Play Store.



To download the free BouncePages App:

- Go to the Apple App Store or Google Play Store.
- Enter **bouncepages** in the search box and then tap **Search**.
- Tap to select the **Pearson BouncePages** app (blue 'b' and red 'p' on black rectangle).
- Tap the **Download** icon or the **Install** button to download and install the app.
- Tap the **Open** icon or button to open the app.
- You will get a prompt that says either, "BouncePages Would Like to Access the Camera" or "Allow BouncePages to take pictures and record video?"
- Tap **OK** or **Allow**.

To use the BouncePages App:



- The scannable pages in the Pearson textbook will contain either the **bp** logo (shown above) or some other logo that signifies that the page has multimedia attached to it.
- Tap the **bouncepages** icon on your mobile device.
- A rectangle will show on your device that defines the scanning window.
- Aim the camera so the FULL page is easily viewable within the scanning window on your screen.
- Tap the screen to scan the page (this may take a few seconds).
- A button or buttons will appear.
- Tap the appropriate button to go to the multimedia link.

ASSIGNMENT CHECKLIST - CHILDHOOD UNIT (WEEK 2 OF 4)

Please use this checklist to ensure all assignments for this week have been completed.

ASSIGNMENT NAME	ASSIGNMENT DESCRIPTION	ASSIGNMENT SUBMITTED		GRADE RECEIVED
		PAPER/PENCIL SUBMISSION	VIRTUAL CLASSROOM	
Independent Reading: <i>Reader Response Journal Entry #1</i>	<ul style="list-style-type: none"> ✓ Read for a minimum of 20 minutes from a text of your choice. ✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet. 			
First Read: <i>Declaration of the Rights of the Child</i>	<ul style="list-style-type: none"> ✓ Read the Concept Vocabulary for the text to preview the new words you will encounter while reading. 			
	<ul style="list-style-type: none"> ✓ Read the text. Use the "First Read: Nonfiction" chart to guide your thinking while reading. 			
	<ul style="list-style-type: none"> ✓ Complete the "Comprehension Check" at the end of the text. 			
	<ul style="list-style-type: none"> ✓ Complete the "First Read Extension Questions" after you finish your first read of the text. Please answer in complete sentences. 			
Independent Reading: <i>Reader Response Journal Entry #2</i>	<ul style="list-style-type: none"> ✓ Read for a minimum of 20 minutes from a text of your choice. ✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet. 			
Word Study	<ul style="list-style-type: none"> ✓ Complete Part A & Part B of the "Concept Vocabulary / Word Study". 			
Close Reading	<ul style="list-style-type: none"> ✓ Reread the text. 			
	<ul style="list-style-type: none"> ✓ Respond to the "Text Questions". Answer in complete sentences. Be sure to use textual evidence to support your responses. 			
Independent Reading: <i>Reader Response Journal Entry #3</i>	<ul style="list-style-type: none"> ✓ Read for a minimum of 20 minutes from a text of your choice. ✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet. 			
Analyze Craft and Structure	<ul style="list-style-type: none"> ✓ Complete the "Analyze Craft and Structure" assignment (2 pages). Be sure to use evidence from the text in your responses. 			
Independent Reading: <i>Reader Response Journal Entry #4</i>	<ul style="list-style-type: none"> ✓ Read for a minimum of 20 minutes from a text of your choice. ✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet. 			
Conventions: Pronouns	<ul style="list-style-type: none"> ✓ Read the lesson on "Conventions: Pronoun Case". ✓ Complete #1-6. 			
Extension Questions	<ul style="list-style-type: none"> ✓ Reread paragraph 7 and explain how the paragraph fits into the overall structure of the declaration and contributes to the development of its ideas. 			
Word Study	<ul style="list-style-type: none"> ✓ Complete the lesson and guided practice. ✓ Complete the independent practice. 			
Independent Reading: <i>Reader Response Journal Entry #5</i>	<ul style="list-style-type: none"> ✓ Read for a minimum of 20 minutes from a text of your choice. ✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet. 			
Writing to Sources: Informational Article or Essay	<ul style="list-style-type: none"> ✓ Complete Part A and Part B before beginning the writing assignment. 			
	<ul style="list-style-type: none"> ✓ Choose one of the prompts to respond to as your assessment of the learning material this week. 			

SLPS TEXT ANNOTATION SYMBOLS

SYMBOL	WHAT THIS SYMBOL REPRESENTS	WHAT TO WRITE IN YOUR ANNOTATION
+	I agree with what the text/author says here.	Explain why you agree with the text/author.
-	I disagree with what the text/author says here.	Explain why you disagree with the text/author.
*	Important information, key ideas/concepts.	Summarize or paraphrase the important information/ideas.
!	Information you find interesting, hard to believe, or surprising.	Reflect/Explain what about the information was interesting or surprising to you.
?	Information that confuses you or doesn't make sense or about which you are curious.	Compose a question to express what confuses you or what you are curious about.
=	Information that reminds you of something you have read, heard, seen, or experienced before.	Discuss the connection you are making between this information and information previously read, heard, seen, and/or experienced.
(Places where you notice the author is doing something unique/deliberate/interesting in their writing (craft/style/conventions).	Comment on author's craft. What specifically are they doing here that stands out and how does this help convey their message more clearly?
	Put a box around words with which you are unfamiliar or are key content words.	Use context clues to form your own definition or look the word up to find a formal definition.
	Put a circle around transition words (but, instead, however...).	How does this transition word signal a shift?
[]	Bracket main ideas. If several lines are important, draw a line down the margin to indicate the section of text.	In your own words, summarize the main idea in the margin.
~~~~	Place a squiggly line under examples of positive connotation.	How does this word choice indicate positive connotation?
----	Underline examples of negative connotation.	How does this word choice indicate negative connotation?
S	A symbol is a literal thing that also stands for something else (flag, cross, flame).	What does the symbol represent? How does this help you discover new layers of meaning?
I	Imagery includes words that appeal to one or more of the five senses. Imagery is important in understanding an author's message and attitude.	What senses does this imagery appeal to?
F	Figurative language includes things like similes, metaphors, and personification.	What type of figurative language is used in the text? How does it reveal deeper meaning?
T	Tone is the overall mood of a piece of literature.	What is the mood of this section of the text?
TH	A theme is a broad idea in a story, or a message or lesson conveyed by a work. This message is usually about life, society, or human nature.	What universal theme is indicated in the text?

**Every annotation has THREE elements: a highlight, a symbol, and a sentence.**

- Highlight:** Highlight **words/phrases** that catch your attention in the ways described above. Highlight **ONLY** the **crucial** words/phrases. Do **NOT** highlight entire sentences/paragraphs!
- Symbol:** **Why** did you highlight what you highlighted? Put a **symbol** from the chart above.
- Sentence:** Closely reading a piece of text does you no good if you later forget **why** you made your highlights. The symbols will help remind you, but they are not enough! You **MUST** write a **sentence** to go along with your symbol. If a passage was confusing, write down a question. Making a connection? To what are you connecting this information? If you agree/disagree with an author, write **why**. Do not write phrases like "Wow!" or "This is interesting!" Be **specific**!

# READER RESPONSE JOURNAL PROMPTS

After completing a minimum of 20 minutes of independent reading, please select one of the following prompts. Choose a prompt that is appropriate for the text you are reading. Respond to the prompt thoroughly, crafting a well-written response. Responses may be typed or hand-written. Please be prepared to submit your completed Reader Response Journal Prompts to your teacher upon returning to school or upload your responses in your teacher's virtual classroom space.

## Story Elements

- Explore how the main character changed throughout the story.
- Write about something that surprised you or that you found interesting.
- Describe an interesting or important character in your book.
- Write about your favorite part of the book and why it was important to the story.
- Tell your thoughts or feelings about the theme of the story.
- Write a letter to a character in the book or a letter from one character to another.
- Compare two characters in the book to each other by describing their similarities and their differences.
- Describe places where the author gives good descriptions of the characters, setting, problem, or solution.
- Write a diary entry in the voice of a character in your book.
- Compare a character in your book to a character in another book you have read.

## Recall

- Summarize the chapter you just read.
- Describe in details the setting of your book and how it fits into the story.
- Draw a picture of the climax of the story.
- List five adjectives that describe the book's main character.
- Describe the setting of the story and illustrate it.
- List five facts you learned about the topic covered in the book or article.
- Retell the ending of the story AND write your feelings about it.

## Prediction

- How do you think the story will end?
- Which character do you think will change the most by the end? Why?
- Who do you think the culprit is? Why?
- Based on the title, what do you think the book is about?
- How do you think this conflict will be resolved?
- Draw a picture of what you think will happen next. Describe it.
- Write your predictions about the story and tell whether or not they were right.

## Connections

- Create a Venn diagram that compares the setting of this story with the area where you live.
- What advice would you give a character in this book? Why?
- If you were a character in this book, how would it affect the plot?
- Explain how the book reminds you of yourself, people you know, or of something that happened in your life (T-S Connections).
- Explain how the book reminds you of other books, especially the characters, events, or setting (T-T Connections).
- Describe how this book is like other books by the same author, on the same topic, or in the same genre.
- Do any of the characters remind you of friends, family members, or classmates? Explain.
- How have you changed after reading this book? Explain.
- If you could be related to a character, who would it be and why?

## Language

- Copy a sentence from the book that you think is well written. Why do you like this sentence? Illustrate the sentence.
- Find examples of figurative language in the text. Write them down.
- List five words from the book that you find interesting or unfamiliar. Write their definitions and use them each in a sentence.
- Describe the author's craft: What was good about the author's writing? What things might you try to do in your own writing that you learned from this author?
- Describe how the author makes you feel through their writing.

## Opinion

- Why do you think the author chose the opening line he or she did? Did you like it? Did it make you want to read further?
- Who is your favorite character? Why? Draw a picture of this character.
- What do you think of the antagonist's actions? Are they right or wrong?
- What do you think is the most important scene in the book? Why?
- How would a different setting affect the story?
- Was the cover design effective? Did it make you want to read the book? Create a new cover design for this book.
- Did you like the ending of the book? How would you have liked it to end? Rewrite a new ending for the book.
- Write a question you would like to ask the author. How do you think he or she would respond?
- Do you agree with the point the author is making? Why?
- Did the graphs and diagrams help you understand the text better?
- Do you like the ending of this book? Why or why not? Do you think there is more to tell?

## Evaluation

- Did you enjoy the book? Why or why not?
- Was the book hard or easy to read? Why?
- What didn't you understand in the text?
- Would boys and girls enjoy this book equally? Support your reasons.
- Would you like to read more books by this author? Why or why not?
- Do you think the author chose a good title for the book? Why or why not?
- What did you learn about the time in which the story took place?
- Write about an important lesson that was learned in the story.
- Describe parts of the book that puzzled you or made you ask questions.
- Would you recommend the book to another reader? Explain why or why not.
- Describe what you would change about the book if you could rewrite it.
- Explain what you want to remember about this book and why.
- Make a list of things you don't understand, find confusing, or have questions about.

## Alternative Responses

- Write a "book commercial" to convince or persuade others to read this book.
- Write a poem about your book.
- Illustrate a book cover different from what is on your book.
- Write a feasible solution for a problem a character has that is different from anything suggested in the book.
- Pretend that you are the author and writing a sequel to this book. Explain what should happen.
- Give 3 reasons why this book should be taught to the whole class.
- Choose a food that represents this book and explain why.
- Create a theme song with lyrics for the book.
- Write a letter to the author of your book.
- Choose a character of the book, decide what would be an appropriate birthday present for that character and explain why.
- Discuss a portion of the book that was too predictable.
- Create an award for this book. Explain the award and why this book received it.
- Make a list of the characters in your book and then create a cast of famous people that you would choose to portray that character if you were making a movie.
- Write a letter to a character in your story.
- Make a comic strip story (minimum of 3 frames).
- Make a timeline of the events (minimum 5 events) in this story. You must illustrate each event and label each event with a caption or description.
- Make a list of characters in your book. Transform the major characters in your book to animals. Decide upon an animal for each based upon personality traits.
- List 10 interesting words from your book and... (choose one):
  - Tell why each word is interesting.
  - Write a definition for each word.
  - Use each in a sentence of your own.

# INDEPENDENT READING RESOURCES

Students may select any reading material of their choice for independent reading assignments. If a novel is not available at home, please consider the following free resources.

- [St. Louis Public Library](http://slpl.org) [slpl.org]
- [International Children's Digital Library](http://en.childrenslibrary.org) [en.childrenslibrary.org]
- [Open Library](http://openlibrary.org) [openlibrary.org]
- [Storynory](http://storynory.com) [storynory.com]
- [Unite for Literacy](http://uniteforliteracy.com) [uniteforliteracy.com]
- [Newsela](http://newsela.com) [newsela.com]
- [Dogo News](http://dogonews.com) [dogonews.com]
- [Tween Tribune](http://tweentribune.com) [tweentribune.com]
- [ReadWorks](http://readworks.org) [readworks.org]
- [Google News](http://news.google.com) [news.google.com]
- [PBS News Hour Extra for Students in Grades 6-12](http://pbs.org/newshour/extra) [pbs.org/newshour/extra]
- [Newseum](http://newseum.org) [newseum.org]
- [New York Times Student Section](http://nytimes.com/section/learning) [nytimes.com/section/learning]
- [Time for Kids](http://timeforkids.com) [timeforkids.com]
- [Science News for Students](http://sciencenewsforstudents.org) [sciencenewsforstudents.org]
- [Youth Voices](http://yourcommonwealth.org) [yourcommonwealth.org]

## St. Louis Public Library Resources

The St. Louis Public Library is allowing residents to apply for digital library cards. There is a quick form to fill out and a library card is generated for the patron. They have an amazing collection of e-books and audiobooks available without ever needing to leave the house. They also no longer issue fines for any late materials.

E-Card:

<https://www.slpl.org/ecard>

All Downloadables:

<https://www.slpl.org/resources-types/all-downloadables>

Comics and Graphic Novels:

<https://www.slpl.org/resources-types/comics-graphic-novels>

E-Audiobooks:

<https://www.slpl.org/resources-types/audiobooks>

E-Books:

<https://www.slpl.org/resources-types/ebooks>

Newspapers and Magazines:

<https://www.slpl.org/resources-types/newspapers-magazines>



# AudioFile® **Sync** AUDIOBOOKS FOR TEENS

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## SUMMER 2020 TITLES

**APRIL 30 - MAY 6**

**THE 57 BUS**

*by Dashka Slater (Recorded Books)*

**MONDAY'S NOT COMING**

*by Tiffany D. Jackson  
(HarperAudio)*

**MAY 7 - MAY 13**

**PICTURE US IN THE LIGHT**

*by Kelly Loy Gilbert (Dreamscape Media)*

**SECRET SOLDIERS**

*by Paul B. Janeczko  
(Candlewick on Brilliance Audio)*

**MAY 12 - MAY 20**

**FAUST**

*by Johann Wolfgang von Goethe  
(Naxos AudioBooks)*

**STALKING JACK THE RIPPER**

*by Kerri Maniscalco (Hachette Audio)*

**MAY 21 - MAY 27**

**SISTERS MATSUMOTO**

*by Philip Kan Gotanda (L.A. Theatre Works)*

**DISAPPEARED**

*by Francisco X. Stork (Scholastic Audiobooks)*

**MAY 28 - JUNE 3**

**IN SEARCH OF US**

*by Ava Dellaira (Brilliance Audio)*

**SERPENT & DOVE**

*by Shelby Mahurin (HarperAudio)*

**JUNE 4 - JUNE 10**

**LIKE NO OTHER**

*by Una LaMarche (Listening Library)*

**INTO WHITE**

*by Randi Pink (Listening Library)*

**JUNE 11 - JUNE 17**

**EASY PREY**

*by Catherine Lo (Dreamscape Media)*

**MARK OF THE RAVEN**

*by Morgan L. Busse (Oasis Audio)*

**JUNE 18 - JUNE 24**

**THE MUSIC OF WHAT HAPPENS**

*by Bill Konigsberg (Scholastic Audiobooks)*

**THE BRONTË PLOT**

*by Katherine Reay (Thomas Nelson)*

**JUNE 25 - JULY 1**

**THE SILENCE BETWEEN US**

*by Alison Gervais (Blink)*

**MEXICAN WHITEBOY**

*by Matt de la Peña (Brilliance Audio)*

**JULY 2 - JULY 8**

**FRESH INK**

*by Lamar Giles [Ed.] (Listening Library)*

**HOPE NATION**

*by Rose Brock [Ed.] (Listening Library)*

**JULY 9 - JULY 15**

**A CHRISTMAS CAROL**

*by Charles Dickens (Alison Larkin Presents)*

**TWELFTH NIGHT**

*by William Shakespeare (Naxos AudioBooks)*

**JULY 16 - JULY 22**

**FAKE**

*by Eric Simonson (L.A. Theatre Works)*

**NEW YORK 2140**

*by Kim Stanley Robinson (Hachette Audio)*

**JULY 23 - JULY 29**

**KINDRED**

*by Octavia E. Butler (Recorded Books)*

**BURN BABY BURN**

*by Meg Medina  
(Candlewick on Brilliance Audio)*



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**OverDrive**

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #1

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #2

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #3

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #4

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #5

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.



## About the United Nations

The **United Nations** (UN) is an international organization that is made up of 193 member states from around the world. All 193 member states collectively form the General Assembly. The **General Assembly** meets every year to discuss, address, and make policies that protect fundamental human rights and maintain global peace. One of these policies was to adopt and expand Eglantyne Jebb's document, the Geneva Declaration of the Rights of the Child.

# Declaration of the Rights of the Child

## Concept Vocabulary

As you perform your first read, you will encounter these words.

**entitled**    **enactment**    **compulsory**

**Base Words** If these words are unfamiliar, look for base words you know. Use your knowledge of the “inside” word, along with context, to determine meaning. Here is an example of how to apply the strategy.

**Unfamiliar Word:** *complimentary*

**Context:** She made **complimentary** remarks about the tasty food.

**Familiar “Inside” Word:** *compliment*, meaning “something good to say about someone or something”

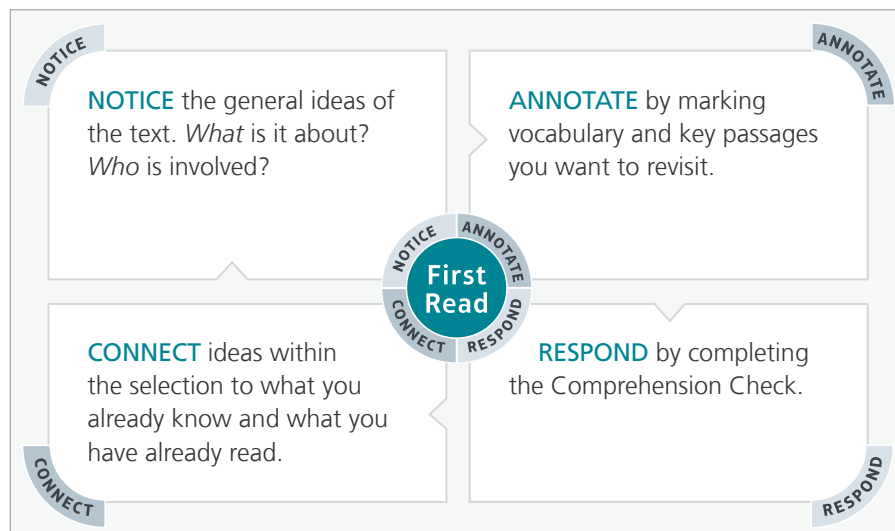
**Conclusion:** The food was tasty, which is a good thing. *Complimentary* may mean “expressing good comments.”

**Confirm:** Use a dictionary to verify the meaning you infer.

Apply your knowledge of base words and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

## First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



## STANDARDS

### Reading Informational Text

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Language

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

# Declaration of the Rights of the Child

The United Nations General Assembly

## BACKGROUND

In the late nineteenth century, many countries began to officially recognize that children need special legal protection. The Declaration of the Rights of the Child, which was adopted by the United Nations in 1959, is the first major international agreement on children's rights. It was inspired by the original declaration written by Eglantyne Jebb, a British activist.

SCAN FOR  
MULTIMEDIA



1 **T**HIS DECLARATION OF THE RIGHTS OF THE CHILD to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance¹ with the following principles:

2 The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be **entitled** to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

## NOTES

Mark base words or indicate another strategy you used that helped you determine meaning. Confirm the definition by consulting a dictionary.

**entitled** (ehn TY tuhld) *v.*

MEANING:

1. **accordance** (uh KAWRD uhns) *n.* agreement.

## NOTES

Mark base words or indicate another strategy you used that helped you determine meaning. Confirm the definition by consulting a dictionary.

**enactment** (ehn AKT muhnt) *n.*

MEANING:

Mark base words or indicate another strategy you used that helped you determine meaning. Confirm the definition by consulting a dictionary.

**compulsory** (kuhm PUHL suhr ee) *adj.*

MEANING:

- 3 The child shall enjoy special protection, and shall be given opportunities and facilities,² by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the **enactment** of laws for this purpose, the best interests of the child shall be the paramount consideration.
- 4 The child shall be entitled from his birth to a name and a nationality.
- 5 The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care.³ The child shall have the right to adequate nutrition, housing, recreation and medical services.
- 6 The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.
- 7 The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.
- 8 The child is entitled to receive education, which shall be free and **compulsory**, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society. The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents. The child shall have full opportunity for play and recreation, which should be

2. **facilities** (fuh SIHL uh teez) *n.* buildings designed for a specific purpose.

3. **pre-natal and post-natal care** care given to women before and after the birth of a child.

directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

## NOTES

- 9 The child shall in all circumstances be among the first to receive protection and relief.
- 10 The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.
- 11 The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness⁴ that his energy and talents should be devoted to the service of his fellow men. 🌱

4. **consciousness** (KON shuhs nihs) *n.* awareness or understanding.

## Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. Which children are entitled to the rights this document sets forth?
2. Identify two rights defined or described in this document.
3. According to the document, what should children who are physically or mentally disabled be given?

## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the Declaration?

## FIRST READ EXTENSION QUESTIONS

# DECLARATION OF THE RIGHTS OF THE CHILD

The United Nations General Assembly

## STANDARDS-ALIGNED SHORT-RESPONSE QUESTIONS

**DIRECTIONS:** Complete the following items after you have completed your first reading of the text.

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**RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**1. (a) Explain what the text says explicitly.**

Read paragraph 2 of “Declaration of the Rights of the Child.” Then, explain what this paragraph reveals about which children are the focus of the declaration. Cite explicit and relevant evidence from the text to support your response.

**(b) Explain an inference you can draw from the text.**

What can you infer, or conclude, about why the authors of the declaration listed several categories that describe groups of children in paragraph 2? Support your inference using both details from the paragraph and your background knowledge.

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**RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.**

**2. (a) Identify a central idea and explain how it is conveyed through particular details.**

Identify a central idea about children’s rights in “Declaration of the Rights of the Child.” Then, explain how the central idea is conveyed, or communicated, through particular details.

**(b) Write a summary of the text.**

Write a brief, objective summary of the “Declaration of the Rights of the Child” that includes the main ideas but not your personal opinions or judgments. Remember to include the author and title of the text in your summary.

**3. Reread paragraph 5 of “Declaration of the Rights of the Child.” Identify the key idea introduced in the paragraph. Explain how the idea is illustrated, or developed, in the text through the use of details.**

## CONCEPT VOCABULARY AND WORD STUDY

# DECLARATION OF THE RIGHTS OF THE CHILD

The United Nations General Assembly

### WORD LIST

entitled	enactment	compulsory
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### PART A.

**DIRECTIONS:** In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. If kids are *entitled* to at least one recess a day, does that mean they get to have a recess? Explain.
2. Would the *enactment* of a law making it illegal for people to walk their dogs outside mean that dogs could not be outdoors? Explain.
3. If your city made recycling *compulsory*, would that mean that recycling is optional and that you can choose to do it or not do it? Explain.

### PART B.

**WORD STUDY:** The Latin root *-puls-* means “to push” or “to drive.” The word *impulse* is an “instinctual urge or psychic drive.” For example, Dillon acted on *impulse* when he jumped out of the way of the moving car. The word *repulse* means “to force or drive back.” For example, I was *repulsed* by the horrible smell coming from the garbage can. Using the spaces below, write about a time when you had a strong *impulse* to act and a time when you were *repulsed* by something.

1. *impulse*
2. *repulsed*

# DECLARATION OF THE RIGHTS OF THE CHILD

**DIRECTIONS:** Respond to these questions. Use textual evidence to support your responses.

# DECLARATION OF THE RIGHTS OF THE CHILD

The United Nations General Assembly

The **structure** of a text helps the reader to understand the text's purpose and what the most important ideas are. Different parts of texts may be structured in different ways. The most common structures include the following:

- Order of importance: information is presented according to priority
- Description: an idea is described using a main idea/details approach
- Compare/contrast: the similarities and differences of ideas are discussed
- Cause/effect: the results of specific actions are explained
- Chronological: information is presented in order of time
- Problem/solution: responses or solutions to problems are explained
- Sequence: information is presented as steps in a process
- Spatial: information is according to where it is (left to right, top to bottom)

**DIRECTIONS:** Re-read paragraphs 2–5 in “Declaration of the Rights of the Child.” Then, answer the questions that follow to help you understand some of the important ideas in the document. Please answer in complete sentences.

1. Why do you suppose the first protection in the document deals with discrimination?  
Why do you think the UN placed this idea first?
2. Why is the idea of a child's development important in paragraph 3?  
According to the UN, why is a child's development important to the laws that protect him or her?
3. Paragraph 4 is very short. If the rights that are mentioned in this paragraph are very important, what could be one reason this paragraph isn't longer or more detailed?
4. Paragraph 5 describes a child's right to social security. How is this paragraph organized?

# ANALYZE CRAFT AND STRUCTURE

## Development of Ideas: Structure

The Declaration of the Rights of the Child expresses its ideas using a simple structure. Paragraph 1 explains the purpose and goal of the Declaration. Paragraph 2 explains the scope of the Declaration, or the people and rights that it covers. Paragraphs 3-11 list and describe specific rights.

- 1. Reread paragraph 1. What is the purpose and goal of the Declaration?
- 2. Reread paragraph 2. Whose rights does the Declaration set forth?
- 3. Choose three paragraphs from paragraphs 3-11. In the chart below, identify the paragraphs you have chosen. List the rights that each paragraph describes. Then, state whether you think the rights are described in a way that is confusing or clear. Explain why.

Paragraph	Rights Listed	Clear or Confusing?	Why?

- 4. Do you think the text is organized effectively? Would the issues presented have been clearer or more powerful if statistics, charts, or personal stories had been included? Why or why not?
- 5. Why do you think the United Nations General Assembly organized the information in this way? Provide at least two reasons in your response.

**CONVENTIONS: PRONOUN CASE****DECLARATION OF THE RIGHTS OF THE CHILD**

The United Nations General Assembly

A **pronoun** is a word that takes the place of a noun or another pronoun. The **pronoun case** is the form a pronoun takes to show whether it is being used as a subject, an object, or a possessive. The three pronoun cases are subjective (or nominative) case, objective case, and possessive case. The table shows pronoun cases and examples:

Pronoun Cases	Examples
<b>Subjective (or Nominative) Case</b> Names the subject of a verb or is used in the predicate after a linking verb. I, you, he, she, it, we, you, they	She likes the recordings the teacher plays. The manager is she. We will meet to rehearse our parts in the play.
<b>Objective Case</b> Names the object or indirect object of a verb or a preposition. me, you, him, her, it, us, you, them	Juan handed it to Peter. He forgot to give me the corrected paper. The librarian had left the books for us.
<b>Possessive Case</b> Shows ownership. my, your, his, her, its, our, their, mine, yours, hers, ours, theirs	After carrying a backpack all day, my back ached. Your shirt has paint on it from the art class. David carried his speech in his pocket.

**DIRECTIONS:**

Write the pronoun and identify the pronoun case used in each of the following sentences.  
Write your answers in the space provided.

1. According to the "Declaration of the Rights of the Child," all children are entitled to special legal protection because of their age.

**Pronoun:**

**Pronoun Case:**

2. The United Nations General Assembly adopted it in 1959.

**Pronoun:**

**Pronoun Case:**

3. It was inspired by an original declaration written by Eglantyne Jebb.

**Pronoun:**

**Pronoun Case:**

4. She founded the organization, Save the Children, in 1919.

**Pronoun:**

**Pronoun Case:**

5. Her goal was to help children in Europe after World War I.

**Pronoun:**

**Pronoun Case:**

6. The "Declaration of the Rights of the Child" protects them against neglect, cruelty, and exploitation.

**Pronoun:**

**Pronoun Case:**

## EXTENSION QUESTIONS

# DECLARATION OF THE RIGHTS OF THE CHILD

The United Nations General Assembly

## STANDARDS-ALIGNED EXTENDED-RESPONSE ACTIVITY

**DIRECTIONS:** Complete the following activity as a written response.

---

**RI.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.**

1. Reread paragraph 7 of the “Declaration of the Rights of the Child” and explain how the paragraph fits into the overall structure of the declaration and contributes to the development of its ideas.

Use these guidelines in your writing.

- Identify the main idea of the paragraph. What right does the paragraph describe?
- Describe this right using details from the paragraph.
- Explain how the paragraph fits into the overall structure of the text. Consider, for example, how the paragraph is similar to paragraphs that come before and after it.
- Explain how the paragraph contributes to the development of ideas in the declaration. How does the information in the paragraph expand readers' understanding of the rights of children?

Tip for Written Response

- Use quotation marks to show direct quotations from the text.

**WORD STUDY: LATIN ROOT -PULS-****LESSON AND GUIDED PRACTICE**

The Latin root *-puls-* comes from the Latin word *pulsus*, which means “push” or “drive.” This basic meaning can be found in a number of English words, like *impulse* meaning “a strong urge or drive to act” or *repulse* meaning “to push back.”

**PART A.**

**DIRECTIONS:** In each of the following items, think about the meaning of the *italicized* word. Then, answer the question.

1. Ken is facing *expulsion* from school for his conduct. Is Ken being rewarded? Why or why not?
2. If I had a *propulsive* jet pack, would that jet pack get me to school or keep me grounded? Why or why not?
3. If my heart is still *pulsating*, my heart is still beating. True or false? Explain.
4. If Dr. Brown, the astronomer, found a new *pulsar* with his telescope, would the cosmic emissions come constantly or in flashes? Explain.
5. If all the kids at camp have *compulsory* kitchen duty, then kitchen duty is optional. True or false? Explain.

**PART B.**

**DIRECTIONS:** Write each italicized word from PART A next to its meaning.

1. _____ a celestial body that emits bursts of radiation
2. _____ obligatory
3. _____ having the power to propel away
4. _____ the act of driving out
5. _____ to rhythmically expand and contract

**WORD STUDY: LATIN ROOT -PULS-**

## INDEPENDENT PRACTICE

## PART A.

**DIRECTIONS:** Select the correct word to complete each sentence.

1. When the ambulance arrived, the first thing the EMT did was check for a (pulse/pulsar).

pulsar

2. Rocket ships use jet (expulsion/propulsion) to reach outer space.

propulsion

3. I would highly recommend Yolanda Berman's novels; they're so good I'm (compulsive/repulsive) about reading them.

repulsive

4. The unruly mob attempted to storm the gates but were (repulsed/pulsated) by the castle defenders.

pulsated

5. Jennifer is a very conscientious, cautious person and doesn't usually make decisions on (impulse/expulse).

expulse

## PART B.

**DIRECTIONS:** Use each of the following words in a complete sentence.

1. impulsiveness

- 2. repulse**

- ### 3. compulsive

4. pulsating

- 5. expulsive**

## PART C.

**DIRECTIONS:** In the phrase, “check your pulse,” how does *pulse* correlate to the Latin root *-puls-*?

# DECLARATION OF THE RIGHTS OF THE CHILD

The United Nations General Assembly

The United Nations, an organization that is dedicated to the care and protection of people in their countries, issued a “Declaration of the Rights of the Child.” The document is important in that it establishes expectations that all children in the world deserve basic human rights.

**PART A.**

To write an **informational article** on this topic, first analyze what the Declaration says about the rights of every child. Complete the chart below to plan a response and summary. Some of the chart has been completed for you.

PARAGRAPHS	PURPOSE	EXAMPLES FROM TEXT
1-3	INTRODUCTION	
4-7	CHILD’S IDENTITY AND SOCIAL SECURITY	
8		
9-12	PROTECTIONS	
SUMMARY:		

**PART B.**

To write an **essay** explaining why two of the rights listed are most important, first analyze the text and write a summary of the two rights. Complete the chart to help you plan your essay.

SUMMARY OF RIGHT:	WHY IT IS IMPORTANT
SUMMARY OF RIGHT:	WHY IT IS IMPORTANT



# WRITING TO SOURCES

## ASSIGNMENT OPTION #1

Write an informational article that describes the purposes for which the Declaration of the Rights of the Child was written. What do you think the writers wanted to achieve? Make sure readers understand the main idea of the Declaration by including a summary.

### How to Organize Your Response:

- Paragraph 1: Summary of article. Include title and author.
- Paragraph 2: One purpose for writing the article. Include examples from the text.
- Paragraph 3: Another purpose for writing the article. Include examples from the text.
- Paragraph 4: Conclusion.

## ASSIGNMENT OPTION #2

Choose two of the rights listed in the Declaration that you feel are most important. Then, write a brief essay in which you explain the reasons for your choices. Why do these rights matter so much? Include details from the text as well as your own opinions and any examples you might find through research.

### How to Organize Your Response:

- Paragraph 1: Summary of the article. Include title and author.
- Paragraph 2: One right you feel is most important. Include details from the text AND your own opinions.
- Paragraph 3: Another right you feel is most important. Include details from the text AND your own opinions.
- Paragraph 4: Conclusion.

Please record your response to ONE of the assignment options here. Follow the directions for the prompt. Be sure to write in complete sentences and use appropriate paragraphing.

