



6TH GRADE **ELA**

Student Materials

Unit 2

Challenging Authority: The Giver



Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Young people have very different coming-of-age experiences depending on their background, relationships, and social contexts.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: The choices we make and how we express ourselves can deeply influence who we become.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Belonging, understanding, and acceptance can transform a person's sense of self.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Response:

Response:

Statement 4: Making everything and everyone in a society as alike as possible ensures fairness and prevents conflict.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Response:

Response:

Statement 5: It is better to be in a safe environment and never feel fear or pain.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Response:

Response:

Statement 6: A society or government has the right to decide what books are available within a community.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 7: Some books shouldn't be read because they can promote dangerous ideas.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 8: When parents or a society try to protect you too much, it can stop you from learning how to make your own decisions.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 9: Emotions and memories, even when intense or painful, are an important part of the human experience.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 10: Growing up often means facing difficult truths, even if it's uncomfortable or makes you question what you used to believe.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Article: "[Dark Futures: The Power and Purpose of Dystopian Fiction](#)" by Caitlyn Meagher

Objective: Explain the characteristics, purpose, and development of the genre of dystopian fiction and define important terms related to this topic.

1. How did historical events and societal changes influence the creation of the **dystopian** fiction genre? Provide examples from the text to support your answer.

2. How and why has **dystopian** fiction developed over time? Provide examples from the text to support your answer.

3. Consider the many examples of **dystopian** novels within the article. What are the common characteristics of **dystopian** fiction? Cite evidence from the text to support your answer.

Name: _____ Date: _____

Anticipation Guide

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<i>Response:</i>			<i>Response:</i>		
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<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Belonging, understanding, and acceptance can transform a person's sense of self.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Response:

Response:

Statement 4: Making everything and everyone in a society as alike as possible ensures fairness and prevents conflict.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Response:

Response:

Statement 5: It is better to be in a safe environment and never feel fear or pain.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Response:

Response:

Statement 6: A society or government has the right to decide what books are available within a community.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 7: Some books shouldn't be read because they can promote dangerous ideas.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Statement 9: Emotions and memories, even when intense or painful, are an important part of the human experience.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 10: Growing up often means facing difficult truths, even if it's uncomfortable or makes you question what you used to believe.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Article: [“Dark Futures: The Power and Purpose of Dystopian Fiction”](#) by Caitlyn Meagher

Objective: Explain the characteristics, purpose, and development of the genre of dystopian fiction and define important terms related to this topic.

Discussion & Writing Prompt

What is the goal of **dystopian** fiction? Why does this genre continue to resonate with readers in today's world? Cite evidence from the text to support your answer.

Name: _____

Date: _____

How is Jonas feeling at the beginning of the book? Why?

What does Jonas' family do every night after dinner?

What happens every December in the community?

What is Jonas' father's job? Who is Gabe?

How are families structured in the community?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — Chapters 1–2

Objective: Explain how specific words, sentences, and passages in the first two chapters of *The Giver* help establish the setting.

1. What sentences in the first two pages of the text indicate to the reader that Jonas's world is different from our own? Cite evidence from the text to support your answer.

2. How do the family discussions on pages 6–11 help to establish the setting? Cite evidence from the text to support your answer.

3. How does the conversation about Assignments on pages 19–21 help develop the reader's understanding of the setting? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — Chapters 1–2

Objective: Explain how specific words, sentences, and passages in the first two chapters of *The Giver* help establish the setting.

Discussion & Writing Prompt

How does Jonas's discussion with his parents in Chapter 2 establish the setting of the text? How is the community different from ours? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Why has Jonas's father made the decision to bring Gabe home?

What is one thing that Jonas and Gabe have in common? How does Jonas react to this?

What happens when Jonas is playing with the apple? How does he respond?

Where does Jonas do his volunteer hours in Chapter 4?

What happens when people in Jonas's community get very old?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 25–42 , Chapters 3–4

Objective: Analyze how the author's use of mood and tone contribute to the development of the setting.

1. What tone does Jonas's mother use to describe Birthmothers on page 27? What does her tone suggest about the role of Birthmothers in the community? Cite evidence from the text to support your answer.

2. What is the tone of the scene where Jonas sees the apple on pages 30–31? How does the tone contribute to conveying the significance of this scene? Cite evidence from the text to support your answer.

3. What is the mood of the scene where Jonas prepares to wash Larissa on pages 38–39? How does the mood of the scene contribute to the reader's understanding of Jonas's community? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 25–42 , Chapters 3–4

Objective: Analyze how the author's use of mood and tone contribute to the development of the setting.

Discussion & Writing Prompt

What is Larissa's tone when she describes Roberto's release on pages 39–41? How does her tone contribute to the reader's understanding of Jonas's community? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Why does Jonas begin taking a pill every day? How does this make him feel?

Why is Gabriel not at the Naming? Why is this unusual?

How are the ceremonies organized?

How are the people in the community feeling during the ceremonies?

How is Jonas feeling on the day of the ceremony? Why?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 43–62 , Chapters 5–6

Objective: Explain how the protagonist's response to the setting and specific events reveals aspects of his character.

1. What does Jonas's conversation with his parents about his dream reveal about his character? Cite evidence from the text to support your answer.

2. What do the ceremonies on pages 55–59 demonstrate about how children in the community are viewed and treated? What does this reveal about the community's values? Provide examples from the text to support your answer.

3. How does Jonas respond to the conversations and expectations surrounding the Ceremony of Twelve? What does this reveal about his personality and his relationship with the community? Provide examples from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 43–62 , Chapters 5–6

Objective: Explain how the protagonist's response to the setting and specific events reveals aspects of his character.

Discussion & Writing Prompt

How does Jonas respond to the values and expectations of the community in Chapters 5–6? What do his responses reveal about his character? Provide examples from the text to support your answer.

Name: _____

Date: _____

What happens during the Ceremony of Twelve?

What story do they tell about Asher? Why?

What happens when the Chief Elder gets to Jonas's number?

What Assignment is Jonas selected for? Why?

What emotions does Jonas experience when he learns of his new Assignment?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 63–81 , Chapters 7–8

Objective: Analyze the structure of the text and how the author's use of juxtaposition develops the plot and the setting.

1. How does Lowry juxtapose Jonas's and the Chief Elder's memory of Asher on pages 68–70? How does this juxtaposition develop the setting of the text? Cite evidence from the text to support your answer.

2. How does Lowry juxtapose Fiona and Jonas's experiences during the ceremony on pages 71–73? How does this juxtaposition contribute to the development of the plot? Cite evidence from the text to support your answer.

3. Summarize the events of Chapter 8. Where does this chapter fall in the overall structure of the text? Provide examples from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 63–81 , Chapters 7–8

Objective: Analyze the structure of the text and how the author's use of juxtaposition develops the plot and the setting.

Discussion & Writing Prompt

How does Lowry's use of juxtaposition in the scene where Jonas receives his Assignment (pp. 79–81) contribute to the development of the plot? Cite evidence from the text to support your answer.

Name: _____

Date: _____

How is Jonas feeling since learning of his assignment? Why?

What detail in the instructions surprises Jonas the most? Why?

What surprises Jonas about the Receiver's dwelling?

What does it mean to be the Receiver of Memory?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 82–100 , Chapters 9–10

Objective: Explain how significant events impact the protagonist and how his responses show a change in perspective.

1. What do Jonas's interactions on pages 82–85 reveal about how he is impacted by becoming the Receiver of Memory? Cite evidence from the text to support your answer.

2. On pages 87–90, Jonas receives the rules and expectations for the Receiver of Memory. How does Jonas respond to the rules? How do the rules impact Jonas's understanding of his community? Provide examples from the text to support your answer.

3. What is unique about the Receiver's dwelling? What does the dwelling—and Jonas's reaction to it—reveal about the Receiver of Memory's role within the community? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 82–100 , Chapters 9–10

Objective: Explain how significant events impact the protagonist and how his responses show a change in perspective.

Discussion & Writing Prompt

What does Jonas learn about his Assignment from the current Receiver of Memory? How does this knowledge impact Jonas and his perspective on his community? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What was one of the first books to be banned in the United States? Why was it banned?

What is a book challenge?

Why are there more book challenges in recent years? Who is primarily responsible for these challenges?

Explain one major reason why some people support book bans.

Explain one major reason why some people oppose book bans.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 93–94
- Article: [“Stories That Challenge Us: Understanding Book Bans”](#) by Caitlyn Meagher

Objective: Explain how the article's central ideas about censorship connect to themes in *The Giver*.

1. Why have books been banned throughout history? Why have book bans become more frequent in the United States in recent years? Provide examples from the text to support your answer. ("Stories That Challenge Us: Understanding Book Bans")

2. Summarize the main reasons that some books have been banned from schools and libraries in recent years. Provide examples from the text to support your answer. ("Stories That Challenge Us: Understanding Book Bans")

3. Summarize the main reasons many people have opposed book bans in recent years. Provide examples from the text to support your answer. ("Stories That Challenge Us: Understanding Book Bans")

4. How does Jonas's reaction to the books in the Receiver's dwelling reveal the impact of **censorship** on individuals? (*The Giver*)

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 93–94
- Article: [“Stories That Challenge Us: Understanding Book Bans”](#) by Caitlyn Meagher

Objective: Explain how the article's central ideas about censorship connect to themes in *The Giver*.

Discussion & Writing Prompt

How do the article's central ideas contribute to the reader's understanding of **censorship** in *The Giver*? Provide examples from both texts to support your answer.

Name: _____

Date: _____

What is the first memory that Jonas receives?

How does he respond to the experience of his first memory?

What is "Sameness" (p. 106)? How has it shaped life in Jonas's community?

What is the ability to "see beyond" (p. 115)?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 101–121 , Chapters 11–12

Objective: Analyze how the protagonist's responses to significant events reveal changes in his character.

1. Summarize the process of transmitting and receiving memories. How do the **sensations** during the exchange impact Jonas? Cite evidence from the text to support your answer.

2. What do Jonas's interactions with his family and friends on pages 111–114 reveal about how Jonas is changing? What prompted these changes?

3. What does Jonas's decision to "ask The Giver" (p. 115) reveal about his character? How does this decision advance the plot? Cite evidence from the text to support your answer.

4. Summarize the history of Sameness within Jonas's community. What does Jonas's response to learning about Sameness reveal about his development? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 101–121 , Chapters 11–12

Objective: Analyze how the protagonist's responses to significant events reveal changes in his character.

Discussion & Writing Prompt

How has Jonas's training with The Giver led to changes in his character? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Why does Jonas touch Asher's shoulders? What happens?

What kind of memories does The Giver begin to share with Jonas? How does Jonas react?

What does Jonas try to explain to Lily? How does she react?

What happened to the memories when the former Receiver failed?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 122–135 , Chapter 13

Objective: Analyze how the author explores several thematic topics in a section of the text.

1. How does the dialogue on pages 122–124 address the thematic topic of control? Cite evidence from the text to support your answer.

2. How does the memory of the elephant explore the thematic topic of empathy? Provide examples from the text to support your answer.

3. How does Lowry explore the thematic topic of loneliness through Jonas's interactions with friends and family after acquiring new memories?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 122–135 , Chapter 13

Objective: Analyze how the author explores several thematic topics in a section of the text.

Discussion & Writing Prompt

How does Lowry explore the thematic topic of loneliness in Chapter 13? Provide examples from the text to support your answer.

Name: _____

Date: _____

What memory does The Giver transfer to Jonas at the beginning of Chapter 14? How does Jonas react?

Why did The Giver advise the Committee of Elders that each family should only have two children?

What does Jonas realize as he is trying to help Gabe fall asleep? How does he respond to this realization?

What memory does The Giver transmit to Jonas in Chapter 15?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 136–151 , Chapters 14–15

Objective: Analyze the protagonist's motivations and explain how the events of Chapters 14 and 15 advance the plot.

1. How does the transfer of the memory on pages 136–139 impact Jonas? Cite evidence from the text to support your answer.

2. What does the scene on pages 142–143 reveal about Jonas? How does Jonas's realization in this scene advance the plot? Cite evidence from the text to support your answer.

3. How does the memory of warfare impact both Jonas and The Giver? How does the Giver's reaction advance the plot? Provide examples from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 136–151 , Chapters 14–15

Objective: Analyze the protagonist's motivations and explain how the events of Chapters 14 and 15 advance the plot.

Discussion & Writing Prompt

What motivates Jonas to **assuage** Gabriel's discomfort? How does Jonas's decision advance the plot? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What does The Giver do to make up for giving Jonas these difficult memories?

What question does Jonas ask his parents? How do they respond?

What decision does Jonas make about his pills?

What game does Jonas see his friends playing?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 163 – 173 — Chapters 16–17

Objective: Analyze how the protagonist's reactions to significant events reveal changes in his character and perspective.

1. How has the experience of receiving positive memories impacted Jonas's perspective of his family? Cite evidence from the text to support your answer.

2. How do Jonas's actions at his dwelling on pages 159–162 demonstrate a change in his character? Provide examples from the text to support your answer. (RL.6.3)

3. What does Jonas's reaction to the game of "good guys and bad guys" (p. 167) reveal about how his character and perspective have changed? Cite evidence from the text to support your answer. (RL.6.3 / RL.6.6)

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 163 – 173 — Chapters 16–17

Objective: Analyze how the protagonist's reactions to significant events reveal changes in his character and perspective.

Discussion & Writing Prompt

After giving Jonas his Assignment during the Ceremony of Twelve, the Chief Elder tells Jonas, "Thank you for your childhood" (p. 64). How does this statement reflect the changes in Jonas's character and perspective in Chapter 17? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What happened to the previous Receiver? Why was she never seen again?

What happened to the memories she had received?

What does it mean when someone is released?

How does Jonas learn what this really means?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 174–189 , Chapters 18–19

Objective: Explain how the mood and tone of significant scenes contribute to the development of the plot.

1. How does The Giver's tone when speaking about Rosemary convey the significance of this event within the plot? Cite evidence from the text to support your answer.

2. What is Jonas's father's tone during the Ceremony of Release on pages 185–189? How does Lowry use juxtaposition to develop the mood of this scene? Cite evidence from the text to support your answer.

3. How does The Giver's tone when speaking about release contribute to the development of the plot? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 174–189 , Chapters 18–19

Objective: Explain how the mood and tone of significant scenes contribute to the development of the plot.

Discussion & Writing Prompt

How does the mood of Chapter 19 contribute to the development of the plot? How does this chapter fit into the overall structure of the text? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What plan do Jonas and The Giver make? What is the purpose of this plan?

What will The Giver do in the future? Why?

What does The Giver tell Jonas about the previous Receiver?

Why does Jonas make the decision to put the plan into place early?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 190–213 , Chapters 20–21

Objective: Explain how specific sections of text reveal changes in the protagonist and contribute to the development of the plot.

1. What is the significance of the scene on pages 190–193 in which Jonas and The Giver witness the release of the newchild? Cite evidence from the text to support your answer.

2. How does The Giver and Jonas's plan contribute to the development of the plot? Provide examples from the text to support your answer.

3. In Chapter 16, Jonas shares with Gabriel his wish for a future in which "there could be love" (p. 162). How does this influence Jonas's actions on pages 204–208? Provide examples from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 190–213 , Chapters 20–21

Objective: Explain how specific sections of text reveal changes in the protagonist and contribute to the development of the plot.

Discussion & Writing Prompt

Jonas now feels that caring is "the meaning of everything" (p. 196). How does this line reveal changes in Jonas's character and contribute to the development of the plot? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What changes about the landscape as Jonas gets farther away from the community?

What challenges does Jonas face in these chapters?

How does Gabriel react to the challenges of their journey?

What do you think happens at the end of the text?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 214–225 , Chapters 22–23

Objective: Analyze how specific sections in the resolution of the text help develop the plot and key thematic topics of the story.

1. How does Jonas's internal monologue on pages 217–218 help resolve his central conflict about the idea of choice? Provide examples from the text to support your answer.

2. Jonas's ascent up the hill on pages 219–223 explores several thematic topics, including hope, resilience, and sacrifice. Select one of these thematic topics and explain its development in this scene. Cite evidence from the text to support your answer.

3. How does the final scene on pages 223–225 resolve the story's conflicts, and which conflicts remain unresolved? Why do you think Lowry chose to end the story this way?

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry — pp. 214–225 , Chapters 22–23

Objective: Analyze how specific sections in the resolution of the text help develop the plot and key thematic topics of the story.

Discussion & Writing Prompt

How does the final chapter of *The Giver* resolve the plot and help develop important thematic topics in the story? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry – Whole Text

Objective: Determine themes in *The Giver* and explain how they are developed over the course of the text.

1. What are two thematic topics central to *The Giver*? Explain how these thematic topics are explored in the text.

2. Resistance is an additional theme in *The Giver*. Where in the text does Lowry explore the thematic topic of "resistance"?

3. How does Lowry develop the topic of "resistance"? What specific details or events from the text help to develop this theme?

Name: _____

Date: _____

How does *The Giver* help you better understand the concepts of utopia and dystopia? Why is *The Giver* considered a dystopian novel?

Is it worth sacrificing knowledge and choice for a life of contentment and ease?

Why is *The Giver* considered a coming-of-age novel?

Name: _____

Date: _____

What is the main topic of the novel *Ban This Book*?

Why did the county Moms for Liberty chapter challenge *Ban This Book*?

What reason did the school board give for banning the book?

What was Gratz's reaction to the book's removal?

Who are some of the people or groups that supported Gratz and spoke out against book banning?

Name: _____ Date: _____

Sequence of Events Graphic Organizer

Which unanswered question will your ending address?

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Narrative Transitional Language Reference Sheet

Transition Type	Time/Sequence	Spatial
Purpose	To show things occurring in order; chronology	To indicate a spatial relationship or show movement through the setting
Word Bank	First Next Then Finally Later Afterwards Beforehand Meanwhile Initially Previously Later on During Ultimately Soon Currently At last Suddenly Eventually	Above Below Across Ahead Behind Beside Between Nearby Next to Here Beyond Farther on In the distance

Pronouns Reference Sheet

Pronoun Case: the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
first person	I	me	my, mine
	we	us	our, ours
second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs

Name: _____ Date: _____

Sequence of Events Graphic Organizer

Which unanswered question will your ending address?

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Name: _____ Date: _____

Sequence of Events Graphic Organizer

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Narrative Transitional Language Reference Sheet

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Word Bank	First Next Then Finally Later Afterwards Beforehand Meanwhile Initially Previously Later on During Ultimately Soon Currently At last Suddenly Eventually	Above Below Across Ahead Behind Beside Between Nearby Next to Here Beyond Farther on In the distance

Name: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry

Objective: Draft an extended ending to *The Giver* that uses transitional language to both sequence events and indicate shifts in setting.

Writing Prompt

transitional language

Extend the ending of *The Giver* by resolving one of the novel's unanswered questions in a new scene. While drafting, use clear transitional language to show *when* things happen and *where* things happen.

- **Project Prompt:** Write an ending that shows what happens next and resolves one of the novel's unanswered questions. Focus on bringing the story to a clear conclusion, rather than creating an entirely new plot.

Name: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry

Objective: Revise the draft to include descriptive details that maintain the tone of the original text and convey character feelings.

Writing Prompt

tone

Reread your ending and think about its tone. Revise any descriptive details that don't match the tone of *The Giver*. Then, add new details that maintain the original tone and reveal how the characters are feeling.

- **Project Prompt:** Write an ending that shows what happens next and resolves one of the novel's unanswered questions. Focus on bringing the story to a clear conclusion, rather than creating an entirely new plot.

Pronouns Reference Sheet

Pronoun Case: the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
first person	I	me	my, mine
	we	us	our, ours
second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs

Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry

Objective: Edit the draft to ensure pronouns agree with their antecedents and to improve clarity and correctness.

Writing Prompt

Reread your draft, checking that all pronouns clearly match the nouns they replace. Correct any errors by choosing the appropriate pronoun. Then, finalize your draft by polishing it for spelling, grammar, and overall clarity.

- **Project Prompt:** Write an ending that shows what happens next and resolves one of the novel's unanswered questions. Focus on bringing the story to a clear conclusion, rather than creating an entirely new plot.

Name: _____

What is the main topic of the novel *Ban This Book*?

Why did the county Moms for Liberty chapter challenge *Ban This Book*?

What reason did the school board give for banning the book?

What was Gratz's reaction to the book's removal?

Who are some of the people or groups that supported Gratz and spoke out against book banning?

Name: _____

Date: _____

Today's Materials:

- Article: ["A Florida school district banned 'Ban This Book.' Author says that's 'erasure of the highest order' and wants it reinstated"](#) by Chandelis Duster

Objective: Explain how specific sections of an article contribute to developing central ideas about book banning.

1. Summarize the main arguments both in support of and against the decision to ban Gratz's book.

2. What is the central idea of the section "The right to decide what children read"? Why did Duster include this section in the article? Cite evidence from the text to support your answer.

3. What is the purpose of paragraphs 25–27? How do these concluding paragraphs contribute to developing a central idea of the article? Provide examples from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Article: ["A Florida school district banned 'Ban This Book.' Author says that's 'erasure of the highest order' and wants it reinstated"](#) by Chandelis Duster

Objective: Explain how specific sections of an article contribute to developing central ideas about book banning.

Discussion & Writing Prompt

How does the article convey and develop a central idea about book banning? Provide examples from the text to support your answer.

Name: _____

Date: _____

Why was Amanda Gorman's *The Hill We Climb* banned in some counties in Florida?

What was the author of the article's relationship with books as a child?

What did a recent study reveal about the representation of diverse characters in children's books?

Why is the representation of Black stories in children's books important?

Name: _____

Date: _____

Today's Materials:

- Article: "[The Heavy Cost of Banning Books About Black Children](#)" by Anna Gifty Opoku-Agyeman

Objective: Identify the main argument and claims made by the author and analyze how particular sections contribute to the development of ideas.

1. How does the anecdote in paragraphs 1–5 support Opoku-Agyeman's claim that we read books "to see ourselves" (para. 6)? Provide examples from the text to support your answer.

2. How does Opoku-Agyeman support the claim that Black and Latinx characters are underrepresented in children's literature? Cite evidence from the text to support your answer.

3. What claim does Opoku-Agyeman make in paragraphs 9–11? How does she support this claim? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Article: "[The Heavy Cost of Banning Books About Black Children](#)" by Anna Gifty Opoku-Agyeman

Objective: Identify the main argument and claims made by the author and analyze how particular sections contribute to the development of ideas.

Discussion & Writing Prompt

What is Opoku-Agyeman's main argument? How does she develop her argument? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Why did the author prescribe stories as medicine to families?

According to the author, how does reading benefit young people?

How was the author affected by not seeing people who looked like her in books as a child?

What does the author think is the "cure" (para. 7) to book banning?

Name: _____

Date: _____

Today's Materials:

- Article: "[Banning Books Isn't Just Morally Wrong. It's Also Unhealthy](#)" by Dr. Sayantani DasGupta

Objective: Evaluate the author's claims and analyze how specific sections of text contribute to developing her argument.

1. How do paragraphs 1–2 add credibility to the author's claim that "stories are good medicine" (para. 1)? Cite evidence from the text to support your answer.

2. Why does Dr. DasGupta include the line, "If there's any time in history that our young people have been in critical need of radical imagination, it's now" (para. 3)? How does this line develop her argument?

3. What claim does Dr. DasGupta make about the power of storytelling? Is her claim credible? Provide specific examples from the text to support your answer.

Version 1

Imagination is helpful to young people.

Version 2

This is a time when our young people need imagination.

Original

"If there's any time in history that our young people have been in critical need of radical imagination, it's now." (par. 3)

Version 1

Imagination is helpful to young people.

Version 2

This is a time when our young people need imagination.

Original

"If there's any time in history that our young people have been in critical need of radical imagination, it's now." (par. 3)

DasGupta, S. (2024, October 19). Banning books isn't just morally wrong. It's also unhealthy. *TIME*. <https://time.com/7094430/book-banning-health-consequences/>

Name: _____

Date: _____

Today's Materials:

- Article: "[Banning Books Isn't Just Morally Wrong. It's Also Unhealthy](#)" by Dr. Sayantani DasGupta

Objective: Evaluate the author's claims and analyze how specific sections of text contribute to developing her argument.

Discussion & Writing Prompt

Why does the author include the final paragraph? How does it develop her argument? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What is the parents' rights movement?

How have political beliefs led to the development of the parents' rights movement?

What topics are primarily targeted in book challenges?

How has the increase in book challenges impacted teachers and school leaders?

How are other groups and lawmakers responding to the parents' rights movement?

Name: _____

Date: _____

Today's Materials:

- Article: ["What role are parents playing in the rise of book bans?"](#) by Cody Mello-Klein

Objective: Trace and evaluate the author's argument and analyze how specific sections of text contribute to developing the credibility of his argument.

1. How does Mello-Klein support the claim that more parents are seeking to "have a direct role in public education" (para. 5)?

2. What claim does Mello-Klein make about the identities and topics most frequently challenged by book bans? Which sections of text establish the credibility of this claim? Provide examples from the text to support your answer.

3. How does Mello-Klein use paragraphs 26–28 to develop his argument? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Article: [“What role are parents playing in the rise of book bans?”](#) by Cody Mello-Klein

Objective: Trace and evaluate the author's argument and analyze how specific sections of text contribute to developing the credibility of his argument.

Discussion & Writing Prompt

How does the author develop his argument about the role of parents in the rise of book bans? Which claims contribute most to the credibility of his argument? Provide examples from the text to support your answer.

Pronouns Reference Sheet

Pronoun Case: the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
first person	I	me	my, mine
	we	us	our, ours
second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs

Name: _____ Date: _____

Argumentative Brainstorming Page

Prompt: Write an argumentative essay in which you take a clear position on this question:
Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Potential Benefits of Books Bans	Potential Harms of Book Bans

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____

Date: _____

Today's Materials:

- Book: [The Giver](#) by Lois Lowry
- Article: ["Stories That Challenge Us: Understanding Book Bans"](#) by Caitlyn Meagher
- Article: ["A Florida school district banned 'Ban This Book.' Author says that's 'erasure of the highest order' and wants it reinstated"](#) by Chandelis Duster
- Article: ["The Heavy Cost of Banning Books About Black Children"](#) by Anna Gifty Opoku-Agyeman
- Article: ["Banning Books Isn't Just Morally Wrong. It's Also Unhealthy"](#) by Dr. Sayantani DasGupta
- Article: ["What role are parents playing in the rise of book bans?"](#) by Cody Mello-Klein

Objective: Write an argumentative essay that makes and supports a claim about how book banning affects coming-of-age youth.

Writing Prompt

In *The Giver*, the community controls information and restricts access to books. In our world, book banning raises similar questions about how limiting what people can read affects young people.

Write an argumentative essay in which you take a clear position on this question: Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Name: _____ Date: _____

Argumentative Brainstorming Page

Prompt: Write an argumentative essay in which you take a clear position on this question:
Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Potential Benefits of Books Bans	Potential Harms of Book Bans

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____

Today's Materials:

- Article: [“Stories That Challenge Us: Understanding Book Bans”](#) by Caitlyn Meagher
- Article: [“A Florida school district banned 'Ban This Book.' Author says that's 'erasure of the highest order' and wants it reinstated”](#) by Chandelis Duster
- Article: [“The Heavy Cost of Banning Books About Black Children”](#) by Anna Gifty Opoku-Agyeman
- Article: [“Banning Books Isn't Just Morally Wrong. It's Also Unhealthy”](#) by Dr. Sayantani DasGupta
- Article: [“What role are parents playing in the rise of book bans?”](#) by Cody Mello-Klein

Objective: Write a clear claim that asserts a focused argument and express each supporting reason in a topic sentence.

Writing Prompt

argument

State your position on whether banning books helps or harms young people. Write a clear claim and two supporting reasons as topic sentences for your body paragraphs on the [Argumentative Multi-Paragraph Outline \(G6–8\)](#).

- **Project Prompt:** Write an argumentative essay in which you take a clear position on this question: Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____

Today's Materials:

- Article: "[Stories That Challenge Us: Understanding Book Bans](#)" by Caitlyn Meagher
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- Article: "[The Heavy Cost of Banning Books About Black Children](#)" by Anna Gifty Opoku-Agyeman
- Article: "[Banning Books Isn't Just Morally Wrong. It's Also Unhealthy](#)" by Dr. Sayantani DasGupta
- Article: "[What role are parents playing in the rise of book bans?](#)" by Cody Mello-Klein

Objective: Plan the body paragraphs of an argumentative essay so that each reason is supported with a variety of evidence.

Writing Prompt

Look at your claim and topic sentences on your [Argumentative Multi-Paragraph Outline \(G6-8\)](#). For each reason, select at least two pieces of evidence from the articles. Aim to include a variety of evidence types (statistics, quotations, anecdotes) to support each reason and ensure you use evidence from at least two sources.

- **Project Prompt:** Write an argumentative essay in which you take a clear position on this question: Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

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Name: _____

Today's Materials:

- Article: [“Stories That Challenge Us: Understanding Book Bans”](#) by Caitlyn Meagher
- Article: [“A Florida school district banned 'Ban This Book.' Author says that's 'erasure of the highest order' and wants it reinstated”](#) by Chandelis Duster
- Article: [“The Heavy Cost of Banning Books About Black Children”](#) by Anna Gifty Opoku-Agyeman
- Article: [“Banning Books Isn't Just Morally Wrong. It's Also Unhealthy”](#) by Dr. Sayantani DasGupta
- Article: [“What role are parents playing in the rise of book bans?”](#) by Cody Mello-Klein

Objective: Draft an introduction that includes a lead, necessary context, and a clear claim with supporting reasons.

Writing Prompt

lead context

Draft an introduction that includes an engaging lead, context on book banning, and the claim with its supporting reasons.

- **Project Prompt:** Write an argumentative essay in which you take a clear position on this question: Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

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- Article: [“Banning Books Isn't Just Morally Wrong. It's Also Unhealthy”](#) by Dr. Sayantani DasGupta
- Article: [“What role are parents playing in the rise of book bans?”](#) by Cody Mello-Klein

Objective: Draft body paragraphs that clearly introduce and connect evidence from multiple sources.

Writing Prompt

Use the topic sentences and evidence from your [Argumentative Multi-Paragraph Outline \(G6–8\)](#) to write organized body paragraphs. Introduce each piece of evidence, including the author, title, and topic of the source, and use transitional language and a concluding sentence to show how the evidence connects.

- **Project Prompt:** Write an argumentative essay in which you take a clear position on this question: Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

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- Article: ["The Heavy Cost of Banning Books About Black Children"](#) by Anna Gifty Opoku-Agyeman
- Article: ["Banning Books Isn't Just Morally Wrong. It's Also Unhealthy"](#) by Dr. Sayantani DasGupta
- Article: ["What role are parents playing in the rise of book bans?"](#) by Cody Mello-Klein

Objective: Draft a conclusion that reinforces the central claim and explains why the argument is important.

Writing Prompt

conclusion

Write a conclusion that restates your claim, summarizes your reasons, and explains the importance of your argument.

- **Project Prompt:** Write an argumentative essay in which you take a clear position on this question: Do book bans help or harm young people? Support your position with information from at least two of the articles you have read.

Pronouns Reference Sheet

Pronoun Case: the form a pronoun takes depending on its function in a sentence; how a pronoun is used in a sentence

Point of View	Subjective	Objective	Possessive
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second person	you	you	your, yours
third person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs

Name: _____

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- Article: ["Banning Books Isn't Just Morally Wrong. It's Also Unhealthy"](#) by Dr. Sayantani DasGupta
- Article: ["What role are parents playing in the rise of book bans?"](#) by Cody Mello-Klein

Objective: Revise the draft to ensure pronouns are used clearly and correctly, and choose pronouns intentionally to create a specific effect.

Writing Prompt

Reread your draft to ensure that every pronoun clearly matches and refers to a specific noun without causing confusion. Revise any errors by selecting the correct pronoun or by clarifying the noun it refers to. Then, intentionally use a pronoun in your essay to create a specific effect, such as emphasizing a contrast or including the reader.





Vocabulary

Word	Part of Speech	Definition
anecdote		a short story about an incident or person that demonstrates a larger idea or argument
anguish	n.	severe mental or physical pain or suffering
apprehensive	adj.	anxious or nervous that something bad will happen
argument		the structured presentation of reasons and evidence in support of a claim
assuage	v.	to make (an unpleasant feeling) less intense
censorship	n.	the act of controlling or suppressing information or ideas
central idea		an essential idea that the writer is communicating to the reader in a text
chastise	v.	to harshly scold or discipline
citation		a quotation from or reference to a book, paper, or author
climax		the turning point of a story when the tension and conflict become most intense, and often when a significant change occurs

Word	Part of Speech	Definition
conclusion		the final section of a text that provides a sense of closure by restating the main points, making connections to larger ideas, and/or leaving the reader with something to think about
confide	v.	to trust someone with a secret
context		specific information that orients the reader or provides relevant background knowledge
credible		believable; trustworthy
dissent	n.	a strong difference of opinion on a particular subject
dys-	prefix	not, bad
dystopia	n.	an imagined, nightmarish society in which people are oppressed and all aspects of their lives are controlled by the government
excruciating	adj.	extremely, almost unbearably, painful
falling action		the part of the plot that comes directly after the climax, when conflicts introduced earlier in the text begin to be resolved
implore	v.	to desperately beg someone to do something

Word	Part of Speech	Definition
inadequate	adj.	not enough or not good enough
inference		an educated guess based on details in the text and prior knowledge to make meaning
internal conflict		a psychological or emotional struggle within a character's mind
juxtaposition		two things or concepts placed side by side to emphasize the difference between them
lead		the opening sentence or sentences of an introduction that capture the reader's interest and encourage them to keep reading
mystified	adj.	bewildered; entirely confused
obsolete	adj.	no longer used; out of date
opponent	n.	a person who disagrees with something and speaks against it or tries to change it
optimistic	adj.	having a positive or hopeful outlook
paraphrase		to restate an author's words in one's own words

Word	Part of Speech	Definition
quotation		an exact group of words or text taken from someone or somewhere else to help support a particular idea or point
resolution		the conclusion of the story, generally when the conflict is finally and fully settled
resolved ending		an ending in which the main conflicts or questions of the story are clearly settled
sensation	n.	a physical feeling resulting from something that happens to or comes into contact with the body
sequence		the order in which things happen
setting		the physical location (geographic region, neighborhood, house, etc.), time period, time of day, season, climate, or social context where the action of a story takes place
statistic		a fact or piece of data represented in the form of numbers
structure		the way that a text is organized
tension		an aspect of storytelling where an author builds engagement by creating emotions of anxiety and apprehension in the reader about what will happen next

Word	Part of Speech	Definition
thematic topic		a concept or idea that is explored throughout a text or section of text and is connected to one or more of the text's larger themes
theme		the author's message in the text about the way the world works or what it means to be human
tone		an author/speaker's attitude toward a topic or an audience, which is often conveyed through word choice and/or literary devices
-topia	suffix	place
transgression	n.	an action that breaks a law or rule
transitional language		words, phrases, and clauses that connect ideas and show relationships such as sequence, comparison, contrast, or cause and effect
unresolved ending		an ending in which some of the main conflicts or questions of the story remain unsettled
u/ou-	prefix	not
utopia	n.	an imagined place where everything is perfect, especially as related to government and society
vivid	adj.	producing powerful feelings or images in the mind

Word	Part of Speech	Definition
yearn	v.	to have an intense feeling of longing for something

VOCABULARY PRACTICE

6th Grade ELA
Challenging Authority: *The Giver*

WORD LIST

1. **anguish** (n.): severe mental or physical pain or suffering
2. **apprehensive** (adj.): anxious or nervous that something bad will happen
3. **assuage** (v.): make (an unpleasant feeling) less intense
4. **ensorship** (n.): the act of controlling or suppressing information or ideas
5. **chastise** (v.): to harshly scold or discipline
6. **confide** (v.): to trust someone with a secret
7. **dissent** (n.): a strong difference of opinion on a particular subject
8. **dystopia** (n.): an imagined, nightmarish society in which people are oppressed and all aspects of their lives are controlled by the government
9. **excruciating** (adj.): extremely—almost unbearably—painful
10. **implore** (v.): desperately beg someone to do something
11. **inadequate** (adj.): not enough or not good enough
12. **mystified** (adj.): bewildered; entirely confused
13. **obsolete** (adj.): no longer used; out of date
14. **opponent** (n.): a person who disagrees with something and speaks against it or tries to change it
15. **optimistic** (adj.): having a positive or hopeful outlook
16. **sensation** (n.): a physical feeling resulting from something that happens to or comes into contact with the body
17. **transgression** (n.): an action that breaks a law or rule
18. **utopia** (n.): an imagined place where everything is perfect, especially as related to government and society
19. **vivid** (adj.): producing powerful feelings or images in the mind
20. **yearn** (v.): have an intense feeling of longing for something

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

anguish	inadequate
apprehensive	mystified
assuage	obsolete
censorship	optimistic
chastise	opponent
confide	sensation
dissent	transgression
dystopia	utopia
excruciating	vivid
implore	yearn

ANSWER

DEFINITION

ANSWER	DEFINITION
1.	desperately beg someone to do something
2.	anxious or nervous that something bad will happen
3.	extremely—almost unbearably—painful
4.	a strong difference of opinion on a particular subject
5.	no longer used; out of date
6.	an action that breaks a law or rule
7.	severe mental or physical pain or suffering
8.	bewildered; entirely confused
9.	an imagined place where everything is perfect, especially as related to government and society
10.	producing powerful feelings or images in the mind
11.	not enough or not good enough
12.	to trust someone with a secret

13.		have an intense feeling of longing for something
14.		a person who disagrees with something and speaks against it or tries to change it
15.		having a positive or hopeful outlook
16.		the act of controlling or suppressing information or ideas
17.		to harshly scold or discipline
18.		a physical feeling resulting from something that happens to or comes into contact with the body
19.		an imagined, nightmarish society in which people are oppressed and all aspects of their lives are controlled by the government
20.		make (an unpleasant feeling) less intense

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

WORD BANK

anguish apprehensive assuage censorship chastise confide dissent dystopia excruciating implore	inadequate mystified obsolete optimistic opponent sensation transgression utopia vivid yearn
---	---

1. During the game, Sarah's _____ was a very skilled player who scored most of the points for the other team.
2. The poster in the theater read, "In its breathtaking portrayal of a future gone awry, this movie is a tale of resilience and hope amidst a _____ that feels all too real. The vivid depiction of society's collapse and the struggle for the government to remain in control captures the essence of what it means to fight against the odds."
3. The rhythmic clanking of the tracks beneath, mixed with the soft murmur of conversations around, always seemed to weave a spell of calm over her usual morning frenzy. This was the unique _____ Arina experienced each day while taking the train to school.
4. In the quiet of the night, Layla's sobs were the only sound, her _____ over the loss of her best friend enveloping her in a suffocating grief.
5. Despite the storm clouds gathering on the horizon, Ella remained _____ that the storms would clear in time for her and Kiana to attend the concert they had planned to attend that evening.
6. On the morning of her first international flight, Jamie felt a knot in her stomach. Despite her excitement, she felt _____ and fearful about flying over vast oceans. It was a shadow that loomed large in her thoughts all day.

7. The sunset painted the sky in _____ hues of pink and orange, a breathtaking canvas that made the world seem like a masterpiece for that moment.
8. To _____ his concerns about the upcoming exam, Hiram offered to help Yasiel study every evening until the test date. On the day of the test, they wished each other luck and promised to meet afterwards to celebrate their hard work and dedication.
9. Sarai stood in the rain, her eyes brimming with tears, as she tried to _____ Mike to reconsider his decision. Her voice, choked with emotion, echoed down the empty street.
10. After the accident, Angel lay in their hospital bed, each breath an _____ effort. The pain was a constant companion, making the slow march of time feel endless.
11. The once cutting-edge computer sat gathering dust in the corner, its technology rendered _____ by newer models. It stood as a silent testament to the relentless march of progress.
12. He was so ashamed that he hesitated to call and apologize. Lucas's _____ haunted him like a shadow, a reminder of the line he had crossed and the trust he had broken.
13. In the quiet of the library, Alexandria found the courage to _____ in Jordyn, sharing secrets that had been locked away, feeling the weight lift with each whispered word.
14. On Wednesday, the supervisor at XO Marketing told their team to write a data-informed, detailed annual report demonstrating the accomplishments of the team this year. When the report came back 2 weeks later, filled with errors, the supervisor decided to _____ the team for their lack of attention to detail, a stern reminder of the standards expected.
15. The magician's final trick left the audience _____, their eyes wide with wonder as they tried to unravel the mystery of how the smoothie had vanished into thin air.
16. Miles from home, in a crowded room full of strangers, Amadi began to _____ for the familiar comfort of his family's cozy living room, and his grandmother's delicious jollof rice.

17. In their dreams, they envisioned a _____ where hunger and war were but distant memories, a world where peace and harmony flourished.
18. Standing before the panel, her report in hand, Veronica felt the sudden, overwhelming sense that she was _____, fearing her work would not meet Mitter & Co.'s lofty expectations.
19. There was a lot of _____ in the meeting when people disagreed about the new rules and shared their different opinions.
20. Some people disagreed with the _____ of the book because they felt removing parts of it took away important ideas.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
severe mental or physical pain or suffering	agony, grief, misery, suffering, torment
1. ANGUISH	
<i>use the word in a sentence</i>	<i>antonyms</i>
Her anguish over the loss of her best friend enveloped her in a suffocating grief.	delight, happiness, health, joy, comfort

<i>definition of the word</i>	<i>synonyms</i>
anxious or nervous that something bad will happen	
2. APPREHENSIVE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
make (an unpleasant feeling) less intense	

3. ASSUAGE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the act of controlling or suppressing information or ideas	

4. CENSORSHIP

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to harshly scold or discipline	
5. CHASTISE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to trust someone with a secret	
6. CONFIDE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a strong difference of opinion on a particular subject	
7. DISSENT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an imagined, nightmarish society in which people are oppressed and all aspects of their lives are controlled by the government	
8. DYSTOPIA	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extremely—almost unbearably—painful	

9. EXCRUCIATING

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
desperately beg someone to do something	

10. IMPLORE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
not enough or not good enough	
11. INADEQUATE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
bewildered; entirely confused	
12. MYSTIFIED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
no longer used; out of date	
13. OBSOLETE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
having a positive or hopeful outlook	
14. OPTIMISTIC	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a person who disagrees with something and speaks against it or tries to change it	
15. OPPONENT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a physical feeling resulting from something that happens to or comes into contact with the body	
16. SENSATION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an action that breaks a law or rule	

17. TRANSGRESSION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an imagined place where everything is perfect, especially as related to government and society	

18. UTOPIA

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
producing powerful feelings or images in the mind	
19. VIVID	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
have an intense feeling of longing for something	
20. YEARN	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word using a different tense or part of speech.

anguish (n.): severe mental or physical pain or suffering	
CHANGE	EXAMPLE SENTENCE
<i>anguished</i>	The dog let out an anguished howl when it got separated from its owner.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Experiencing or expressing suffering</i>	

apprehensive (adj.): anxious or nervous that something bad will happen	
CHANGE	EXAMPLE SENTENCE
<i>apprehensively</i>	Apprehensively , he took the stage, his heart pounding at the thought of speaking in front of so many.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a manner characterized by anxiety or fear</i>	

assuage (v.): make (an unpleasant feeling) less intense	
CHANGE	EXAMPLE SENTENCE
<i>assuaged</i>	His fears were assuaged when Kira smiled warmly, indicating that everything was going to be alright.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Past tense</i> <i>To make less severe</i>	

censorship (n.): the act of controlling or suppressing information or ideas	
CHANGE	EXAMPLE SENTENCE
<i>censored</i>	The movie was censored before its release, cutting out scenes that were considered too violent for younger audiences.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i> <i>Suppressed, altered, or deleted</i>	

chastise (v.): to harshly scold or discipline	
CHANGE	EXAMPLE SENTENCE
<i>chastised</i>	They were chastised for their late arrival, a reminder that punctuality was not to be taken lightly.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Past tense</i> <i>To rebuke or reprimand</i>	

confide (v.): to trust someone with a secret	
CHANGE	EXAMPLE SENTENCE
<i>confidential</i>	In a moment of vulnerability last week, Chandra shared confidential secrets with her friend, ones she had never spoken aloud.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Intended to be kept secret</i>	

dissent (n.): a strong difference of opinion on a particular subject	
CHANGE	EXAMPLE SENTENCE
<i>dissenting</i>	While most of the committee agreed on the proposal, one member gave a dissenting opinion, clearly disagreeing with the majority.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Showing a different opinion</i>	

dystopia (n.): an imagined, nightmarish society in which people are oppressed and all aspects of their lives are controlled by the government	
CHANGE	EXAMPLE SENTENCE
<i>dystopian</i>	The novel painted a dystopian future, where society crumbled under the weight of its own failings.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Relating to a bad or frightening imagined world</i>	

excruciating (adj.): extremely–almost unbearably–painful	
CHANGE	EXAMPLE SENTENCE
<i>excruciatingly</i>	The kitten’s whimpers as it tried to walk on its injured paw were excruciatingly painful to listen to.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>To an intensely painful degree</i></p>	

implore (v.): desperately beg someone to do something	
CHANGE	EXAMPLE SENTENCE
<i>implored</i>	She implored her friend to reconsider the decision to go to the gathering, her eyes filled with a desperate hope.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Past tense</i></p> <p><i>To make an earnest request</i></p>	

inadequate (adj.): not enough or not good enough	
CHANGE	EXAMPLE SENTENCE
inadequately	He felt inadequately prepared for the test, despite hours of studying.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>Unsatisfactorily</i>	

mystified (adj.): bewildered; entirely confused	
CHANGE	EXAMPLE SENTENCE
<i>mystifying</i>	The magician has a mystifying act that leaves the audience in awe of the seemingly impossible feat.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to related adjective</i> <i>Perplexing or impossible to explain</i>	

obsolete (adj.): no longer used; out of date	
CHANGE	EXAMPLE SENTENCE
<i>obsolescence</i>	The gradual obsolescence of phone books and phone booths in the digital age marks a significant shift in how we access and store contact information.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The process of becoming outdated</i></p>	

opponent (n.): a person who disagrees with something and speaks against it or tries to change it	
CHANGE	EXAMPLE SENTENCE
<i>oppose</i>	Many environmental groups oppose the construction of the new factory because they believe it will harm local wildlife.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to a verb</i></p> <p><i>To act against or provide resistance to</i></p>	

optimistic (adj.): having a positive or hopeful outlook	
CHANGE	EXAMPLE SENTENCE
<i>optimistically</i>	Optimistically , they looked toward the future, believing that the best was yet to come.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>In a way that shows hope about the future</i></p>	

sensation (n.): a physical feeling resulting from something that happens to or comes into contact with the body	
CHANGE	EXAMPLE SENTENCE
<i>sensational</i>	The movie had sensational special effects that made the action scenes very exciting.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Causing great interest or excitement</i></p>	

transgression (n.): an action that breaks a law or rule	
CHANGE	EXAMPLE SENTENCE
<i>transgressions</i>	Milo's transgressions of tearing up a shoe and digging holes in the yard were forgiven, but not forgotten.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>More than one</i></p> <p><i>An action that involves doing something wrong</i></p>	

utopia (n.): an imagined place where everything is perfect, especially as related to government and society	
CHANGE	EXAMPLE SENTENCE
<i>utopian</i>	They dreamed of a utopian society, where peace and harmony prevailed above all else.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Relating to a perfect world where everything is ideal</i></p>	

vidid (adj.): producing powerful feelings or images in the mind	
CHANGE	EXAMPLE SENTENCE
<i>ividly</i>	Amal remembered the dream ividly , as if he had actually lived through the events.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>In a way that produces strong, clear images in the mind</i></p>	

yearn (v.): have an intense feeling of longing for something	
CHANGE	EXAMPLE SENTENCE
<i>yearning</i>	The yearning for adventure and new experiences drove the couple to book a one-way ticket to a country they'd never visited before, ready to learn about new cultures and customs.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A deep longing or desire</i></p>	

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	



Unit Rubrics & Assessments

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Narrative Writing Rubric

6th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<p>Event Sequence Includes all components of the narrative arc; sequences events logically and purposefully using varied transitions and connecting language to signal shifts in time, setting, or action</p>	4 3 2 1	
<p>Point of View Establishes a clear and consistent narrator or point of view that orients the reader and shapes the reader's understanding of events and characters</p>	4 3 2 1	
<p>Setting Introduces and develops the setting with descriptive details that show when and where the story takes place; the setting supports the mood, plot, or characters' actions</p>	4 3 2 1	

Development	Rubric Score	Notes
<p>Character(s) Develops one or more major characters through actions, thoughts, dialogue, and description; shows how characters respond to events or change in ways that support the conflict, theme, or plot</p>	4 3 2 1	

<p>Plot Introduces characters, setting, and context using sensory details or by dropping the reader into the action; presents problems faced by major characters; resolves the conflict by conveying a lesson learned, a question to consider, a reflection on events, or a change in character</p>	<p>4 3 2 1</p>	
<p>Precise Language Uses precise words, relevant details, and sensory language to convey experiences; enhances mood and tone; helps the reader understand what is happening</p>	<p>4 3 2 1</p>	
<p>Dialogue Uses natural-sounding dialogue that develops events and reveals how characters respond or change</p>	<p>4 3 2 1</p>	

Language	Rubric Score	Notes
<p>Literary Devices Uses literary devices, such as figurative language and structural techniques, to develop characters, advance the plot, enhance meaning, or create mood</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage by correctly applying pronoun case, maintaining agreement in pronoun number and person, and using varied sentence structures</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization and punctuation conventions, including using punctuation to set off nonrestrictive elements</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Event Sequence		I organize events in a clear sequence to bring the story to a purposeful close.	
Transitions		I use transitional language to show when things happen and where things happen.	
Description		I include descriptive details that match the tone of the original text and show how the characters feel.	
Language		I improve the clarity of my writing by making sure each pronoun matches the noun it replaces.	

My goal for my next narrative writing cycle is _____

Argumentative Writing Rubric

6th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
--------------------	--	--	--	--

Structure	Rubric Score	Notes
<p>Introduction Uses a lead that captures the reader's interest (e.g., interesting details, a memorable image, an anecdote, or a quotation); provides context necessary to understand the argument; previews the claim and its supporting reasons</p>	4 3 2 1	
<p>Organization Organizes ideas into paragraphs, each focused on a single reason that supports the claim; groups evidence logically to support each reason; includes an introduction and conclusion that frame and reinforce the argument</p>	4 3 2 1	
<p>Conclusion Restates the claim in new language; summarizes the supporting reasons; ends with a final statement that emphasizes the importance of the argument</p>	4 3 2 1	

Development	Rubric Score	Notes
<p>Claim Introduces a clear, focused claim with supporting reasons; maintains the claim consistently throughout the piece; supports the claim with organized reasons and evidence that develop the argument</p>		
<p>Reasoning Provides clear reasons that support the claim; connects each reason to relevant evidence or examples; explains how the evidence supports the claim to develop the argument</p>	4 3 2 1	

<p>Evidence Selects relevant evidence to support each reason; uses a variety of evidence (e.g., facts, statistics, examples, quotations); introduces and contextualizes evidence by explaining its source and relevance</p>	<p>4 3 2 1</p>	
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Language	Rubric Score	Notes
<p>Style Maintains a formal, objective tone in a third-person point of view; uses clear, precise, academic language; maintains a consistent style appropriate for the task and audience</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage by correctly applying pronoun case, maintaining agreement in pronoun number and person, and using varied sentence structures</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization and punctuation conventions, including using punctuation to set off nonrestrictive elements</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Single Point Argumentative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Claim and Reasoning		My claim presents a focused argument with supporting reasons, and my topic sentences clearly introduce those reasons.	
Evidence and Organization		I organize a variety of evidence into focused paragraphs that each support a reason stated in the claim.	
Introduction		My introduction engages the reader, provides context, and previews the claim with its supporting reasons.	
Evidence		I introduce and connect evidence from multiple sources to establish credibility and strengthen my argument.	
Conclusion		My conclusion restates the claim in new language, summarizes my reasons, and explains the importance of the argument.	
Language		I ensure that each pronoun clearly matches a specific noun, and I use pronouns intentionally to create a specific effect.	

My goal for my next argumentative writing cycle is _____

Name: _____ Date: _____

Directions: Read the text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

Examination Day

By Henry Slesar

In this story, a boy is required to take a government-issued intelligence test when he turns 12.

- 1 The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old. It was on his birthday that Mrs. Jordan first mentioned the subject in his presence, and the anxious manner of her speech caused her husband to answer sharply.
- 2 "Forget about it," he said. "He'll do all right."
- 3 They were at the breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner. He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all. Somewhere in the little apartment there were wrapped, beribboned packages waiting to be opened, and in the tiny wall-kitchen something warm and sweet was being prepared in the automatic stove. He wanted the day to be happy, and the moistness of his mother's eyes, the scowl on his father's face, spoiled the mood of fluttering expectation with which he had greeted the morning.
- 4 "What exam?" he asked.
- 5 His mother looked at the tablecloth. "It's just a sort of Government Intelligence test they give children at the age of twelve. You'll be taking it next week. It's nothing to worry about."
- 6 "You mean a test like in school?"
- 7 "Something like that," his father said, getting up from the table. "Go and read your comics, Dickie." The boy rose and wandered towards that part of the living room which had been "his" corner since infancy. He fingered the topmost comic of the stack, but seemed uninterested in the colorful squares of fast-paced action. He wandered towards the window, and peered gloomily at the veil of mist that shrouded¹ the glass.
- 8 "Why did it have to rain today?" he said. "Why couldn't it rain tomorrow?"
- 9 His father, now slumped into an armchair with the Government newspaper rattled the sheets in vexation.² "Because it just did, that's all. Rain makes the grass grow."
- 10 "Why, Dad?"
- 11 "Because it does, that's all."

¹ **shroud:** to cover as to hide from view

² **vexation:** the state of being annoyed, frustrated, or worried

- 12 Dickie puckered his brow. "What makes it green, though? The grass?"
- 13 "Nobody knows," his father snapped, then immediately regretted his abruptness.
- 14 Later in the day, it was birthday time again. His mother beamed as she handed over the gaily-colored³ packages, and even his father managed a grin and a rumple-of-the-hair. He kissed his mother and shook hands gravely with his father. Then the birthday cake was brought forth, and the ceremonies concluded.
- 15 An hour later, seated by the window, he watched the sun force its way between the clouds.
- 16 "Dad," he said, "how far away is the sun?"
- 17 "Five thousand miles," his father said.
- 18 Dickie sat at the breakfast table and again saw moisture in his mother's eyes. He didn't connect her tears with the exam until his father suddenly brought up the subject again.
- 19 "Well, Dickie," he said, with a manly frown, "you've got an appointment today."
- 20 "I know Dad. I hope —"
- 21 "Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it."
- 22 "I get good marks in school," he said hesitantly.
- 23 "This is different. This is a — special kind of test. They give you this stuff to drink, you see, and then you go into a room where there's a sort of machine —"
- 24 "What stuff to drink?" Dickie said.
- 25 "It's nothing. It tastes like peppermint. It's just to make sure you answer the questions truthfully. Not that the Government thinks you won't tell the truth, but it makes sure."
- 26 Dickie's face showed puzzlement, and a touch of fright. He looked at his mother, and she composed her face into a misty smile.
- 27 "Everything will be alright," she said.
- 28 "Of course, it will," his father agreed. "You're a good boy, Dickie; you'll make out fine. Then we'll come home and celebrate. All right?"
- 29 "Yes sir," Dickie said.
- 30 They entered the Government Educational Building fifteen minutes before the appointed hour. They crossed the marble floors of the great pillared lobby, passed beneath an archway and entered an automatic lift⁴ that brought them to the fourth floor. There was a young man wearing an insignia-less⁵ tunic, seated at a polished desk in front of Room 404. He held a

³ **gaily-colored:** bright or cheerful in appearance

⁴ **lift:** a term for elevator

⁵ **insignia-less:** without a symbol or logo

clipboard in his hand, and he checked the list down to the Js and permitted the Jordans to enter.

31 The room was as cold and official as a courtroom, with long benches flanking metal tables. There were several fathers and sons already there, and a thin-lipped woman with cropped black hair was passing out sheets of paper.

32 Mr. Jordan filled out the form and returned it to the clerk. Then he told Dickie: "It won't be long now. When they call your name, you just go through the doorway at the end of the room." He indicated the portal with his finger.

33 A concealed loudspeaker crackled and called off the first name. Dickie saw a boy leave his father's side reluctantly and walk slowly towards the door.

34 At five minutes to eleven, they called the name of Jordan.

35 "Good luck, son," his father said, without looking at him. "I'll call for you when the test is over."

36 Dickie walked to the door and turned the knob. The room inside was dim, and he could barely make out the features of the grey-tunicked attendant who greeted him.

37 "Sit down," the man said softly. He indicated a high stool beside his desk. "Your name's Richard Jordan?"

38 "Yes, sir."

39 "Your classification number is 600-115. Drink this, Richard."

40 He lifted a plastic cup from the desk and handed it to the boy. The liquid inside had the consistency of buttermilk, tasted only vaguely of the promised peppermint. Dickie downed it and handed the man the empty cup.

41 He sat in silence, feeling drowsy, while the man wrote busily on a sheet of paper. Then the attendant looked at his watch and rose to stand only inches from Dickie's face. He unclipped a penlike object from the pocket of his tunic and flashed a tiny light into the boy's eyes.

42 "All right," he said. "Come with me, Richard."

43 He led Dickie to the end of the room, where a single wooden armchair faced a multi-dialed computing machine. There was a microphone on the left arm of the chair, and when the boy sat down, he found its pinpoint head conveniently at his mouth.

44 "Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest."

45 "Yes, sir."

46 "I'll leave you alone now. Whenever you want to start, just say 'ready' into the microphone."

47 "Yes, sir."

48 The man squeezed his shoulder and left.

- 49 Dickie said, "Ready."
- 50 Lights appeared on the machine, and a mechanism whirred. A voice said: "Complete this sequence. One, four, seven, ten...!"
- 51 Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating.
- 52 It was almost four o'clock when the telephone rang. The woman tried to reach it first, but her husband was quicker.
- 53 "Mr. Jordan?"
- 54 The voice was clipped: a brisk, official voice.
- 55 "Yes, speaking."
- 56 "This is the Government Educational Service. Your son, Richard M Jordan, Classification 600-115 has completed the Government examination. We regret to inform you that his intelligence quotient⁶ is above the Government regulation, according to Rule 84 Section 5 of the New Code."
- 57 Across the room, the woman cried out, knowing nothing except the emotion she read on her husband's face.
- 58 "You may specify by telephone," the voice droned on, "whether you wish his body interred⁷ by the Government, or would you prefer a private burial place? The fee for Government burial is ten dollars."

Slesar, Henry. "Examination Day." 1958

1. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does paragraph 12 develop the plot of the story?

- a. It develops the idea that Dickie and his father have a difficult relationship, and do not communicate well.
- b. It introduces the central conflict of the story.
- c. It develops the idea that Dickie does not know things that a 12-year-old should already know.
- d. It develops the idea that Dicky is a curious person who seeks to understand the world.

Part B: Which of the following paragraphs develop the plot of the story in the same way as Part A?

- a. Paragraph 16
- b. Paragraph 19
- c. Paragraph 35
- d. Paragraph 50

⁶**quotient:** a degree or amount of a quality or characteristic

⁷**interred:** placed a corpse in a grave or tomb

2. Which of the following paragraphs best develops the idea that Dickie's world is very different from our own?
- Paragraph 3
 - Paragraph 7
 - Paragraph 28
 - Paragraph 40

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does the author use tone to convey the central idea of the story?

- The author's cheerful tone makes the government seem less threatening.
- The author's formal and detached tone mirrors the cold efficiency of the government.
- The author's angry tone emphasizes the unfairness of Dickie's punishment.
- The author's warm and hopeful tone contrasts with the ominous ending.

Part B: Which of the details from paragraphs 1-6 are most helpful in developing this tone? Select all correct answers.

- "The Jordans never spoke of the exam" (par. 1)
 - "Her speech caused her husband to answer sharply" (par. 1)
 - "He'll do all right." (par. 2)
 - "He was an alert-eyed youngster" (par. 3)
 - "In the tiny wall-kitchen something warm and sweet was being prepared." (par. 3)
 - "the moistness of his mother's eyes" (par. 3)
 - "It's nothing to worry about." (par. 5)
 - "like in school?" (par. 6)
4. Which of the following events represents the climax of the text?
- Dickie learns that he has to take a government test once he turns 12.
 - Dickie arrives at the testing center.
 - Dickie drinks the liquid.
 - Dickie's parents receive news of Dickie's results.

5. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which sentence best summarizes the message the author wants readers to understand?

- Government has a responsibility to the community rather than the individual.
- Excessive government control can destroy innocence.
- Intelligence should be measured to ensure social fairness.
- Parents should communicate openly with their children.

Part B: Which detail from the story best supports your answer to Part A?

- a. "The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old." (par. 1)
 - b. "He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all." (par. 3)
 - c. "'The Government wants to know how smart you are, Dickie.'" (par. 21)
 - d. "'We regret to inform you that his intelligence quotient is above the Government regulation.'" (par. 56)
6. Which detail from the text shows why Dickie's father could not look at him when his name was called for the examination?
- a. "We regret to inform you that his intelligence quotient is above the Government regulation..." (par. 56)
 - b. "Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating." (par. 51)
 - c. "A concealed loudspeaker crackled and called off the first name. " (par. 33)
 - d. "Dickie's face showed puzzlement, and a touch of fright. He looked at his mother, and she composed her face into a misty smile." (par. 26)
7. This question requires a **written response**.

What is the theme or message that the author is trying to convey in "Examination Day"? How does this connect to the text being considered dystopian? Cite evidence from the text to support your thinking.

Manage your time carefully so that you can:

- Plan your response
- Write your response
- Revise and edit your response

Be sure to include:

- A clear well developed central idea
- Effective information from the text(s) to support your thinking

Text 2

U.S. Soda Taxes Work, Studies Suggest — But Maybe Not As Well As Hoped

By Dan Charles

The following article discusses the topic of soda taxes. In many places around the United States and the world, governments are proposing adding a tax to sugar-sweetened beverages (soda, energy drinks, and sports drinks). This means that these beverages would cost more for consumers. Drinking sugar-sweetened beverages has been linked to obesity, which can lead to significant health problems. Governments hope that if the price of these beverages is raised, people will be encouraged to buy less of them. Also, taxes are a way for governments to raise money for social programs, like schools and public health research.

- 1 This week, the governor of Connecticut proposed a statewide tax on sugar-sweetened drinks. Several cities have already enacted such soda taxes to raise money and fight obesity. And there's new evidence suggesting that these taxes do work — although sometimes not as well as hoped.
- 2 Kris Madsen, an associate professor of public health at the University of California, Berkeley, is one of the researchers who has been studying soda taxes, in part because she's convinced that sugary drinks are a menace to society, a direct cause of obesity.
- 3 "It's a pretty high bar for public health to be able to say that something is causing a major epidemic," she says. "We can do that for sugar-sweetened beverages."
- 4 Berkeley was the first U.S. city to tax those drinks, making them more expensive, and Madsen is leading a team of researchers that's trying to see how the tax is working.
- 5 "We've been going out to the same neighborhoods every year for the last five years, and we've been asking people the same questions," she says. Researchers interview people on the street, primarily in low-income neighborhoods.
- 6 They started doing this before the soda tax went into effect four years ago, and they've continued every year since.
- 7 "We saw a 52 percent decline in consumption over the first three years" since the tax went into effect, she says. "This has a huge impact."
- 8 Madsen's study was published online this week by the American Journal of Public Health.
- 9 Memories, of course, aren't totally reliable; also, it's possible that people in Berkeley may be underestimating their consumption because they don't want to admit that they're still drinking lots of soda.
- 10 Other researchers, meanwhile, are trying to quantify the impact of soda taxes by looking at sales data from retail establishments, including grocery stores and convenience stores.
- 11 Anna Tuchman, at Northwestern University, is part of a group studying Philadelphia's soda tax. Philadelphia's tax is different from the one in Berkeley. It's bigger, and it also covers both beverages sweetened by sugar and drinks containing low-calorie sweeteners. This is partly

because the goal of the tax is largely to raise more money for schools and playgrounds.

- 12 Tuchman says that sales of those drinks in Philadelphia have dropped sharply, by 46 percent, since the tax went into effect.
- 13 But there's a catch. "We find a very large increase in sales of soda and other taxed products at stores that are located zero to four miles outside the city," she says.
- 14 Basically, it seems that a lot of people in Philadelphia are driving to stores right outside the city to buy their beverages. This is especially true in the case of sugar-sweetened drinks (and less so of artificially sweetened drinks). When you take that into account, sales in and around the city dropped about 20 percent, not 46 percent. And sales of sugar-sweetened drinks fell even less.
- 15 This gets in the way of both of the city's goals for its soda tax. "People are able to maintain their sugar and calorie intake, and the city is falling short in their ability to raise tax revenues," Tuchman says.
- 16 Tuchman and her colleagues are still revising their paper; it hasn't been formally reviewed by other scientists yet. Right now, though, it does show some of the difficulties that cities face with their soda taxes.
- 17 There are political obstacles as well. The soda industry has been fighting back, arguing that soda taxes are unfair to consumers and won't really make people healthier. In fact, it recently strong-armed California's legislature into reluctantly passing a moratorium on further soda taxes by cities in that state.
- 18 San Francisco and Oakland, Calif., however, have soda taxes already in place, and Seattle implemented one at the beginning of 2018.
- 19 Soda tax advocates, meanwhile, say that there's a simple way to keep people from avoiding the tax by going outside the city: Just pass a tax that covers an entire state — or maybe even a whole country.
- 20 Mexico, in fact, put in place a tax on sugar-sweetened beverages in 2014. That tax is smaller than the soda taxes in the U.S., and its effect on consumption also has been smaller. According to one study, consumption of sugary drinks fell on average by about 8 percent as a result of the tax.

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8. How does paragraph 14 fit into the overall structure of the text?
 - a. This paragraph communicates the author's own perspective on the efficacy of soda taxes.
 - b. It introduces a new perspective on how soda taxes should be implemented.
 - c. It introduces a more simplified explanation of the impact of the soda tax, clarifying Tuchman's statement.
 - d. It concludes the argument by emphasizing the benefits of soda taxes for public health.

9. Which of the following claims is not supported by evidence or reasoning?
- Taxes on beverages are necessary for the improvement of public parks.
 - Sugar-sweetened beverages are the primary cause of the obesity epidemic.
 - Soda tax laws decrease soda consumption.
 - Soda tax laws are probably less effective if passed in individual cities, rather than state-wide.
10. Based on the evidence presented in the text, with which of the following claims would the author of the text most likely agree?
- Soda Taxes are a restriction on people's ability to make their own decisions.
 - Soda Taxes should be imposed in entire states in order to make a real impact on childhood obesity.
 - Soda Taxes are successfully lessening consumption of sugary drinks.
 - Soda Taxes are not going to solve childhood obesity due to a variety of reasons.
11. What is the purpose of paragraph 2?
- To state the author's central argument.
 - To acknowledge a position that differs from the author's.
 - To support the evidence presented in paragraph 1.
 - To provide evidence to support the author's central argument.
12. Which two details does the author use to support the claim that soda taxes are effective at reducing sugar consumption?
- "This week, the governor of Connecticut proposed a statewide tax on sugar-sweetened drinks." (par. 1)
 - "Sugary drinks are a menace to society, a direct cause of obesity." (par. 2)
 - "We saw a 52 percent decline in consumption over the first three years' since the tax went into effect" (par. 7)
 - "It's possible that people in Berkeley may be underestimating their consumption because they don't want to admit that they're still drinking lots of soda." (par. 9)
 - "Tuchman says that sales of those drinks in Philadelphia have dropped sharply, by 46 percent, since the tax went into effect." (par. 12)
 - "San Francisco and Oakland, Calif., however, have soda taxes already in place, and Seattle implemented one at the beginning of 2018." (par. 18)

Name: _____ Date: _____

Directions: Read each question carefully and select the best answer(s).

1. A person who is **apprehensive** about social situations is most likely to...
 - a. accept an invitation to a dinner with many strangers.
 - b. volunteer to give a speech in front of a crowd.
 - c. take a job as a tour guide at a local museum.
 - d. wait outside a party for five minutes before feeling ready to go in.

2. Read the sentence.

The pain was _____; I _____ my mom to give me the pills to make it stop.

Which two vocabulary words complete this sentence?

- a. ecstatic; imposed
- b. excruciating; implored
- c. anguish; assuaged
- d. vivid; disillusioned

3. Read the sentence.

Despite warnings from the teacher, Alex's persistent talking during the exam amounted to a clear **transgression**, resulting in his dismissal from the classroom.

What is the best meaning for the word **transgression**, as used in the sentence above?

- a. A spontaneous act of kindness
 - b. An action that complies with established norms
 - c. A violation of societal expectations
 - d. A behavior consistent with ethical guidelines
4. Which of the following situations would cause a person to feel **mystified**? Select all that apply.
 - a. Waking up with wings
 - b. Losing your dad's favorite hat
 - c. Hiding from your family during dinner
 - d. Watching a magic show
 - e. Taking your dog for a walk
 - f. Falling and scraping your elbow

5. Read the sentences.

The city of Havendash was a **utopia**; flourishing greenery adorned every street corner and genuine smiles were exchanged between strangers. In Havendash, poverty and strife were nonexistent, instead all the people of the city prospered. Diversity was celebrated and each voice was heard leading to a depth of unity and understanding.

What is the best meaning for the word **utopia**, as used in the sentence above?

- a. An imaginary society in which people are oppressed and controlled
- b. An imaginary place where characters or events represent historical events
- c. An imaginary place where everything is perfect
- d. An imaginary society in which events lead to up to a catastrophic event

6. Read the sentence.

My grandmother _____ me for trying to go out with my friends instead of staying home to play with my little cousins.

Which word best completes this sentence?

- a. implored
- b. assuaged
- c. mystified
- d. chastised

7. Read the sentence.

The author argued that the government's use of _____ limited citizen's access to books and ideas that challenge those in power.

Which word best completes this sentence?

- a. dissent
- b. censorship
- c. tradition
- d. privilege

8. Read the sentences.

As the sun dipped below the horizon, painting the sky in hues of orange and pink, **vivid** memories of summers past flooded into Sara's mind. The scent of blooming flowers mingled with the sound of her and her cousins laughing transporting her back to the days of her youth. Sara could see the endless dandelions blooming, ready to be blown into the wind, the cool, brook bubbling, ready to be waded through. The sunset embodied her happiest memories.

What is the best meaning for the word **vivid**, as it is used in the sentences above?

- a. producing daydreams about past experiences in one's mind
- b. producing powerful feelings or images in the mind
- c. producing sad feelings of grief and remorsefulness
- d. producing excited feelings over the anticipation of what's to come

9. Technology improves very quickly. For example, landline telephones and beepers are now considered:
- wily
 - obsolete
 - hostile
 - juvenile

10. Read the sentence.

As the hiker reached the summit, a **sensation** swept over her, fueled by the breathtaking view and the adrenaline rush of accomplishment.

What is the best meaning for the word **sensation**, as used in the sentence above?

- A physical feeling of sadness or grief
 - A physical feeling of excitement or pleasure
 - A physical feeling of anger or rage
 - A physical feeling of discomfort or displeasure
11. Which of the following situations are examples of censorship? Select all that apply.
- A person decides not to shop in a certain store because of a conflict with management
 - A newspaper editor removes students-written articles from the newspaper because they disagree with the writers opinion
 - Someone chooses not to share their personal thoughts on social media
 - A news organization is prevented from publishing information that challenges official policies.
 - A teacher encourages students to engage in a debate on a topic in class.
 - A website blocks access to content to control what information people are allowed to see.

12. Read the sentence.

Amid the books in the hushed, oak-paneled library, she _____ in Finn; her voice barely a whisper, sharing secrets she had never dared to reveal before.

Which word best completes this sentence?

- concealed
- confided
- reasoned
- debated

13. Read the sentences.

The small, aging ice rink was **inadequate** for the hockey team's training needs. They had no hope of being prepared for the competition as the ice had not been kept up for years, the rink was too small, and the scoreboard did not work.

What is the best meaning of the word **inadequate** as used in the sentence above?

- a. no longer used; out of date
- b. establish something as a rule that must be followed
- c. not enough or not good enough
- d. having a positive or hopeful outlook

14. Which of the following would be considered **optimistic**?

- a. After going for a long hike, he chose to sit down and rest in order to take in the lovely scenery around him at the park.
- b. After eating a delicious meal, she decided to ask to speak to the chef in order to let her know directly how pleased they were with their food.
- c. After seeing a show together, the couple decided to head home instead of going to dinner, wanting to check on their children with the babysitter.
- d. After losing her job, she chose to see the situation as a chance to pursue her passion and explore new career opportunities.

15. Read the sentence.

They _____ for the distant shores, where the waves whispered secrets of adventure and freedom, promising a new beginning with every crest and fall.

Which word best completes this sentence?

- a. danced
- b. yearned
- c. melted
- d. confided

16. Read the sentence.

The sudden loss of his beloved pet turtle, Scales, filled him with profound _____.

Which word best completes this sentence?

- a. anguish
- b. excitement
- c. anxiety
- d. kindness

17. Read the sentence.

During the meeting, several students expressed _____ by openly disagreeing with the new school policy.

Which word best completes this sentence?

- a. loyalty
- b. conformity
- c. dissent
- d. approval

18. Which of the following best defines the term **dystopia**?

- a. An ideal society where people live in perfect harmony and abundance.
- b. A society characterized by chaos and lawlessness, where individuals fend for themselves.
- c. An imagined, nightmarish society where people are oppressed and controlled by the government.
- d. A society where technology has advanced to the point of eliminating all human labor and hardship.

19. Read the sentence.

After the heated debate, the mediator's calming words helped to **assuage** tensions among the conflicting parties.

What is the meaning of the word **assuage** as used in the sentence above?

- a. negotiate a conversation between two people
- b. desperately beg someone to do something
- c. to harshly scold or discipline someone
- d. make an unpleasant feeling less intense

20. Read the sentence.

In the debate, she carefully addressed each claim made by her _____ before presenting her own argument.

Which word best completes this sentence?

- a. ally
- b. support
- c. opponent
- d. observer

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *The Giver*

"You slept soundly, Jonas?" his mother asked at the morning meal. "No dreams?"	13
Jonas simply smiled and nodded, not ready to lie, not	23
willing to tell the truth. "I slept very soundly," he said.	34
"I wish this one would," his father said, leaning down from his chair to touch	49
Gabriel's waving fist. The basket was on the floor beside him; in it's corner,	63
beside Gabriel's head, the stuffed hippo sat staring with its blank eyes.	75
"So do I," Mother said, rolling her eyes. "He's so fretful	86
at night."	88
Jonas had not heard the newchild during the night because as always, he <i>had</i>	102
slept soundly. But it was not true that he had no dreams.	114
Again and again, as he slept, he had slid down that snow-covered hill. Always, in the	130
dream, it seemed as if there were a destination: a <i>something</i> - he could not grasp what-	146
that lay beyond the place where the thickness of snow brought the sled to a stop.	162
He was left, upon awakening, with the feeling that he wanted, even somehow	175
needed, to reach the something that waited in the distance. The feeling that it was good.	191
That it was welcoming. That it was significant.	199
But he did not know how to get there.	208
He tried to shed the leftover dream, gathering his schoolwork and preparing for	221
the day.	223
School seemed a little different today. The classes were the same: language and	236
communications; commerce and industry; science and technology; civil procedures	245
and government. But during the breaks for recreation periods and the midday meal,	258
the other new Twelves were abuzz with descriptions of their first day of training.	272

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Lowry, Lois. *The Giver*. Houghton Mifflin Harcourt, 1993. Print. Pages 111-112.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/6th-grade/materials/>