

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, purple, red, yellow, orange) is depicted, with some books open. The entire graphic is set against a light beige background.

ELA 6-8

LEARNING ACTIVITIES

MAY 11 - MAY 21



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

The following lessons should be completed by students during the weeks of **May 11 – May 21**. 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 your final two weeks of virtual learning!** Students are encouraged to maintain contact with their home school and classroom teacher(s). Please visit your child's school website to access individual teacher web pages for specific assignment information. If you cannot reach your teacher or 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 have been investigating some of the challenges and triumphs of growing up, considering the possibilities both good and bad that lie ahead of them. Students have 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:

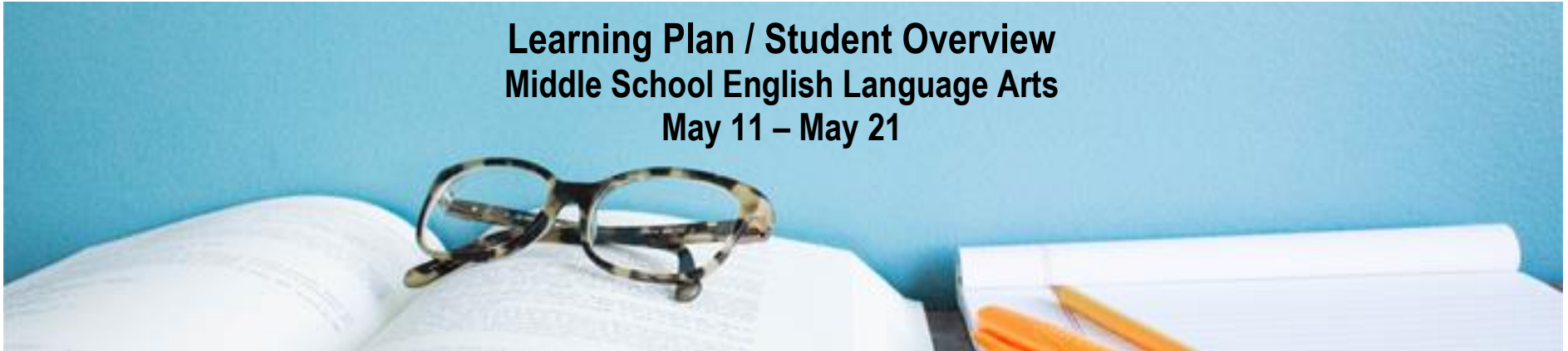
- RL.1.A / RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence.
- RL.1.B / RI.1.B – Determine the meaning of words and phrases as they are used in the text.
- RL.1.D / RI.1.D – Summarize a text.
- RL.2.A / RI.2.A – Analyze how a particular sentence, paragraph, chapter, or section 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 11 – May 21



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 MAY 11	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #1, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Making Meaning: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Prepare to read <i>from Bad Boy</i> by skimming the information on the Making Meaning page for the text. Pay close attention to the Concept Vocabulary portion in the middle of the page.</li> </ul>
	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Concept Vocabulary Pre-Teaching: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Complete the Concept Vocabulary and Word Study task on the following page. Please use a print or electronic dictionary if needed to assist with the task.</li> </ul>
TUESDAY MAY 12	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #2, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can read grade-level text independently.</li> </ul>	<ul style="list-style-type: none"> <li>First Read: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Read the memoir titled <i>from Bad Boy</i> by Walter Dean Myers. As you read, annotate the text using the SLPS Text Annotation Symbols. Capture notes in the margins of the text as you read.</li> </ul>
	<ul style="list-style-type: none"> <li>I can draw conclusions, infer, and analyze by citing textual evidence to support my analysis of the text.</li> </ul>	<ul style="list-style-type: none"> <li>First Read Questions: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Complete 1a, 1b, and 2a of the Short-Response Questions: First Read. This assignment is 2 pages – you are only doing the first page for today's lesson. You will do page 2 tomorrow.</li> </ul>
WEDNESDAY MAY 13	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #3, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can draw conclusions, infer, and analyze by citing textual evidence to support my analysis of the text.</li> </ul>	<ul style="list-style-type: none"> <li>First Read Questions: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Complete 3b, 4a, and 4b of the Short-Response Questions: First Read.</li> </ul>
	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Lesson: Latin Root -spec-</li> </ul>	<ul style="list-style-type: none"> <li>Carefully review and complete the word student lesson and practice for the Latin root -spec-. Note that this assignment is 2 pages long.</li> </ul>

<b>Suggested Pacing</b>	<b>Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Your Assignments</b> <i>How will you show your teacher that you learned the material?</i>
<b>THURSDAY MAY 14</b>	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #4, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can read grade-level text independently.</li> </ul>	<ul style="list-style-type: none"> <li>Close Read: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Read the text <i>from Bad Boy</i> a second time, adding to your annotations as you read.</li> </ul>
	<ul style="list-style-type: none"> <li>I can explain the central idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Craft and Structure: Determine a Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>Carefully review and complete the Analyze Craft &amp; Structure: Determine a Central Idea lesson and practice. This task is 3 pages long. Please do pages 1 and 2 today. You will do page 3 tomorrow.</li> </ul>
<b>FRIDAY MAY 15</b>	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #5, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can explain the central idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Craft and Structure: Determine a Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>Complete the third page of Analyze Craft &amp; Structure: Determine a Central Idea. This is a critical reading skill. If you are struggling, please reach out to your teacher for additional support.</li> </ul>
	<ul style="list-style-type: none"> <li>I can demonstrate a command of the conventions of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Conventions: Adjectives &amp; Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Carefully review the lesson on Conventions: Adjectives and Adverbs. Complete Part A, B, C, and D of the practice.</li> </ul>
<b>MONDAY MAY 18</b>	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #6, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can draw conclusions, infer, and analyze by citing textual evidence to support my analysis of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Text Questions: <i>from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Complete the text questions assignment for the text. Be sure to use textual evidence to support your responses in order to receive full credit.</li> </ul>
	<ul style="list-style-type: none"> <li>I can explain the central idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Writing – Extended Response Activity: Central Idea</li> </ul>	<ul style="list-style-type: none"> <li>Complete the extended response activity focusing on central idea. Provide an objective summary of the text. Include a description of a central idea in the text. Use the guidelines provided to help you.</li> </ul>
<b>TUESDAY MAY 19</b>	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #7, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a New Text: <i>I Was a Skinny Tomboy Kid</i></li> </ul>	<ul style="list-style-type: none"> <li>Prepare to read <i>I Was a Skinny Tomboy Kid</i> by skimming the information on the Making Meaning page for the text. Pay close attention to the Concept Vocabulary and Context Clues portion in the middle of the page.</li> </ul>
	<ul style="list-style-type: none"> <li>I can read grade-level text independently.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading: <i>I Was a Skinny Tomboy Kid</i></li> </ul>	<ul style="list-style-type: none"> <li>You will demonstrate proficiency in reading and writing by engaging in an independent read of the text, <i>I Was a Skinny Tomboy Kid</i> and then completing a writing task the compares this text with <i>from Bad Boy</i>. Be sure to annotate the text as you read and capture notes in the margin to help you.</li> </ul>



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 MAY 20	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #8, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can review, revise, and edit writing with consideration for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Prewriting Task to help you organize your thoughts before beginning the extended writing task.</li> </ul>
		<ul style="list-style-type: none"> <li>Create an Outline for your Written Response</li> </ul>	<ul style="list-style-type: none"> <li>Create an outline for your written response. Consider what transitions you will use to show connections among ideas.</li> </ul>
THURSDAY MAY 21	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Culminating Task: <i>I Was a Skinny Tomboy Kid and from Bad Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>Write a compare-and-contrast essay in which you analyze the ways in which the memoir and the poem present ideas about how boys and girls are “supposed” to act. Also, discuss similarities and differences in how the form of each text allows those ideas to be presented. Work through your notes to analyze the texts. Then, write your essay. Guides have been provided to assist you with this task.</li> </ul>

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:

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

#### To use the BouncePages App:

1. 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.
2. Tap the **bouncepages** icon on your mobile device.
3. A rectangle will show on your device that defines the scanning window.
4. Aim the camera so the FULL page is easily viewable within the scanning window on your screen.
5. Tap the screen to scan the page (this may take a few seconds).
6. A button or buttons will appear.
7. Tap the appropriate button to go to the multimedia link.



# ASSIGNMENT CHECKLIST - CHILDHOOD UNIT

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"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Introduce a New Text: <i>from Bad Boy</i>	<ul style="list-style-type: none"> <li>✓ Prepare to read <i>from Bad Boy</i> by skimming the information on the Making Meaning page for the text. Pay close attention to the Concept Vocabulary portion in the middle of the page.</li> </ul>			
Concept Vocabulary Pre-Teaching: <i>from Bad Boy</i>	<ul style="list-style-type: none"> <li>✓ Complete the Concept Vocabulary and Word Study task on the following page. Please use a print or electronic dictionary if needed to assist with the task.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #2</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
First Read: <i>from Bad Boy</i>	<ul style="list-style-type: none"> <li>✓ Read the memoir titled <i>from Bad Boy</i> by Walter Dean Myers. As you read, annotate the text using the SLPS Text Annotation Symbols. Capture notes in the margins of the text as you read.</li> </ul>			
First Read Questions: <i>from Bad Boy</i>	<ul style="list-style-type: none"> <li>✓ Complete 1a, 1b, and 2a of the Short-Response Questions: First Read. This assignment is 2 pages – you are only doing the first page for today's lesson. You will do page 2 tomorrow.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #3</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
First Read Questions: <i>from Bad Boy</i>	<ul style="list-style-type: none"> <li>✓ Complete 3b, 4a, and 4b of the Short-Response Questions: First Read.</li> </ul>			
Word Study Lesson: Latin Root -spec-	<ul style="list-style-type: none"> <li>✓ Carefully review and complete the word student lesson and practice for the Latin root -spec-. Note that this assignment is 2 pages long.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #4</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Close Read: <i>from Bad Boy</i>	<ul style="list-style-type: none"> <li>✓ Read the text <i>from Bad Boy</i> a second time, adding to your annotations as you read.</li> </ul>			
Analyze Craft and Structure: Determine a Central Idea	<ul style="list-style-type: none"> <li>✓ Carefully review and complete the Analyze Craft &amp; Structure: Determine a Central Idea lesson and practice. This task is 3 pages long. Please do pages 1 and 2 today. You will do page 3 tomorrow.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #5</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			

ASSIGNMENT NAME	ASSIGNMENT DESCRIPTION	ASSIGNMENT SUBMITTED		GRADE RECEIVED
		PAPER/PENCIL SUBMISSION	VIRTUAL CLASSROOM	
Analyze Craft and Structure: Determine a Central Idea	✓ Complete the third page of Analyze Craft & Structure: Determine a Central Idea. This is a critical reading skill. If you are struggling, please reach out to your teacher for additional support.			
Conventions: Adjectives & Adverbs	✓ Carefully review the lesson on Conventions: Adjectives and Adverbs. Complete Part A, B, C, and D of the practice.			
Independent Reading: Reader Response Journal Entry #6	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Text Questions: from <i>Bad Boy</i>	✓ Complete the text questions assignment for the text. Be sure to use textual evidence to support your responses in order to receive full credit.			
Writing – Extended Response Activity: Central Idea	✓ Complete the extended response activity focusing on central idea. Provide an objective summary of the text. Include a description of a central idea in the text. Use the guidelines provided to help you.			
Independent Reading: Reader Response Journal Entry #7	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Introduce a New Text: <i>I Was a Skinny Tomboy Kid</i>	✓ Prepare to read <i>I Was a Skinny Tomboy Kid</i> by skimming the information on the Making Meaning page for the text.			
Independent Reading: <i>I Was a Skinny Tomboy Kid</i>	✓ You will demonstrate proficiency in reading and writing by engaging in an independent read of the text, <i>I Was a Skinny Tomboy Kid</i> and then completing a writing task the compares this text with <i>from Bad Boy</i> .			
Text Questions: <i>I Was a Skinny Tomboy Kid</i>	✓ Complete the text questions assignment for the text. Be sure to use textual evidence to support your responses in order to receive full credit. Your answers to these questions will assist you with your writing assignment over the next few days.			
Independent Reading: Reader Response Journal Entry #8	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Graphic Organizer	✓ Complete the Prewriting Task to help you organize your thoughts before beginning the extended writing task.			
Create an Outline for your Essay	✓ Create an outline for your written response. Consider what transitions you will use to show connections among ideas.			
Culminating Task: Essay	✓ Write a compare-and-contrast essay in which you analyze the ways in which the memoir and the poem present ideas about how boys and girls are “supposed” to act.			

# 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>



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**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**

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## 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.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #6

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 #7

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 #8

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.



from *BAD BOY*

## Comparing Texts

In this lesson, you will read a memoir excerpt and a poem expressing a similar theme. The work you do with your group on this memoir will prepare you to compare it with the poem.



I WAS A SKINNY  
TOMBOY KID

### About the Author



By the age of five, **Walter Dean Myers** (1937–2014) was reading daily newspapers. Despite this impressive start with words, Myers did not think writing would be his career. However, in his twenties, he won a writing contest and went on to find success as an author of young adult books. Myers often wrote about his African American heritage and his life growing up in Harlem, a part of New York City.

### 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.

- Use context as a clue to the meaning of a word or phrase.

## from *Bad Boy*

### Concept Vocabulary

As you perform your first read of the excerpt from *Bad Boy*, you will encounter these words.

respected    desperate    disgusted

**Context Clues** To find the meaning of an unfamiliar word, look for **context clues**—other words and phrases that appear nearby in the text. There are various types of context clues that can help you as you read.

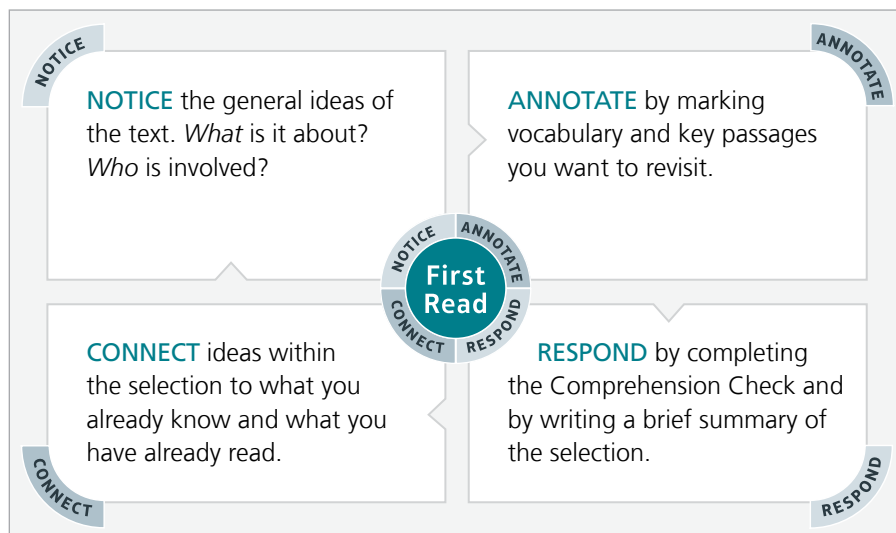
**Context:** Marcus hid the **trove** of baseball cards he'd collected for many years under his bed.

**Conclusion:** Marcus collected baseball cards for many years and hid them. Perhaps *trove* means “valuable, hidden collection.”

Apply your knowledge of context clues 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.



# Bad Boy

Walter Dean Myers

## WORD LIST

respected

desperate

disgusted

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

1. Would you treat your best friend, the person you most *respected*, with hostility? Answer and explain.

2. If you were *desperate* to get out of the house and go play your favorite sport, would that mean you would be okay with staying inside? Answer and explain.

3. If Simone had a *disgusted* look on her face while she watched her brother eat spaghetti out of the trashcan, would Simone be showing pleasure at this? Answer and explain.

B. WORD STUDY: The Latin root *-spec-* means “to look.” For instance, the word *introspect* means “to look inward.” Write a brief definition of the following words on the first line and use each in a sentence on the second line. Use a dictionary to help you. ([www.dictionary.com](http://www.dictionary.com))

1. spectacle = \_\_\_\_\_

2. spectacular = \_\_\_\_\_

3. speculate = \_\_\_\_\_

4. spectator = \_\_\_\_\_

# from **Bad Boy**

Walter Dean Myers

## BACKGROUND

In his memoir, Walter Dean Myers describes his childhood growing up in Harlem, New York, in the 1940s and 1950s. This excerpt takes place when Myers is in elementary school. Earlier in the chapter, his teacher, Mrs. Conway, lent him books to read after noticing his interest in reading.

- 1 **T**here were two categories of friends in my life: those with whom I played ball and everyone else. Athletes were highly **respected** in the black community, and boys my age were encouraged to play some sport. I loved playing ball. I would play basketball in the mornings with the boys who were just reaching

SCAN FOR  
MULTIMEDIA



## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**respected** (rih SPEHK tihd) *adj.*

MEANING:



Mark context clues or indicate another strategy you used that helped you determine meaning.

**desperate** (DEHS puh-riht) *adj.*

MEANING:

their teens, and then stoop ball or punchball on the block with boys my age. Sometimes Eric and I would go down to the courts on Riverside Drive and play there. And I was a bad, bad loser. Most of my prayers, when they weren't for the Dodgers,<sup>1</sup> were quick ones in the middle of a game, asking God to let me win. I liked other sports as well and even followed the New York Rangers hockey team in the papers for a while until I found out that all the references to ice meant just that, that they were skating on ice. There wasn't any ice to skate on in Harlem, so I gave up hockey.

2 With school out and me not having access to Mrs. Conway's cache<sup>2</sup> of books, I rediscovered the George Bruce Branch of the public library on 125th Street. Sometimes on rainy days I would sit in the library and read. The librarians always suggested books that were too young for me, but I still went on a regular basis. I could never have afforded to buy the books and was pleased to have the library with its free supply.

3 Being a boy meant to me that I was not particularly like girls. Most of the girls I knew couldn't play ball, and that excluded them from most of what I wanted to do with my life. Dorothy Dodson, daughter of the Wicked Witch,<sup>3</sup> read books, and I knew she did, but she couldn't stand me and was more than happy to tell me so on a number of occasions. Sometimes I would see other children on the trolley with books under their arms and suspected that they were like me somehow. I felt a connection with these readers but didn't know what the connection was. I knew there were things going on in my head, a fantasy life, that somehow corresponded to the books I read. I also felt a kind of comfort with books that I did not experience when I was away from them. Away from books I was, at times, almost **desperate** to fill up the spaces of my life. Books filled those spaces for me.

4 As much as I enjoyed reading, in the world in which I was living it had to be a secret vice.<sup>4</sup> When I brought a book home from the library, I would sometimes run into older kids who would tease me about my reading. It was, they made it clear, not what boys did. And though by now I was fighting older boys and didn't mind that one bit, for some reason I didn't want to fight about books. Books were special and said something about me that I didn't want to reveal. I began taking a brown paper bag to the library to bring my books home in.

1. **Dodgers** Brooklyn Dodgers, an American professional baseball team, which moved to Los Angeles, California, after the 1957 season.

2. **cache** (kash) *n.* hidden supply.

3. **Wicked Witch** Walter's nickname for Mrs. Dodson, a neighbor he dislikes.

4. **vice** (vys) *n.* bad habit.

- 5 That year I learned that being a boy meant that I was supposed to do certain things and act in a certain way. I was very comfortable being a boy, but there were times when the role was uncomfortable. We often played ball in the church gym, and one rainy day, along with my brother Mickey and some of “my guys,” I went to the gym, only to find a bevy of girls exercising on one half of the court. We wanted to run a full-court game, so we directed a few nasty remarks to the other side of the small gym. Then we saw that the girls were doing some kind of dance, so we imitated them, cracking ourselves up.
- 6 When the girls had finished their dancing, they went through some stretching exercises. A teenager, Lorelle Henry, was leading the group, and she was pretty, so we sent a few *woo-woos* her way.
- 7 “I bet you guys can’t even do these stretching exercises,” Lorelle challenged.
- 8 We scoffed, as expected.
- 9 “If you can do these exercises, we’ll get off the court,” Lorelle said. “If not, you go through the whole dance routine with us.”
- 10 It was a way to get rid of the girls, and we went over to do the exercises. Not one of us was limber<sup>5</sup> enough to do the stretching exercises, and soon we were all trying to look as **disgusted** as we could while we hopped around the floor to the music.
- 11 They danced to music as a poem was being read. I liked the poem, which turned out to be “The Creation” by James Weldon Johnson. I liked dancing, too, but I had to pretend that I didn’t like it. No big deal. I was already keeping reading and writing poems a secret; I would just add dancing. 🐼

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5. **limber** (LIHM buhr) *adj.* flexible.

## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**disgusted** (dihs GUHS tihd) *adj.*

MEANING:

## SHORT-RESPONSE QUESTIONS FIRST READ

### *from Bad Boy*

Walter Dean Myers

**DIRECTIONS:** Complete the following items after you have read the text.

**RI.1.A Cite 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.**

Reread paragraphs 3 and 4 of the excerpt from *Bad Boy*. Then, explain what these paragraphs tell us about the narrator's feelings about books and reading. Use explicit textual evidence—details and ideas directly stated in the text—to support your response.

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

In paragraph 4, the narrator says that he hides books because they could reveal something about him to others. Make an inference that names the personal quality, or characteristic, that the narrator wants to conceal from others. Identify both the inference and the evidence from paragraphs 3 and 4 that supports it.

**RI.2.A Analyze how a particular sentence, paragraph, section, or image contributes to meaning.**

**2. (a) Analyze how a particular section fits into the overall structure of a text.**

In the excerpt from *Bad Boy*, the author begins and ends with a section about playing sports. In the middle of the text, he talks about his interest in books and reading. Explain a likely reason why the author returns to the topic of sports at the end of the text.

**3. (b) Analyze how a particular paragraph contributes to the development of ideas.**

Reread paragraph 11 of *Bad Boy*. Describe how this paragraph contributes to the idea that the author needs to hide parts of his life from others. In your response, cite a specific sentence that helps to develop this idea.

**RI.2.B Explain how an author's point of view or purpose is conveyed in a text.**

**4. (a) Determine an author's point of view or purpose in a text.**

Explain the author's point of view, or position, in *Bad Boy* on the advisability, or wisdom, of sharing one's thoughts and feelings with other young people. What point of view, or opinion, does he have about being open and frank with other young people?

**(b) Explain how an author's point of view or purpose is conveyed in the text.**

Explain how the author of *Bad Boy* conveys, or shows, his point of view on the wisdom of sharing thoughts and feelings with other young people. In your response, identify words and phrases that the author uses to communicate his point of view.

The Latin root **-spec-** means “to look, to see.” For example, the word *inspect* means, “to look at something carefully.”

**A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word. Then, answer the question, providing an explanation for your answer. You may use a dictionary if necessary.

1. True or false? A wedding that was a *spectacle* would be a small, unremarkable event. Explain.

2. If you were able to meet your personal hero, would you treat them with *respect*? Why or why not? Explain.

3. If a miner is *prospecting* for gold, do they know exactly where gold is to be found? Explain.

4. True or false? A person who is *introspective* is a person who looks inward and does a lot of self-analyzing. Explain.

**B. DIRECTIONS:** Select the correct word from the box on the right to complete each sentence.

1. Paul was rather pleased with his new \_\_\_\_\_.  
Not only did they help him see, but they made him look a little like John Lennon.
2. I like boxing, but I'd rather be a \_\_\_\_\_ than a participant. I don't think I could handle being punched in the face.
3. In \_\_\_\_\_, spending his last fifty dollars on a video game was a giant mistake!
4. The police nabbed their \_\_\_\_\_ after finding the stolen merchandise in the trunk of her car.
5. You can always tell when the President's protection detail is around. They always look stoic and \_\_\_\_\_.

suspect  
spectator  
retrospect  
spectacles  
circumspect



A. **DIRECTIONS:** Select the correct word to complete each sentence and type or write it on the line provided.

1. After closer \_\_\_\_\_, the hole in the garden was caused by a rascally rabbit and not a bomb, as the farmer first thought. (*inspection/respect*)
2. Have you noticed how \_\_\_\_\_ Duane is to his parents? He's so mean to them! (*suspect/disrespectful*)
3. My mother became an \_\_\_\_\_ victim of one of my brother's pranks when, to her surprise, a bucketful of water came crashing down upon her head. (*unsuspecting/inspectional*)
4. In her search for candy, Lucia left no cupboard \_\_\_\_\_. (*disrespected/uninspected*)
5. The final assembly was very nice. They played two \_\_\_\_\_ videos showing all the major events that had happened throughout the year. (*introspective/retrospective*)

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

1. overspeculate \_\_\_\_\_
2. respectfully \_\_\_\_\_
3. specter \_\_\_\_\_
4. speculations \_\_\_\_\_
5. uninspected \_\_\_\_\_

C. **DIRECTIONS:** The word perspective means "point of view." Write a short story about a boy and a girl who go on a bike ride. Tell your story from the perspective of either the boy or the girl. Your story should include their names, and a little about what happens to them.

The **central idea** in a reading selection is what the text is mostly about. The author might write about many different characters and many different ideas, but the central idea answers the questions: **What does the author want me to learn? What is the author's main point? Who or what does the author talk mostly about?** Sometimes the author expresses his or her central idea directly. For example:

**Example:** When she opened her mouth to sing, a giggle escaped from somewhere in the auditorium. Certainly Claudia, who was always picked last for kickball, who never wore cool clothes, who always had her nose buried in a book, was about to embarrass herself. But as she began to sing the National Anthem, all of that faded away. Claudia's voice was beautiful, and suddenly, Claudia became beautiful right in front of us. The words "You can't judge a book by its cover" never rang more true.

In this excerpt, the central idea is expressed in the sentence "You can't judge a book by its cover" because it summarizes a universal truth.

Other times, the author might imply the idea, or express it indirectly. To determine an implied idea, look carefully at how the author's word choice expresses his or her point of view. To help you understand a central idea that the author implies, ask yourself: **What is the title of this passage? What phrases or words does the author repeat? What are the most important details?**

**DIRECTIONS:** Read the passage below. Then, answer the questions that follow.

Alyssa woke with a start, the smell of smoke filling her nose. She placed her hand on her bedroom door, making sure it was cool to the touch before opening it. The orange light coming from downstairs told her that the fire was in the kitchen. As she raced down to the porch, she could see her mom and brother through the small window in the back door. The sound of the fire engine whined in the distance, and for the first time, Alyssa considered the idea that she could lose everything she owned. Her favorite sweater, a tin filled with photos, the beaded necklace she made at camp that she wore whenever she was in a good mood. Suddenly, she felt her mother's hand grab for her hand. She looked up and, even though her mother's face was filled with worry, Alyssa knew that everything was going to be okay. All of the important things had made it out of the fire just fine.

1. What is the central idea in the story?

---

2. Is the central idea directly or indirectly expressed?

---

3. Which words in the passage helped you identify the central idea of the text?

---

A. DIRECTIONS: Label the following sentences as containing either a direct (D) or indirect (I) central idea.

\_\_\_\_\_ 1. A small crowd assembled, waiting to see if I'd met my goal of teaching myself to dunk the basketball before the end of the summer. As my hands seized the rim of the basket and the ball fell in the hoop, the crowd gasped in amazement. Sometimes it takes a lot of hard work to meet your goals, but the payoff is totally worth it!

\_\_\_\_\_ 2. As I took the pictures off the wall and put them into the moving box, I felt the sadness creeping in. We'd lived in the same house since I was born, and I couldn't imagine living anywhere else. But then I pictured the giant swimming pool my mom had shown me on my new school's website, and the sadness subsided. Maybe I'd even make it onto the swim team!

\_\_\_\_\_ 3. The phone rang, and Tyler's stomach dropped. Ever since he'd taken on the position as Drama Club president, he rarely had any time for any of his other responsibilities: Math Club secretary, Honor Club vice-president, and Kite Flying Society founder. Tyler loved being involved and keeping busy, but his grades were beginning to suffer. He hadn't seen any of his friends in weeks! Perhaps he could take on less responsibility with the Math Club and spend more time with the Drama Club. Drama Club was his favorite, after all!

B. DIRECTIONS: Read the passage below. Then, answer the questions that follow.

Marty couldn't believe what Melissa's mother had put in front of him: a plate full of Brussels sprouts. It was nice of Melissa to invite him over for dinner, but he never would have accepted if he'd known sprouts were on the menu. His best friend Mark had eaten them once, and he told Marty that he had to brush his teeth for 20 minutes to get the taste out. Looking up, he saw Melissa's mom looking at him strangely, and he knew he was caught. Stabbing the sprout with his fork, he took a bite and...it was delicious!

1. What is the central idea in the story?

---

2. Is the central idea directly or indirectly expressed?

---

3. Which words in the passage helped you identify the central idea of the text?

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## ANALYZE CRAFT AND STRUCTURE ► DETERMINE A CENTRAL IDEA

### Bad Boy

Walter Dean Myers

All good examples of writing have a **central idea**. The central idea is the main message the author would like his or her readers to understand. Central ideas are linked to the author's purpose, because they usually support an idea the author believes to be true. One central idea in "Bad Boy" is that boys are "supposed to" act a certain way. Sometimes the author expresses this idea directly. Other times, he might imply the idea, or express it indirectly. To determine an implied idea, look carefully at the author's word choices, and how he or she expresses his or her point of view.

**DIRECTIONS:** Label these sentences from "Bad Boy" as either direct (D) or indirect (I) central ideas. Then, write out the central idea.

\_\_\_\_\_ 1. "As much as I enjoyed reading, in the world in which I was living it had to be a secret vice."

Central Idea:

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\_\_\_\_\_ 2. "That year I learned that being a boy meant that I was supposed to do certain things and act in a certain way."

Central Idea:

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\_\_\_\_\_ 3. "I liked dancing, too, but I had to pretend that I didn't like it."

Central Idea:

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\_\_\_\_\_ 4. "Away from books I was, at times, almost desperate to fill up the spaces of my life."

Central Idea:

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\_\_\_\_\_ 5. "I felt a connection with these readers but didn't know what the connection was."

Central Idea:

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## CONVENTIONS: ADJECTIVES AND ADVERBS

### BAD BOY

Written By Walter Dean Myers

Adjectives and adverbs are often called **modifiers** because they modify, or make clearer, the meaning of a noun or pronoun. An **adjective** is a word that describes a person, place, or thing. An **adjective** answers one of the following questions: *What kind? Which one? How many? How much?*

- Judith will read **three** novels. (*Three* is an adjective that modifies the noun *novels*. It answers the question, "How many?")
- The **last** performer was **excellent**. (The adjectives *last* and *excellent* modify the noun *performer*. *Last* answers the question, "Which one?" *Excellent* answers the question, "What kind?")
- My **older** cousin will read three novels. (*Older* is an adjective that modifies the noun *cousin*. It answers the question "Which one?" *Three* is an adjective that modifies the noun *novels*. It answers the question "How many?")
- The **last** performer was excellent. (The adjectives *last* and *excellent* modify the noun *performer*. *Last* answers the question "Which one?" *Excellent* answers the question "What kind?")

An **adverb** is a word that modifies a verb, an adjective, or another adverb. **Adverbs** answer the questions *Where? When? How? To what extent?*

- The crowd cheered **loudly** for the team. (The adverb *loudly* modifies the verb *cheered*. It tells how the crowd cheered.)
- I thought that movie was **extremely** sad. (The adverb *extremely* modifies the adjective *sad*. It tells what extent the movie was sad.)
- The crowd cheered loudly for the team. (The adverb *loudly* modifies the verb *cheered*. It tells how the crowd cheered.)
- I thought that movie was extremely sad. (The adverb *extremely* modifies the adjective *sad*. It tells to what extent the movie was sad.)
- He reads very slowly. (The adverb *very* modifies the adverb *slowly*. It tells to what extent he reads slowly.)

### PART A.

**DIRECTIONS:** Tell which question the underlined adjective answers:

*What kind? Which one? How many? How much?*

Sentence	What question does the underlined adjective answer?
1. At the sleepover the girls told <u>scary</u> stories.	
2. The <u>first</u> student to raise her hand was Sara.	
3. Make sure you get <u>enough</u> rest before the big game.	
4. The exhibit includes <u>eighteen</u> color photographs.	
5. The <u>weary</u> ranch workers washed for supper.	

## PART B.

**DIRECTIONS:** Identify each adjective in these sentences from *Bad Boy* and write the word it modifies. Do not include the articles *a*, *an*, and *the*. Some sentences have more than one adjective.

Sentence	Adjective(s)	Word Modified
1. I began taking a brown paper bag to the library to bring my books home in.		
2. I knew there were things going on in my head, a fantasy life, that somehow corresponded to the books I read.		
3. As much as I enjoyed reading, in the world in which I was living it had to be a secret vice.		
4. When the girls had finished their dancing, they went through some stretching exercises.		
5. "If not, you go through the whole dance routine with us."		

## PART C.

**DIRECTIONS:** Identify each adverb and write it in the space next to the sentence.

Sentence	Adverb
1. Athletes were highly respected in Walter Dean Myers's childhood community.	
2. Walter Dean Myers was actively involved in playing basketball.	
3. He was secretly reading books.	
4. Outwardly, he hid his reading habit from the older kids.	
5. He greatly enjoyed the dance routine.	

## PART D.

**DIRECTIONS:** Write two sentences on your own that use an adjective AND an adverb correctly.




Respond to these questions. Use textual evidence to support your responses.

1. (a) **Distinguish** How was Myers's relationship with other boys his age different from his relationship with girls his age? (b) **Analyze** Why was Myers not friendly with any of the girls?

2. **Make Inferences** At the end of the selection, what can you tell about Myers's personality from his remark, "No big deal... I would just add dancing."?

3. (a) **Interpret** What did books symbolize to Myers? (b) **Support** How did Myers manage to keep his reading a secret from other children? (c) **Make a Judgment** Do you think this secrecy was necessary? Explain.

4. (a) How did the older boys make it clear to Myers that reading was "not what boys did"? (b) **Draw Conclusions** Why did Myers feel uncomfortable being a boy at times?

## EXTENDED-RESPONSE ACTIVITY ➤ CENTRAL IDEA

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

**RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.**

1. Provide an objective summary of the excerpt from *Bad Boy*. In your summary, include a description of a central idea in the text.

Use these guidelines in your writing:

- Include the author and title in your summary.
- Be objective. Do not include your personal opinions, feelings, or judgments in your summary.
- Identify and describe a central idea of the text. What is an overall message in the text?
- Identify and describe details that the author includes to support the central idea.
- If you use quotations from the text, explain how the quotations connect to your ideas.



from *BAD BOY*

## Comparing Texts

Now, you will read the poem “I Was a Skinny Tomboy Kid.” After reading, you will compare and contrast the theme of this poem with that of the excerpt from *Bad Boy*.



I WAS A SKINNY  
TOMBOY KID

### About the Poet



#### Alma Luz Villanueva

(b. 1944) was raised in the Mission District of San Francisco by her maternal grandmother, a Yaqui Indian healer. Although Villanueva now writes in English, the inspiration for her works is rooted in the Spanish language and in the Yaqui prayers her grandmother used to sing every morning.

### STANDARDS

#### Reading Literature

By the end of the year, read and comprehend literature, including stories, dramas, and poems, 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.

- Use context as a clue to the meaning of a word or phrase.

## I Was a Skinny Tomboy Kid

### Concept Vocabulary

As you perform your first read of “I Was a Skinny Tomboy Kid,” you will encounter these words.

clenched   stubborn   tenseness

**Context Clues** If these words are unfamiliar to you, try using **context clues**—other words and phrases in nearby text—to help you determine their meanings.

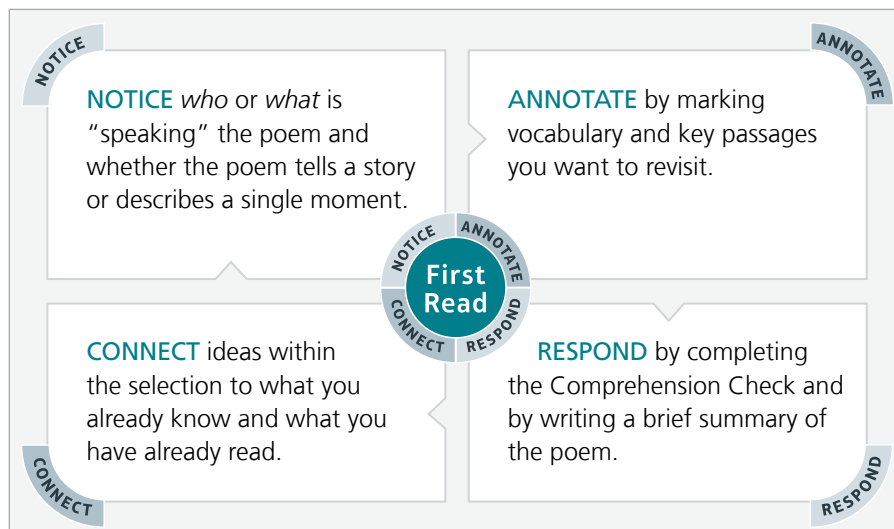
**Context:** Marta **deceptively** hid the winning card in her hand until the end, so that no one would suspect she had it.

**Conclusion:** The word *hid* and the clause *so that no one would suspect she had it* tell you Marta is doing something in a secretive way to prevent others from guessing she has the card. *Deceptively* may mean “in a way meant to mislead others.”

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

### First Read POETRY

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



# I Was a Skinny Tomboy Kid

Alma Luz Villanueva

## BACKGROUND

Although the word *tomboy* was originally defined as “a rude or noisy boy,” it grew to be a label for a girl whose behavior and appearance were not considered to be traditionally feminine. In this poem, the speaker relates her experiences growing up in San Francisco, California, as a self-described tomboy.

I was a skinny tomboy kid  
who walked down the streets  
with my fists **clenched** into  
tight balls.

SCAN FOR  
MULTIMEDIA



## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**clenched** (klehncht) *adj.*

MEANING:

5 I knew all the roofs  
And back yard fences,  
I liked traveling that way  
sometimes  
not touching  
10 the sidewalks  
for blocks and blocks  
it made  
me feel  
victorious  
15 somehow  
over the streets.  
I liked to fly  
from roof  
to roof  
20 the gravel  
falling  
away  
beneath my feet,  
I liked  
25 the edge  
of almost  
not making it.  
and the freedom  
of riding  
30 my bike  
to the ocean  
and smelling it  
long before  
I could see it,  
35 and I traveled disguised  
as a boy  
(I thought)  
in an old army jacket  
carrying my  
40 fishing tackle  
to the piers, and  
bumming<sup>1</sup> bait  
and a couple of cokes  
and catching crabs  
45 sometimes and  
selling them  
to some chinese guys

1. **bumming** getting by asking.

and i'd give  
 the fish away,  
 50 I didn't like fish  
 I just liked to fish—  
 and I vowed  
 to never  
 grow up  
 55 to be a woman and  
 be helpless like  
 my mother,  
 but then I didn't realize  
 the kind of guts  
 60 it often took  
 for her to just keep  
 standing  
 where she was.

I grew like a thin, **stubborn** weed  
 65 watering myself whatever way I could  
 believing in my own myth  
 transforming my reality  
 and creating a  
 legendary/self  
 70 every once in a while  
 late at night  
 in the deep  
 darkness of my sleep  
 I wake  
 75 with a **tenseness**  
 in my arms  
 and I follow  
 it from my elbow to  
 my wrist  
 80 and realize  
 my fists are tightly clenched  
 and the streets come grinning  
 and I forget who I'm protecting  
 and I coil up  
 85 in a self/mothering fashion  
 and tell myself  
 it's o.k.

## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**stubborn** (STUHB uhrn) *adj.*

MEANING:

Mark context clues or indicate another strategy you used that helped you determine meaning.

**tenseness** (TEHNS nihs) *n.*

MEANING:



## SHORT-RESPONSE QUESTIONS → FIRST READ

# I Was a Skinny Tomboy Kid

Alma Luz Villanueva

**DIRECTIONS:** Complete the following items after you have read the text.

**RL.1.A** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I. (a) Cite evidence from the text to explain what the text says explicitly.

Read lines 50–57 of “I Was a Skinny Tomboy Kid.” Then, explain what these lines tell us about how the speaker in the poem viewed adult women when she was young. Use explicit textual evidence (details and ideas directly stated in the text) to support your response.

- (b) Cite evidence from the text to explain an inference.

In “I Was a Skinny Tomboy Kid,” the speaker mentions clenched fists at both the beginning of the poem (line 3) and the end of the poem (line 81). What inference can you make about how the speaker feels when she is making a fist? Consider the references to clenched fists as well as other evidence of the speaker’s feelings. Also consider what you know about how it feels to make a fist and when you might make one. Describe your inference and support it with evidence from the text.

RL.2.A Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

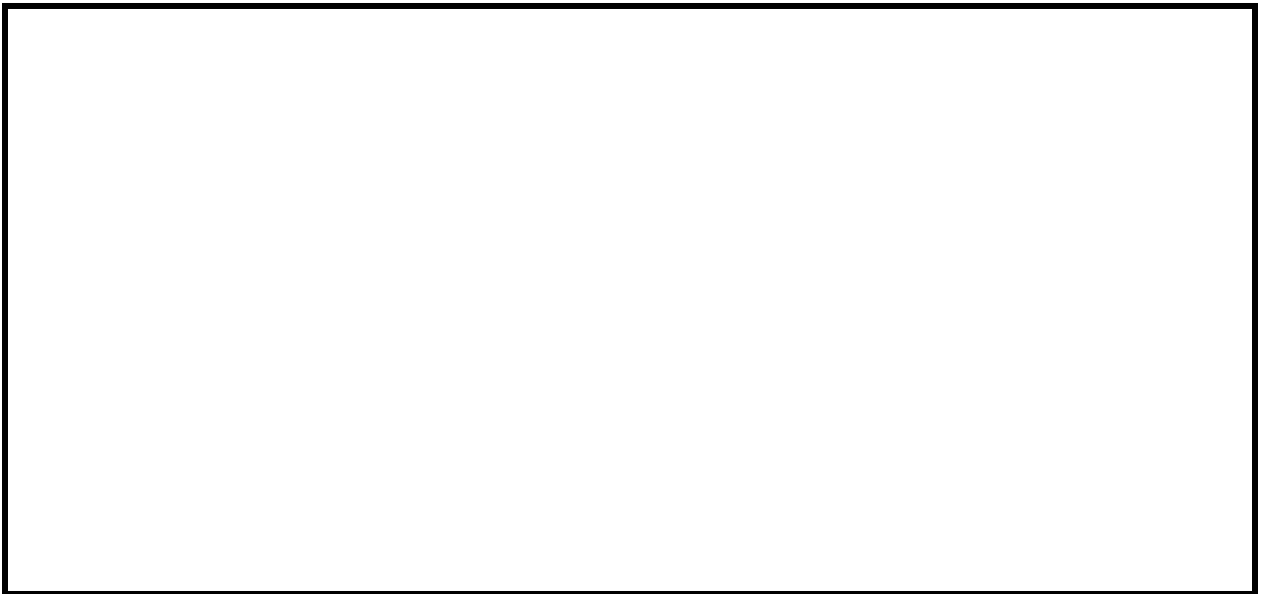
- I. (a) Analyze how a particular stanza fits into the overall structure of a text.

Read lines 64-87 of "I Was a Skinny Tomboy Kid." Explain how these lines fit into the overall structure of the poem. How are lines 64-87 different from lines 1-63? What part of her life is the speaker referring to in lines 64-87? Is it the same part of her life that she describes in lines 1-63?



- (b) Analyze how a particular stanza contributes to the development of a theme.

Identify a theme, or overall message, in the poem. Then explain how lines 64-87 contribute to the development of that theme.



**RL.2.B Explain how an author develops the point of view of the narrator or speaker in a text.**

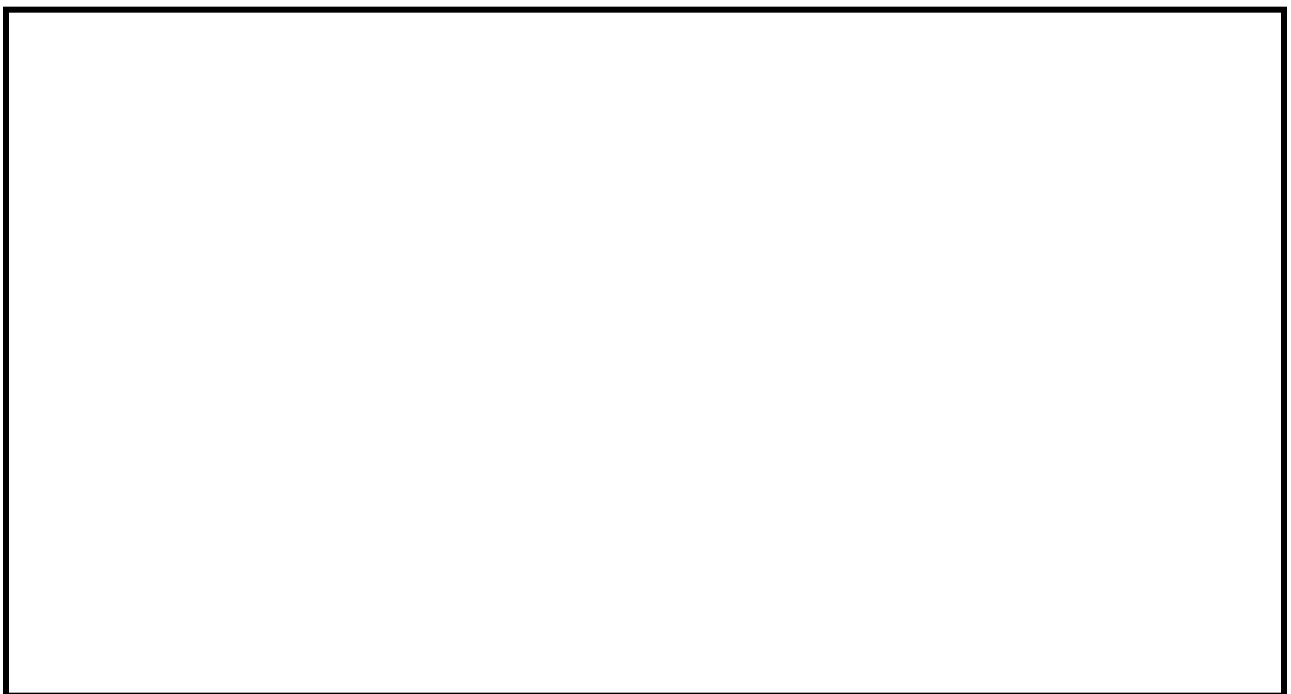
2. Explain how an author develops the point of view of the speaker in a poem.

The poem “I Was a Skinny Tomboy Kid” is written from the first-person point of view. Explain how the author of the poem develops that point of view. In your response, explain who the poem is about; who describes events in that person’s life; and how the author reveals the experiences and feelings that person has.



**RL.3.B Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

3. Compare and contrast how two texts in different forms approach a similar topic. The excerpt from the memoir *Bad Boy* and the poem “I Was a Skinny Tomboy Kid” are both about childhood. The authors, however, use different genres, or forms of writing, to express their ideas about this topic. Identify a way in which the authors’ presentations of ideas about childhood is similar. For example, what idea about childhood do the authors have in common? Also identify a way in which their presentation of ideas is different. For example, how does each author’s choice of genre affect what or how much the author shares with readers?



# ESSAY PLANNING: GRAPHIC ORGANIZER

*from Bad Boy and I Was a Skinny Tomboy Girl*

## Assignment

Write a compare-and-contrast essay in which you analyze the ways in which the memoir and the poem present ideas about how boys and girls are “supposed” to act. Also, discuss similarities and differences in how the form of each text allows those ideas to be presented. Begin by analyzing the texts. Then, work independently to write your essay.

## Prewriting

Analyze the Texts When you compare two texts, you note how they are alike. When you contrast them, you note how they are different. With your group, compare and contrast the memoir and poem, and make notes in the chart. As you work, consider the major parts of each text, such as structure, word choice, and use of figurative language. For example, you might use one row to compare and contrast word choice in each text and another row to compare and contrast figurative language.

<i>from</i> BAD BOY	I WAS A SKINNY TOMBOY KID

To help you guide your writing, answer the following questions:

What are the advantages of a memoir for expressing ideas?	
What are the advantages of a poem for expressing ideas?	
Which text do you think does a better job of expressing ideas about how boys and girls are “supposed” to act? Why?	

### Tips for a high-quality essay:

**Provide Support** Make sure you support your ideas with examples from both selections. Use quotation marks for examples that you copy word for word, even if they are just phrases. Review each example to make sure it is directly related to the idea you want to express.

**Use Transitions** Your essay will read more smoothly if you use transitional words and phrases to show connections among ideas. Some of the most common transitions are shown in the chart:

for example	therefore	on the other hand
for instance	as a result	however
specifically	similarly	in contrast

## I Was a Skinny Tomboy Kid *and* Bad Boy

Alma Luiz Villanueva and Walter Dean Myers

In a **compare-and-contrast essay**, a writer describes similarities and differences between two things. In this essay, you will compare and contrast the ways in which the excerpt from *Bad Boy* and the poem “I Was a Skinny Tomboy Kid” communicate the theme of the difficulties of being different. Once you have used a chart to compare and contrast the two genres, you will plan your essay by creating an outline.

Fill in the following outline, which allows you to compare and contrast important points or features of the two texts. For example, you might compare and contrast points such as figurative language, word choice, and author's voice.

### I. Introduction

A. Paragraph #1: Thesis Statement: \_\_\_\_\_

### II. Body

A. Paragraph #2: Point 1 \_\_\_\_\_

1. *Bad Boy* \_\_\_\_\_

2. “I Was a Skinny Tomboy Kid” \_\_\_\_\_

B. Paragraph #3: Point 2 \_\_\_\_\_

1. *Bad Boy* \_\_\_\_\_

2. “I Was a Skinny Tomboy Kid” \_\_\_\_\_

C. Paragraph #4: Point 3 \_\_\_\_\_

1. *Bad Boy* \_\_\_\_\_

2. “I Was a Skinny Tomboy Kid” \_\_\_\_\_

### III. Conclusion

A. Paragraph #5: Restate Thesis Statement: \_\_\_\_\_