

The Hunger Games by Suzanne Collins

Grade 6

Summary: In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed.

Connection to the Curriculum:

This text is used with the social studies curriculum. We compare and contrast the civilizations of Ancient Greece and Rome with Panem and with our own contemporary society.

Common Core State Standards Addressed:

Reading:

CCSS.ELA-Literacy.RL.6.1

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

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-Literacy.RL.6.5

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.

Writing:

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

CCSS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A Note on the Text: (The best way to evaluate and understand a novel or movie is to personally read the book in its entirety.) Parents need to know that *The Hunger Games* is a story about a reality show where 24 teens must kill one another until only one survives. They do so with spears, rocks, arrows, knives, fire, and by hand. It's not unduly gory, but violence among teens is frequent throughout.

<https://www.common sense media.org/book-reviews/the-hunger-games-book-1>

Assessment: The culminating assessment is an essay comparing and contrasting civilization in Ancient Greece and Rome with Panem and contemporary society. The essay that students write allows them to fully demonstrate their mastery of the Common Core Standards listed above.

Bridge to Terabithia by Katherine Paterson

Grade 6

Summary: This Newbery Medal-winning novel by bestselling author Katherine Paterson is a modern classic of friendship and loss.

Jess Aarons has been practicing all summer so he can be the fastest runner in the fifth grade. And he almost is, until the new girl in school, Leslie Burke, outpaces him. The two become fast friends and spend most days in the woods behind Leslie's house, where they invent an enchanted land called Terabithia. One morning, Leslie goes to Terabithia without Jess and a tragedy occurs. It will take the love of his family and the strength that Leslie has given him for Jess to be able to deal with his grief.

In addition to being a Newbery Medal winner, *Bridge to Terabithia* was also named an ALA Notable Children's Book and has become a touchstone of children's literature, as have many of Katherine Paterson's other novels, including *The Great Gilly Hopkins* and *Jacob Have I Loved*.

Connection to the Curriculum:

This text is used to explore social and emotional learning standards related to the topics of friendship, grief, and family dynamics. This text is used to introduce literary analysis, including plot, setting, and theme.

Common Core State Standards Addressed:

Reading:

CCSS.ELA-Literacy.RL.6.1

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

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-Literacy.RL.6.5

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.

CCSS.ELA-Literacy.RL.6.6

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

Integration of Knowledge and Ideas:

Writing:

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

CCSS.ELA-Literacy.L.6.5

Speaking and Listening

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A Note on the Text: (The best way to evaluate and understand a novel or movie is to personally read the book or watch the film in its entirety.) Parents need to know that this Newbery winner with positive and imaginative tween characters is a genuine tear-jerker that deals with loss and grief.

<https://www.common sense media.org/book-reviews/bridge-to-terabithia>

Assessment: Students will write literary analyses on the topics of friendship, grief, and family dynamics.

Roll of Thunder, Hear My Cry by Mildred Taylor

Grade 6

Summary: Winner of the Newbery Medal, this remarkably moving novel has impressed the hearts and minds of millions of readers.

Set in Mississippi at the height of the Depression, this is the story of one family's struggle to maintain their integrity, pride, and independence in the face of racism and social injustice. And it is also Cassie's story—Cassie Logan, an independent girl who discovers over the course of an important year why having land of their own is so crucial to the Logan family, even as she learns to draw strength from her own sense of dignity and self-respect.

Connection to the Curriculum:

This text is used to explore internal development, the rich inner rewards of black pride, love, and independence. Students will prepare for reading and analyzing the novel by gathering information about conditions affecting African Americans in the 1930s. Illinois Social and Emotional Learning Goal 2.

Common Core State Standards Addressed:

Reading:

CCSS.ELA-Literacy.RL.6.1

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

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-Literacy.RL.6.5

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.

CCSS.ELA-Literacy.RL.6.6

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

CCSS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.RL.6.9

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

Writing:

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

CCSS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A Note on the Text: (The best way to evaluate and understand a novel or movie is to personally read the book in its entirety.) Parents need to know that with lyrical, compelling prose, the story builds to a fiery climax, but it's sometimes sidetracked by long sections of background information.

<https://www.commonensemedia.org/book-reviews/roll-of-thunder-hear-my-cry>

Assessment: Students will be able to use social awareness and interpersonal skills to establish and maintain positive relationships. Students will analyze how one's behavior may affect others through multiple activities and projects.

Red Kayak by Patricia Cummings

Grade 6

Summary: Brady loves life on the Chesapeake Bay with his friends J.T. and Digger. But developers and rich families are moving into the area, and while Brady befriends some of them, like the DiAngelos, his parents and friends are bitter about the changes. Tragedy strikes when the DiAngelos' kayak overturns in the bay, and Brady wonders if it was more than an accident. Soon, Brady discovers the terrible truth behind the kayak's sinking, and it will change the lives of those he loves forever. Priscilla Cummings deftly weaves a suspenseful tale of three teenagers caught in a wicked web of deception.

Connection to the Curriculum:

This text is used to explore social and emotional learning standards related to the topics of friendship, grief, and family dynamics. This text is used to explore literary analysis, including plot, setting, and theme.

Common Core State Standards Addressed:

Reading:

CCSS.ELA-Literacy.RL.6.1

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

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-Literacy.RL.6.5

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.

CCSS.ELA-Literacy.RL.6.6

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

Integration of Knowledge and Ideas:

Writing:

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

CCSS.ELA-Literacy.L.6.5

Speaking and Listening

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A Note on the Text: (The best way to evaluate and understand a novel or movie is to personally read the book or watch the film in its entirety.) Parents need to know that this story involves a child drowning and juvenile delinquency.

Assessment: Students will write literary analyses on the topics of friendship, honesty, and peer pressure.

Crossing the Wire by Will Hobbs

Grade 6

Summary: When falling crop prices threaten his family with starvation, fifteen-year-old Victor Flores heads north in an attempt to "cross the wire" from Mexico into the United States so he can find work and send money home. But with no coyote money to pay the smugglers who sneak illegal workers across the border, Victor must struggle to survive as he jumps trains, stows away on trucks, and hikes grueling miles through the Arizona desert. Victor's journey is fraught with danger, freezing cold, scorching heat, hunger, and dead ends. It's a gauntlet run by millions attempting to cross the border. Through Victor's often desperate struggle, Will Hobbs brings to life one of the great human dramas of our time.

Connection to the Curriculum:

This text explores current issues of immigration, economic oppression, and the hardships that cause people to leave their homelands. The text may also be used to trace the hero's journey.

Common Core State Standards Addressed:

Reading:

CCSS.ELA-Literacy.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Writing:

CCSS.ELA-Literacy.W.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Language:

CCSS.ELA-Literacy.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Speaking and Listening

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A Note on the Text: (The best way to evaluate and understand a novel or movie is to personally read the book in its entirety.) Parents need to know that the main character encounters a variety of hardships as he makes his journey to the United States, including violence, gangs, and drug traffickers.

Assessment: Students will write literary analyses, exploring theme, the hero's journey, point of view, and perspective.