



6TH GRADE **ELA**

Student Materials

Unit 4 ***Finding Connection:*** ***The Outsiders***



Name: _____ Date: _____

The Outsiders 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>		



Daily Lesson Materials

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

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 4: Adults often misunderstand or underestimate the struggles young people go through.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 5: A person's social class or neighborhood can shape how others treat them and how they see themselves.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 6: Loyalty to your friends is more important than following rules or authority.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
-----------------------------	-------	----------	----------------------------	-------	----------

Response:

Response:

Statement 7: People sometimes need to make difficult choices—even ones that go against their values—in order to belong or survive.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
-----------------------------	-------	----------	----------------------------	-------	----------

Response:

Response:

Statement 8: Boys are often pressured to hide their emotions and "stay tough," but this can be harmful and stop them from being their true selves.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
-----------------------------	-------	----------	----------------------------	-------	----------

Response:

Response:

Statement 9: Everyone has felt like an outsider at one time or another.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 10: Taking the time to understand someone who seems different from you can reveal how much you actually have in common.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Name: _____

Date: _____

Today's Materials:

- Article: ["Teen-Agers Are for Real"](#) by Susan Hinton
- Video: ["Typical Teenagers Talk About Teenage Life In 1966"](#) by Global Image Works

Objective: Synthesize information from multiple sources to explain teenagers' perspectives and feelings about coming of age.

1. On page 28, S.E. Hinton writes, "Understanding breeds communication. There we are back at the root of the matter." What idea does Hinton develop in these lines, and how do these lines connect to other sections of the essay?

2. How does the final paragraph of the essay contribute to developing Hinton's central idea that adult writers should make greater efforts to appeal to teenage readers?

3. Based on the article and the video, why do teenagers often feel misunderstood and misrepresented? Provide examples from both sources to support your answer.

Name: _____ Date: _____

The Outsiders 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.					
Before reading . . .	Agree	Disagree	After reading . . .	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.					
Before reading . . .	Agree	Disagree	After reading . . .	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

Response:

Response:

Statement 4: Adults often misunderstand or underestimate the struggles young people go through.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 5: A person's social class or neighborhood can shape how others treat them and how they see themselves.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 6: Loyalty to your friends is more important than following rules or authority.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
-----------------------------	-------	----------	----------------------------	-------	----------

Response:

Response:

Statement 7: People sometimes need to make difficult choices—even ones that go against their values—in order to belong or survive.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
-----------------------------	-------	----------	----------------------------	-------	----------

Response:

Response:

Statement 8: Boys are often pressured to hide their emotions and "stay tough," but this can be harmful and stop them from being their true selves.

Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
-----------------------------	-------	----------	----------------------------	-------	----------

Response:

Response:

Statement 9: Everyone has felt like an outsider at one time or another.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 10: Taking the time to understand someone who seems different from you can reveal how much you actually have in common.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Name: _____

Date: _____

What happens to Ponyboy on his walk home from the movies?

Who does Ponyboy live with and why?

How does Ponyboy escape the Socs?

Describe the greasers and the Socs. What is the relationship between these groups?

How does Ponyboy feel about each of his brothers?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 1-18 , Chapter 1

Objective: Analyze how the author develops the narrator's unique perspective.

1. What do the first two pages of the novel reveal about Ponyboy's perspective of himself? How does Hinton develop his perspective? Cite evidence from the text to support your answer.

2. How does Hinton develop Ponyboy's perspective of each of his brothers, Darry and Sodapop? Cite evidence from the text to support your answer.

3. How are the greasers and the Socs different from one another? What details reveal Ponyboy's perspective of these two groups? Provide examples from the text to support your answer.

4. Read the following quote: "I was smarting and aching and my chest was sore and I was so nervous my hands were shaking and I wanted to start bawling, but you just don't say that to Darry." (p. 7)

What does the quote reveal about Ponyboy's perspective of his brother? Select the best answer.

- a. Ponyboy believes that Darry worries too much about him.
- b. Ponyboy believes that Darry already knows the truth about how badly he is hurt.
- c. Ponyboy believes that Darry might do something stupid if he knows that Ponyboy is badly hurt.
- d. Ponyboy believes it is a bad idea to show weakness in front of Darry.

5. What additional line of text develops the reader's understanding of Ponyboy's perspective of his brother? Select the best answer.

- a. "He has dark-brown hair that kicks out in front and a slight cowlick in the back — just like Dad's —but Darry's eyes are his own." (p. 6)
- b. "Darry jammed his fists in his pocket. 'They didn't hurt you too bad, did they?'" (p. 7)
- c. "Me and Darry just didn't dig each other. I could never please him." (p. 13)
- d. "Listen kiddo, when Darry hollers at you . . . he don't mean nothing." (p. 17)

Name: _____

Date: _____

What is the setting of this chapter?

Who is Cherry Valance?

How does Cherry react to Dally? Why?

What story does Ponyboy tell Cherry?

Who attacked Johnny in the past? What happened?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 19–36 , Chapter 2

Objective: Analyze how specific sections of Chapter 2 fit into the overall structure of *The Outsiders* and develop the reader's understanding of characters.

1. How does the scene where the boys walk to the drive-in develop Dally's character and introduce a conflict? Cite evidence from pages 19–22 to support your answer.

2. How does the dialogue between Johnny and the other characters at the drive-in develop Johnny's character and his relationship with Dally? Provide examples from pages 24–26 to support your answer.

3. How does Ponyboy's conversation with Cherry develop the plot? Cite evidence from pages 34–35 to support your answer.

Name: _____

Date: _____

What do the statistics reveal about teens' experience with peer pressure? ("Teens & Peer Pressure")

What is herd mentality, and who does it affect? ("Are You Following the Herd?")

How did herd mentality help humans survive? ("Are You Following the Herd?")

How can herd mentality lead to teens taking dangerous risks? ("Are You Following the Herd?")

According to the article, how can teens resist group influence? ("Are You Following the Herd?")

Name: _____

Date: _____

Today's Materials:

- Article: ["Are You Following the Herd?"](#) by Holly Corbett
- Infographic: [Teens and Peer Pressure](#) by Fishtank Staff

Objective: Synthesize information from multiple sources to explain what factors influence individuals' decisions.

1. Why does herd mentality influence human behavior? How does herd mentality impact teens' decision-making in particular? Cite information from both sources to support your answer.

2. According to Oscar Bulkstein, "The most dangerous kind of peer pressure is the influence you don't really notice" (Corbett, p. 4). What does Bulkstein mean by this? How does the section "On Auto-Pilot" in the article contribute to the development of this idea?

3. What is the purpose of the sidebar "Mob Madness!" in the article? How does it add to the readers' understanding of herd mentality?



Understanding *The Outsiders*

Exploring Teen Culture in the 1950s and 1960s

Greaser Subculture Origin

Dictionary

Definitions from Oxford Languages · [Learn more](#)

 **greas·er**
/'grēsər/

noun

noun: **greaser**, plural noun: **greasers**

1. an engine mechanic or an **unskilled** member of a ship's **engine-room** crew.
2. **INFORMAL**
a rough young man, especially one who **greases** his hair back and is a member of a motorcycle gang.
3. **OFFENSIVE - US**
View definition ▾
4. **INFORMAL**
a gentle landing of an aircraft.
"it is best to try and avoid greasers and attempt a firm landing"

Use over time for: greaser



Source: Oxford Languages

The 1950s greaser subculture originated in the United States after World War II when American youths were looking for excitement and forms of self-expression. It began in working-class communities and especially in Italian American, Mexican American, and other Latinx communities.

Greasers were a group of young people in the 1950s known for their distinct style and attitudes. They got their name from the oily or greasy look of their hair. The "greaser" term was originally an ethnic slur, but as the youth subculture spread, the term came to describe their unique style, and specifically, their hairstyles.

"Traditional" Fashion



Men's Fashion

- **Casual Trousers and Jeans:** Often high-waisted and straight-legged, with denim jeans becoming increasingly popular.
- **Button-Down Shirts and Polo Shirts:** Often paired with trousers or jeans. Shirts were typically tucked in and sometimes worn with a belt.
- **Sweaters and Cardigans:** Worn over shirts, often in classic patterns or solid colors.

Women's Fashion:

- **Full Skirts and Dresses:** Popular styles included full-circle skirts and dresses with petticoats for added volume. Dresses often featured fitted bodices and flared skirts.
- **Cardigans and Sweaters:** Worn over blouses or dresses, often with matching skirts or trousers.
- **Blouses and Shirts:** Typically high-necked or with Peter Pan collars, often paired with skirts or trousers.

Source: [20thcenturyhistorysongbook.com](https://www.20thcenturyhistorysongbook.com)

Greaser Subculture

Fashion and Style

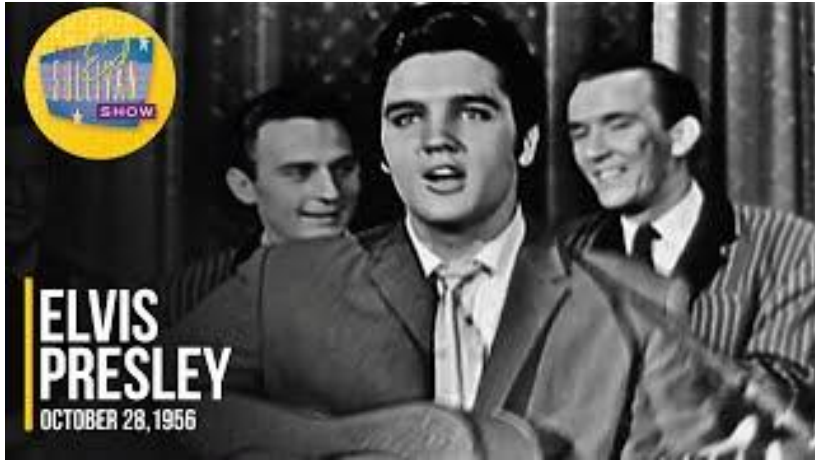


Source: rarehistoricalphotos.com/greasers-vintage-photos/

- **Leather Jackets:** Greasers often wore black leather jackets, which became a symbol of their tough, rebellious image.
- **Slicked-Back Hair:** The signature hairstyle involved combing hair back with pomade or gel, creating a sleek, shiny look.
- **Jeans and T-Shirts:** They favored worn jeans and plain T-shirts, often with rolled-up sleeves, contributing to a rugged, informal appearance.
- **Boots or Converse Sneakers:** Footwear typically included work boots or canvas sneakers.

Greaser Subculture

The Influence of Music



Rock 'n' roll—led by Elvis Presley and Chuck Berry—shaped the greaser subculture. Its rebellious themes influenced their style (leather jackets, slicked hair, jeans) and reinforced their identity as defiant outsiders.

Name: _____

Date: _____

How would you describe Cherry and Ponyboy's relationship? Why?

Who is Bob?

What happened to Ponyboy's parents?

What does Darry do when Ponyboy gets home late?

Why does Ponyboy decide that he wants to run away at the end of the chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 37–52 , Chapter 3

Objective: Analyze how the author develops characters' perspectives through significant events.

1. What does the conversation on pages 37–38 reveal about Cherry's and Ponyboy's distinct perspectives of the greasers? Provide examples from the text to support your answer.

2. How does Hinton illustrate the difference between Ponyboy and Johnny's perspectives of Ponyboy's family? Cite evidence from pages 42 and 51 to support your answer.

3. What is the significance of the scene on pages 49–50 when Ponyboy returns home late? How does this event impact Ponyboy? Provide examples from the text to support your answer.

Name: _____

Date: _____

What is the setting of the first half of this chapter?

What do the Socs do to Ponyboy? What does Johnny do in response?

Who do Johnny and Ponyboy go to for help? What does he give them?

Where do Johnny and Ponyboy go, and how do they get there?

What do the boys worry will happen to Johnny?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 1-67 , Chapters 1 - 4

Objective: Explain how specific lines and scenes fit into the overall structure of the text and help advance the plot.

1. Explain how Chapters 1-4 fit into the overall structure of the text. Use examples from the text and definitions of each part of a story structure to support your reasoning.

2. Reread pages 55-57. How does this scene contribute to the development of the plot? What choices does Hinton make to convey the significance of this moment? Cite evidence from the text to support your answer.

3. What is the significance of the line, "My dream's come true and I'm in the country" (p. 63)? How does it connect back to earlier sections of the text? Provide examples from the text to support your answer.

Name: _____

Date: _____

What is one line of description that helps the reader visualize the conflict between the boys?

How is Ponyboy feeling after the attack? Identify one piece of evidence that helps the reader infer Ponyboy's feelings.

How is Johnny feeling after the attack? Identify one piece of evidence that helps the reader infer Johnny's feelings.

What is one line of dialogue that builds tension in the scene?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 1-67 , Chapters 1 - 4
- Film: [The Outsiders](#) by Francis Ford Coppola (director) — 0:00:00 - 0:28:49

Objective: Compare and contrast setting elements and scenes from *The Outsiders* with the film version and describe the experience of viewing the film.

1. How does watching the film develop or contrast with the way you imagined the setting of the novel? How does it impact your understanding of the time period in which the text is set? Provide examples from both the novel and the film to support your answer.

2. How does the viewer's understanding of Ponyboy's relationships with his brothers differ when watching the film and reading the novel? Provide examples from both the novel and the film to support your answer.

3. What techniques does the director use to build tension and develop the mood in the scene where Johnny and Ponyboy fight Socs in the park?

Name: _____

Date: _____

What is the setting of this chapter?

What does Johnny say that he and Ponyboy need to do in order to stay safe? Why?

What book do Johnny and Ponyboy read together?

Who comes to visit Johnny and Ponyboy? What does he bring with him?

What has been going on between the Socs and greasers since Johnny and Ponyboy ran away? What is planned for the following night?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 68–84 , Chapter 5

Objective: Analyze how the author develops the narrator's perspective through important scenes in the text.

1. How does Hinton illustrate the relationship between Ponyboy's hair and his perspective on his own identity? Cite evidence from pages 71–73 to support your answer.

2. How does Hinton illustrate the difference between Ponyboy and Johnny's perspectives of Dally? Provide examples from the text to support your answer.

3. What does the letter from Soda reveal about Ponyboy's perspective of his relationship with Darry? Cite evidence from pages 81–82 to support your answer.

Version 1

"Why do you have to cut my hair?" I asked Johnny.

I liked my hair. It was a reddish color and styled long. My hair was cool—I didn't have to use much grease on it. All the greasers styled their hair the same. We might not have much, but we did have hair.

Version 2

I reached up to touch my hair. "Are you sure you have to cut it?"

I was proud of my hair. It was long and silky and a reddish color. My hair was tuff—I didn't have to use much grease on it. All the greasers styled their hair the same. It was one of the things we were proud of. Maybe we couldn't all drive nice cars and wear expensive shirts, but we could have hair.

Original

"Oh, no!" My hand flew to my hair. 'No, Johnny, not my hair!'

It was my pride. It was long and silky, just like Soda's, only a little redder. Our hair was tuff—We didn't have to use much grease on it. Our hair labeled us greasers, too—it was our trademark. The one thing we were proud of. Maybe we couldn't have Corvairs or Madras shirts, but we could have hair." (p. 71)

Version 1

"Why do you have to cut my hair?" I asked Johnny.

I liked my hair. It was a reddish color and styled long. My hair was cool—I didn't have to use much grease on it. All the greasers styled their hair the same. We might not have much, but we did have hair.

Version 2

I reached up to touch my hair. "Are you sure you have to cut it?"

I was proud of my hair. It was long and silky and a reddish color. My hair was tuff—I didn't have to use much grease on it. All the greasers styled their hair the same. It was one of the things we were proud of. Maybe we couldn't all drive nice cars and wear expensive shirts, but we could have hair.

Original

"Oh, no!" My hand flew to my hair. "No, Johnny, not my hair!"

It was my pride. It was long and silky, just like Soda's, only a little redder. Our hair was tuff—We didn't have to use much grease on it. Our hair labeled us greasers, too—it was our trademark. The one thing we were proud of. Maybe we couldn't have Corvairs or Madras shirts, but we could have hair." (p. 71)

Name: _____

Date: _____

What do Johnny and Ponyboy watch together? (*The Outsiders*)

What leads Ponyboy to share Robert Frost's poem "Nothing Gold Can Stay" with Johnny? (*The Outsiders*)

What does Ponyboy say about the meaning of the poem? (*The Outsiders*)

What do you believe the poem means? ("Nothing Gold Can Stay")

Name: _____

Date: _____

Today's Materials:

- Poem: "[Nothing Gold Can Stay](#)" by Robert Frost
- Book: [The Outsiders](#) by S.E. Hinton — pp. 77–78

Objective: Determine the theme of "Nothing Gold Can Stay" and analyze how the author uses literary devices to develop that theme.

1. How does Hinton's inclusion of Robert Frost's poem help develop Johnny and Ponyboy's relationship and introduce an important thematic topic in the story? Provide examples from the novel to support your answer.

2. How does Frost use imagery and personification to convey a deeper meaning in the poem? Cite evidence from the poem to support your answer.

3. What is the tone of the poem? What words and phrases does Frost use to communicate this tone? Cite evidence from the poem to support your answer.

Lines 1-4

Alternate Version	Original
<p>Nature's first green is gold, Her most beautiful hue to hold. Her early leaf's a flower; For but one glorious hour.</p>	<p>Nature's first green is gold, Her hardest hue to hold. Her early leaf's a flower; But only so an hour.</p>

Lines 5-8

Alternate Version	Original
<p>Then bud transforms to leaf. So Eden retained belief, So dawn gives rise to day. Alas, if only gold could stay.</p>	<p>Then leaf subsides to leaf. So Eden sank to grief, So dawn goes down to day. Nothing gold can stay.</p>

Name: _____

Date: _____

Who has agreed to be a spy for the greasers? Why?

What has Johnny decided to do about the police being after them? Why?

What do the boys think started the fire in the church?

What do the boys do when they realize there are children in the church?

What happens to each of the boys after the fire?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 85–99 , Chapter 6

Objective: Analyze how significant events and interactions shape the protagonist's perspective of his family, friends, and himself.

1. How does the fire change the way that Ponyboy sees Johnny? Cite evidence from pages 91–93 to support your answer.

2. How and why does Ponyboy's perspective of Dally change in this chapter? Provide examples from the text to support your answer.

3. How does Jerry Wood's perspective of Ponyboy and his friends differ from the way Ponyboy sees himself and the other greasers? How does Jerry's perspective affect Ponyboy? Cite evidence from pages 94–96 to support your answer.

Name: _____

Date: _____

Who wants to talk to Ponyboy and the rest of the gang when they are in the hospital?

How are Dally and Johnny each recovering at this point in the story?

How is Ponyboy feeling physically in this chapter?

What does Two-Bit bring with him when he comes over to Ponyboy's house for breakfast?

Who does Ponyboy talk to in the car?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 100–118 , Chapter 7

Objective: Analyze how key events lead to new understandings and reveal changes in characters' perspectives.

1. How has the public's perspective of Johnny and Ponyboy changed since the fire? Provide examples from the text to support your answer.

2. On page 115, Ponyboy says, "Greaser didn't have anything to do with it. [...] It's the individual." What does this line reveal about how Ponyboy's perspective has developed over the course of the text? What events or interactions helped shape this change in his perspective? Provide examples from the text to support your answer.

3. How does the conflict between the Socs and the greasers impact Randy? How does Hinton develop his perspective? Cite evidence from pages 116–117 to support your answer.

Name: _____

Date: _____

How are Dally and Johnny each recovering at this point in the story?

What does Two-Bit give to Dally in the hospital? Why?

What is planned for that evening? How is Ponyboy feeling about it?

Why won't Cherry go visit Johnny? How does Ponyboy feel about this?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 119–130 , Chapter 8

Objective: Analyze how the author develops characters' internal conflicts and perspectives.

1. What does the conversation between Ponyboy and Johnny on pages 121–122 reveal about their perspectives? Cite evidence from the text to support your answer.

2. How does Hinton convey the differences between Johnny's relationship with his mother and his relationship with the greasers? Cite evidence from the text to support your answer.

3. How does Hinton reveal Cherry's internal conflict about Bob's death? Cite evidence from pages 128–129 to support your answer.

Name: _____ Date: _____

Narrative Brainstorming Page

	Character 1	Character 2
Name		
Age		
Background <ul style="list-style-type: none">• Where do they live?• Who is in their family?• How do they feel about school and friends?		
Traits <ul style="list-style-type: none">• What do they look like?• What are their strengths?• What are their flaws or challenges?		
Motivations <ul style="list-style-type: none">• What do they care about most? How does this affect their decisions?• What are they working toward: a goal, a new understanding, or a change?		

How and where do these characters meet?

How might their differences initially cause conflict or misunderstanding?

What can these characters learn from each other?

Name: _____ Date: _____

Narrative Graphic Organizer

The diagram is a large mountain shape with a horizontal base. The mountain's outline is formed by a thick black line. Inside the mountain, there are several rectangular boxes for text entry. At the top left of the mountain is a box labeled 'Point of View:'. At the top center is a box labeled 'Setting:'. At the top right is a box labeled 'Characters:'. Below the 'Setting' box is a box labeled 'Climax:'. On the left side of the mountain, there are two boxes labeled 'Rising Action:'. On the right side, there is one box labeled 'Falling Action:'. At the bottom left of the mountain is a box labeled 'Exposition:'. At the bottom right is a box labeled 'Resolution:'. The boxes are arranged to fit the shape of the mountain, with the 'Climax' box at the peak and the 'Exposition' and 'Resolution' boxes at the base.

Point of View:

Setting:

Characters:

Climax:

Rising Action:

Rising Action:

Exposition:

Falling Action:

Resolution:

Narrative Pacing Sentence Stems

<p>Skip Ahead (Jump Forward in Time)</p>	<ul style="list-style-type: none"> ● Several days later, _____ ● A few weeks passed before _____ ● Not long after that, _____ ● In the days that followed, _____ ● Eventually, _____ ● Before I knew it, _____ 	<ul style="list-style-type: none"> ● The next morning, _____ ● Months later, _____ ● As the year went on, _____ ● After what felt like forever, _____ ● When _____ finally came, _____
<p>Speed Up (Summarize the Action)</p>	<ul style="list-style-type: none"> ● For the rest of the day, _____ ● All afternoon, _____ ● For days on end, _____ ● Over the next few minutes, _____ ● The weeks flew by as _____ ● Time seemed to race while _____ 	<ul style="list-style-type: none"> ● Before long, _____ ● Soon, _____ ● In what felt like seconds, _____ ● The rest of _____ was spent _____ ● From then on, _____
<p>Slow Down (Zoom in on an Important Moment)</p>	<ul style="list-style-type: none"> ● In that moment, _____ ● Everything seemed to slow down as _____ ● Time stood still while _____ ● I froze, watching as _____ ● The seconds ticked by as _____ 	<ul style="list-style-type: none"> ● It felt like time stopped when _____ ● Slowly, carefully, _____ ● All at once, yet in slow motion, _____ ● I held my breath as _____ ● Every detail stood out as _____
<p>Flashback (Jump Back in Time)</p>	<ul style="list-style-type: none"> ● I still remember the day when _____ ● It all started when _____ ● Years ago, _____ ● Back then, _____ ● When I was younger, _____ 	<ul style="list-style-type: none"> ● As soon as I saw _____, I thought of _____ ● Suddenly, I was back in _____ ● Time seemed to rewind to _____ ● In an instant, I was standing _____

Name: _____ Date: _____

Narrative Brainstorming Page

	Character 1	Character 2
Name		
Age		
Background <ul style="list-style-type: none">• Where do they live?• Who is in their family?• How do they feel about school and friends?		
Traits <ul style="list-style-type: none">• What do they look like?• What are their strengths?• What are their flaws or challenges?		
Motivations <ul style="list-style-type: none">• What do they care about most? How does this affect their decisions?• What are they working toward: a goal, a new understanding, or a change?		

How and where do these characters meet?

How might their differences initially cause conflict or misunderstanding?

What can these characters learn from each other?

Name: _____ Date: _____

Narrative Graphic Organizer

The diagram is a large mountain shape with a horizontal base. The mountain's left slope is composed of three stacked rectangular boxes, and the right slope is composed of two stacked rectangular boxes. The peak of the mountain is a triangle. Above the mountain, there are three separate rectangular boxes. The labels for each box are as follows:

- Top left box: Point of View:
- Top middle box: Setting:
- Top right box: Characters:
- Box below the peak: Climax:
- Box on the left slope (top): Rising Action:
- Box on the left slope (middle): Rising Action:
- Box on the left slope (bottom): Exposition:
- Box on the right slope (top): Falling Action:
- Box on the right slope (bottom): Resolution:

Name: _____ Date: _____

Narrative Brainstorming Page

	Character 1	Character 2
Name		
Age		
Background <ul style="list-style-type: none">• Where do they live?• Who is in their family?• How do they feel about school and friends?		
Traits <ul style="list-style-type: none">• What do they look like?• What are their strengths?• What are their flaws or challenges?		
Motivations <ul style="list-style-type: none">• What do they care about most? How does this affect their decisions?• What are they working toward: a goal, a new understanding, or a change?		

How and where do these characters meet?

How might their differences initially cause conflict or misunderstanding?

What can these characters learn from each other?

Name: _____ Date: _____

Narrative Graphic Organizer

The diagram is a large mountain shape formed by a thick black line. The mountain has a flat base, two slanted sides meeting at a peak, and a flat top. Eight rectangular boxes are placed around the mountain, each containing a label for a narrative element. The boxes are arranged as follows: three at the top, one in the middle, two on the left side, and two at the bottom. The labels are: Point of View, Setting, Characters, Climax, Rising Action (top left), Falling Action (top right), Rising Action (middle left), Exposition (bottom left), and Resolution (bottom right).

Point of View:

Setting:

Characters:

Climax:

Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:

Name: _____ Date: _____

Narrative Brainstorming Page

	Character 1	Character 2
Name		
Age		
Background <ul style="list-style-type: none">• Where do they live?• Who is in their family?• How do they feel about school and friends?		
Traits <ul style="list-style-type: none">• What do they look like?• What are their strengths?• What are their flaws or challenges?		
Motivations <ul style="list-style-type: none">• What do they care about most? How does this affect their decisions?• What are they working toward: a goal, a new understanding, or a change?		

How and where do these characters meet?

How might their differences initially cause conflict or misunderstanding?

What can these characters learn from each other?

Name: _____ Date: _____

Narrative Graphic Organizer

The diagram is a large mountain shape with a horizontal base. The mountain's left slope is composed of three stacked rectangular boxes, and the right slope is composed of two stacked rectangular boxes. The peak of the mountain is a triangle. Above the mountain, there are three separate rectangular boxes. The labels for each box are as follows:

- Top left box: Point of View:
- Top middle box: Setting:
- Top right box: Characters:
- Below the top middle box: Climax:
- Left slope (top): Rising Action:
- Left slope (middle): Rising Action:
- Left slope (bottom): Exposition:
- Right slope (top): Falling Action:
- Right slope (bottom): Resolution:

Name: _____ Date: _____

Narrative Brainstorming Page

	Character 1	Character 2
Name		
Age		
Background <ul style="list-style-type: none">• Where do they live?• Who is in their family?• How do they feel about school and friends?		
Traits <ul style="list-style-type: none">• What do they look like?• What are their strengths?• What are their flaws or challenges?		
Motivations <ul style="list-style-type: none">• What do they care about most? How does this affect their decisions?• What are they working toward: a goal, a new understanding, or a change?		

How and where do these characters meet?

How might their differences initially cause conflict or misunderstanding?

What can these characters learn from each other?

Name: _____ Date: _____

Narrative Graphic Organizer

The diagram is a large mountain shape with a horizontal base. The mountain's outline is formed by a thick black line. Inside the mountain, there are several rectangular boxes for text. At the top left of the mountain is a box labeled 'Point of View:'. At the top center is a box labeled 'Setting:'. At the top right is a box labeled 'Characters:'. Below the 'Setting' box is a box labeled 'Climax:'. On the left side of the mountain, there are two boxes labeled 'Rising Action:'. On the right side, there is one box labeled 'Falling Action:'. At the bottom left of the mountain is a box labeled 'Exposition:'. At the bottom right is a box labeled 'Resolution:'. The boxes are arranged to fit the shape of the mountain, with the 'Climax' box at the peak and the 'Exposition' and 'Resolution' boxes at the base.

Point of View:

Setting:

Characters:

Climax:

Rising Action:

Rising Action:

Exposition:

Falling Action:

Resolution:

Narrative Pacing Sentence Stems

<p>Skip Ahead (Jump Forward in Time)</p>	<ul style="list-style-type: none"> ● Several days later, _____ ● A few weeks passed before _____ ● Not long after that, _____ ● In the days that followed, _____ ● Eventually, _____ ● Before I knew it, _____ 	<ul style="list-style-type: none"> ● The next morning, _____ ● Months later, _____ ● As the year went on, _____ ● After what felt like forever, _____ ● When _____ finally came, _____
<p>Speed Up (Summarize the Action)</p>	<ul style="list-style-type: none"> ● For the rest of the day, _____ ● All afternoon, _____ ● For days on end, _____ ● Over the next few minutes, _____ ● The weeks flew by as _____ ● Time seemed to race while _____ 	<ul style="list-style-type: none"> ● Before long, _____ ● Soon, _____ ● In what felt like seconds, _____ ● The rest of _____ was spent _____ ● From then on, _____
<p>Slow Down (Zoom in on an Important Moment)</p>	<ul style="list-style-type: none"> ● In that moment, _____ ● Everything seemed to slow down as _____ ● Time stood still while _____ ● I froze, watching as _____ ● The seconds ticked by as _____ 	<ul style="list-style-type: none"> ● It felt like time stopped when _____ ● Slowly, carefully, _____ ● All at once, yet in slow motion, _____ ● I held my breath as _____ ● Every detail stood out as _____
<p>Flashback (Jump Back in Time)</p>	<ul style="list-style-type: none"> ● I still remember the day when _____ ● It all started when _____ ● Years ago, _____ ● Back then, _____ ● When I was younger, _____ 	<ul style="list-style-type: none"> ● As soon as I saw _____, I thought of _____ ● Suddenly, I was back in _____ ● Time seemed to rewind to _____ ● In an instant, I was standing _____

Name: _____ Date: _____

Narrative Graphic Organizer

The diagram is a large mountain shape with a horizontal base. The mountain's left side rises to a peak, and the right side descends to the same level as the left side. Eight rectangular boxes are placed around the mountain to capture key narrative elements:

- Point of View:** A box at the top left.
- Setting:** A box at the top center.
- Characters:** A box at the top right.
- Climax:** A box positioned directly below the peak of the mountain.
- Rising Action:** A box on the left slope, above the Exposition box.
- Falling Action:** A box on the right slope, above the Resolution box.
- Exposition:** A box at the bottom left, forming the start of the mountain's base.
- Resolution:** A box at the bottom right, forming the end of the mountain's base.

Version 1

They moved, remembering old faults and wondering if they were still there. The rest of us waited. I was reminded of Jack London's books—you know, where the wolf pack waits in silence for one of two members to go down in a fight. But it was different here. The rumble would start once one person started fighting.

They used to be buddies, I thought, they used to be friends, and now they hate each other because one has to work for a living and the other comes from the West Side.

Version 2

They moved in a circle under the light, counterclockwise, maybe remembering old faults and wondering if they were still there. I was reminded of Jack London's books—you know, where the wolf pack waits in silence for one of two members to go down in a fight. But it was different here. The moment either one swung a punch, the rumble would be on.

The silence grew heavier. They used to be buddies, I thought, they used to be friends, and now they hate each other because one has to work for a living and the other comes from the West Side.

Original

"They moved in a circle under the light, counterclockwise, eyeing each other, sizing each other up, maybe remembering old faults and wondering if they were still there. The rest of us waited with mounting tension. I was reminded of Jack London's books—you know, where the wolf pack waits in silence for one of two members to go down in a fight. But it was different here. The moment either one swung a punch, the rumble would be on.

The silence grew heavier, and I could hear the harsh heavy breathing of the boys around me. Still Darry and the Soc walked slowly in a circle. Even I could feel their hatred. They used to be buddies, I thought, they used to be friends, and now they hate each other because one has to work for a living and the other comes from the West Side." (p. 143)

Version 1

They moved, remembering old faults and wondering if they were still there. The rest of us waited. I was reminded of Jack London's books—you know, where the wolf pack waits in silence for one of two members to go down in a fight. But it was different here. The rumble would start once one person started fighting.

They used to be buddies, I thought, they used to be friends, and now they hate each other because one has to work for a living and the other comes from the West Side.

Version 2

They moved in a circle under the light, counterclockwise, maybe remembering old faults and wondering if they were still there. I was reminded of Jack London's books—you know, where the wolf pack waits in silence for one of two members to go down in a fight. But it was different here. The moment either one swung a punch, the rumble would be on.

The silence grew heavier. They used to be buddies, I thought, they used to be friends, and now they hate each other because one has to work for a living and the other comes from the West Side.

Original

"They moved in a circle under the light, counterclockwise, eyeing each other, sizing each other up, maybe remembering old faults and wondering if they were still there. The rest of us waited with mounting tension. I was reminded of Jack London's books—you know, where the wolf pack waits in silence for one of two members to go down in a fight. But it was different here. The moment either one swung a punch, the rumble would be on.

The silence grew heavier, and I could hear the harsh heavy breathing of the boys around me. Still Darry and the Soc walked slowly in a circle. Even I could feel their hatred. They used to be buddies, I thought, they used to be friends, and now they hate each other because one has to work for a living and the other comes from the West Side." (p. 143)

Name: _____

Date: _____

What does Ponyboy do when he leaves the hospital?

What happens to Dally in this chapter?

Why, according to Ponyboy, does Dally make this choice?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 150–160 , Chapter 10

Objective: Analyze how the author reveals and develops the narrator's perspective.

1. How does Hinton develop the reader's understanding of Ponyboy's emotional state after Johnny's death? Cite evidence from pages 150–153 to support your answer.

2. How does Hinton's use of repetition on pages 156–158 develop the reader's understanding of Ponyboy's state of mind? Cite evidence from the text to support your answer.

3. How does Hinton develop Ponyboy's perspective of his relationship with Darry in this chapter? Cite evidence from pages 157–159 to support your answer.

4. On page 155, Soda says to Ponyboy, "Now please shut up, will ya, honey. Go back to sleep." What does Soda's word choice reveal about how he is feeling?

- a. Soda is angry with Ponyboy.
- b. Soda is annoyed with Ponyboy but is trying to remain patient.
- c. Soda is worried about Ponyboy and wants him to rest.
- d. Soda is bored and restless.

Name: _____

Date: _____

Whose photo does Ponyboy look at in the yearbook? Why?

Who comes to visit Ponyboy in this chapter?

What do they talk about?

What is Ponyboy worried about for the future?

Who does Ponyboy believe killed Bob?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 161-166 , Chapter 11

Objective: Explain how the protagonist responds to significant events and how his perspective shifts as the story nears its resolution.

1. How does looking at Bob's photo in the yearbook change Ponyboy's perspective of him? Cite evidence from pages 161-162 to support your answer.

2. On page 162, Ponyboy describes how he thinks that some people see him and other greasers as "victims of environment." What does he mean by this, and how does his reaction help develop his perspective and character?

3. How do Randy and Ponyboy's different life experiences influence the way they respond to recent events? Cite evidence from pages 164-165 to support your answer.

4. Which piece of evidence best shows Ponyboy's perspective?

- a. "I was in the country, but I knew I wasn't going to like it as much as I'd thought I would." (p. 65)
- b. "It's like the term 'greaser,' which is used to class all us boys on the East Side." (p. 2)
- c. "I had been glad to see them, but it bothered me because we live in kind of a lousy neighborhood and our house isn't real great." (p. 163)
- d. "But I couldn't have cared less about what Randy thought." (p. 163)

Name: _____

Date: _____

What is the result of the hearing in front of the judge?

What assignment is Ponyboy given by his English teacher?

Why does Soda get upset with his brothers? How do they respond?

What does Ponyboy find in Johnny's copy of *Gone with the Wind*?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 167-180 , Chapter 12

Objective: Analyze how the narrator's perspective changes in response to significant events and explain how these changes develop the story's central ideas.

1. How do the tragedies Ponyboy experiences affect his behavior and perspective? Cite evidence from the text to support your answer.

2. How and why has Ponyboy's perspective of his brothers changed over the course of the text? Provide examples from the text to support your answer.

3. How does Johnny's letter to Ponyboy help develop the central ideas of the text? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What is one line of description that helps the reader visualize the rumble?

How is Ponyboy feeling during the rumble? Identify one piece of evidence that helps the reader infer Ponyboy's feelings.

What is one sentence that builds tension in the scene?

Name: _____

Date: _____

Today's Materials:

- Book: [The Outsiders](#) by S.E. Hinton — pp. 141-179
- Film: [The Outsiders](#) by Francis Ford Coppola (director) — (1:12:25-1:27:44)

Objective: Compare and contrast scenes from *The Outsiders* with the film version and describe the experience of viewing the film.

1. Compare and contrast the experience of reading about Johnny's death and watching it on film. Provide examples from both the novel and the film to support your answer.

2. How did the depiction of Dally's death in the film compare to what you had imagined when you were reading this scene in the novel? Provide examples from both the novel and the film to support your answer.

3. What choices does the director make to dramatize Johnny's letter to Ponyboy? How did these choices impact your experience as a viewer compared to reading the letter in the text?

Name: _____

Date: _____

Who are the speakers of the poem?

What is the poem about?

What structural choices has the poet made?

What can be observed about the use of sound in the poem?

What is the mood of the poem?

Name: _____

Date: _____

Today's Materials:

- Poem: "[We Real Cool](#)" by Gwendolyn Brooks
- Book: [The Outsiders](#) by S.E. Hinton

Objective: Analyze how tone and meaning are developed in "We Real Cool" and how its themes connect to those in *The Outsiders*.

1. How does Brooks convey thematic ideas about coming of age through her development of the speakers' self-image? Cite evidence from the poem to support your answer.

2. How does Brooks develop and shift the tone of the poem? Cite evidence from the poem to support your answer.

3. How does Brooks's use of sound contribute to the tone and reinforce the poem's themes? Cite evidence from the text to support your answer.

4. Which of the following statements most closely expresses the theme of "We Real Cool"?

- a. Social norms should be rejected in order to live life to the fullest.
- b. Rebellion can be both empowering and costly.
- c. Youthful innocence is fleeting.
- d. Individuals should live boldly and defiantly.

Name: _____

Date: _____

How does being understood and accepted by others shape a person's life and identity?

How do stereotypes and prejudices influence the way we see others and ourselves?

What factors influence our decisions, and how do our significant decisions define us?

What do the texts in this unit reveal about the experience of coming of age?

Name: _____

Date: _____

Today's Materials:

Objective: Engage in a Socratic dialogue with peers, responding directly to others by rephrasing and delineating arguments and posing clarifying questions.

1. How does being understood and accepted by others shape a person's life and identity?

2. How do stereotypes and prejudices influence the way we see others and ourselves?

3. What factors influence our decisions, and how do our significant decisions define us?

4. What do the texts in this unit reveal about the experience of coming of age?

Name: _____

Date: _____

Today's Materials:

Objective: Engage in a Socratic dialogue with peers, responding directly to others by rephrasing and delineating arguments and posing clarifying questions.

Name: _____

Date: _____

Name: _____ Date: _____

Argumentative Brainstorming Page

Prompt: Write an argumentative essay in which you take a clear position on this question: Is *The Outsiders* still relevant and important for middle school students today? Argue for or against keeping it in the curriculum and support your position with evidence from the novel.

Keep <i>The Outsiders</i> (Still Relevant)	Remove <i>The Outsiders</i> (Not Relevant)

After discussing with the class, **circle** the column title that reflects your position. **Underline** two different reasons in that column that support your claim.

Then, use the space below to brainstorm specific examples from the novel that could support each reason.

Reason 1	Reason 2

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">•••
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------

Name: _____ Date: _____

Argumentative Brainstorming Page

Prompt: Write an argumentative essay in which you take a clear position on this question: Is *The Outsiders* still relevant and important for middle school students today? Argue for or against keeping it in the curriculum and support your position with evidence from the novel.

Keep <i>The Outsiders</i> (Still Relevant)	Remove <i>The Outsiders</i> (Not Relevant)

After discussing with the class, **circle** the column title that reflects your position. **Underline** two different reasons in that column that support your claim.

Then, use the space below to brainstorm specific examples from the novel that could support each reason.

Reason 1	Reason 2

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">•••
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------

Name: _____ Date: _____

Argumentative Brainstorming Page

Prompt: Write an argumentative essay in which you take a clear position on this question: Is *The Outsiders* still relevant and important for middle school students today? Argue for or against keeping it in the curriculum and support your position with evidence from the novel.

Keep <i>The Outsiders</i> (Still Relevant)	Remove <i>The Outsiders</i> (Not Relevant)

After discussing with the class, **circle** the column title that reflects your position. **Underline** two different reasons in that column that support your claim.

Then, use the space below to brainstorm specific examples from the novel that could support each reason.

Reason 1	Reason 2

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">•••
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------

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">•••
----------------------	-------------------------------------------------------------------------------------------------------------------------------------------



Vocabulary

Word	Part of Speech	Definition
actor's choice		a decision an actor makes when performing a character, including (but not limited to) facial expressions, body movement, tone of voice, and pauses
alliteration		the repetition of consonant sounds at the beginning of words that are close to one another in a piece of writing
aloof	adj.	not showing interest or concern; distant and unfriendly
bewilderment	n.	extreme confusion
camera angle		the specific location at which the movie camera is placed to take a shot
camera movement		the way a camera moves in relation to the characters and setting; can include techniques like zooming in, zooming out, panning up/down/left/right
characterization		the process by which the writer reveals the personality and traits of a character
clique	n.	a narrow, exclusive group of people with shared interests or other features in common
conform	v.	to behave according to group expectations; to follow the rules

Word	Part of Speech	Definition
contemptuous	adj.	feeling or expressing hatred and disapproval
conviction	n.	a strong belief or opinion
cut		when the image on the screen is instantly replaced with another image
delirious	adj.	hallucinating; unable to communicate or perceive the world clearly or accurately
dialogue		anything a character says aloud, usually in conversation with another character
elude	v.	to escape the understanding, perception, or grasp of
exposition		the beginning of a story, in which the characters, setting, and context are introduced
foreshadowing		a subtle warning or indication of a future event in a text; a "hint" the author provides the reader that something (usually bad) is going to happen
formal style		writing that is clear and professional and uses complete sentences, standard grammar, and precise vocabulary
gallant	adj.	brave or heroic

Word	Part of Speech	Definition
grudge	n.	a feeling of resentment based on something that happened in the past
idealistic	adj.	having a tendency to be guided by grand, possibly unrealistic, ideas of perfection
imagery		a vivid description that appeals to a reader's senses to create a visual or idea in their head
incredulous	adj.	disbelieving
lighting		the lightness, darkness, or colors used in a scene of a film or play
menace	n.	a person or thing that is likely to cause serious harm
pacing		how quickly or slowly the action progresses
personification		the act of giving human qualities or characteristics to non-human beings or inanimate objects
pity	n.	the feeling of distress, sadness, and discomfort when witnessing someone else's misery
premonition	n.	a strong feeling that something (usually something bad) is about to happen

Word	Part of Speech	Definition
reckless	adj.	unconcerned about the consequences of an action; acting without caution
rhyme		when two or more words have the same ending sound
rhythm		the pattern of stressed and unstressed syllables that creates a beat and pace for the poem
rising action		the section of text that comes after the exposition, when the story begins to get complicated and the central conflict is introduced
sidebar		a piece of text that is separate from the main text—usually on the bottom or side of a page—that provides additional or supplemental information and can give the reader another point of view
sophisticated	adj.	having a great deal of knowledge and experience of the world and culture
sound		noises that originate from the world of the film, or noises that are added, like music or voiceover
subside	v.	to become less intense or severe; settle down
susceptible	adj.	easily affected, influenced, or harmed by something

Word	Part of Speech	Definition
vast	adj.	of very large size or amount

Name: _____ Date: _____

VOCABULARY PRACTICE

6th Grade ELA

Finding Connection: *The Outsiders*

WORD LIST

1. **aloof** (adj.): not showing interest or concern; distant and unfriendly
2. **bewilderment** (n.): extreme confusion
3. **clique** (n.): a narrow, exclusive group of people with shared interests or other features in common
4. **conform** (v.): to behave according to group expectations; to follow the rules
5. **contemptuous** (adj.): feeling or expressing hatred and disapproval
6. **conviction** (n.): a strong belief or opinion
7. **delirious** (adj.): hallucinating; unable to communicate or perceive the world clearly or accurately
8. **elude** (v.): to escape the understanding, perception, or grasp of
9. **gallant** (adj.): brave or heroic
10. **grudge** (n.): a feeling of resentment based on something that happened in the past
11. **idealistic** (adj.): having a tendency to be guided by grand, possibly unrealistic, ideas of perfection
12. **incredulous** (adj.): disbelieving
13. **menace** (n.): a person or thing that is likely to cause serious harm
14. **pity** (n.): the feeling of distress, sadness, and discomfort when witnessing someone else's misery
15. **premonition** (n.): a strong feeling that something (usually something bad) is about to happen
16. **reckless** (adj.): unconcerned about the consequences of an action; acting without caution
17. **sophisticated** (adj.): having a great deal of knowledge and experience of the world and culture
18. **subside** (v.): to become less intense or severe; settle down
19. **susceptible** (adj.): easily affected, influenced, or harmed by something
20. **vast** (adj.): of very large size or amount

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

aloof bewilderment clique conform contemptuous conviction delirious elude gallant grudge	idealistic incredulous menace pity premonition reckless sophisticated subside susceptible vast
---------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

ANSWER

DEFINITION

	ANSWER	DEFINITION
1.		disbelieving
2.		of very large size or amount
3.		to escape the understanding, perception, or grasp of
4.		unconcerned about the consequences of an action; acting without caution
5.		having a tendency to be guided by grand, possibly unrealistic, ideas of perfection
6.		a strong feeling that something (usually something bad) is about to happen
7.		hallucinating; unable to communicate or perceive the world clearly or accurately
8.		easily affected, influenced, or harmed by something
9.		a strong belief or opinion

10.		the feeling of distress, sadness, and discomfort when witnessing someone else's misery
11.		feeling or expressing hatred and disapproval
12.		not showing interest or concern; distant and unfriendly
13.		to become less intense or severe; settle down
14.		a feeling of resentment based on something that happened in the past
15.		a narrow, exclusive group of people with shared interests or other features in common
16.		a person or thing that is likely to cause serious harm
17.		extreme confusion
18.		to behave according to group expectations; to follow the rules
19.		having a great deal of knowledge and experience of the world and culture
20.		brave or heroic

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.

1. Ezra stared in _____ at the recipe in front of him, trying to comprehend the complex instructions for a soufflé. Each step seemed more intricate and confusing than the last! He couldn't help but wonder how a simple egg could turn into such a complex dish.
2. Young and _____, Ella joined the Peace Corps with dreams of making a difference. She traveled to a remote town in Tahiti, teaching children and sharing her love for learning.
3. In the early days of the COVID-19 pandemic, the world was _____ to fear and misinformation. People scrambled for reliable information, clinging to any news that could provide a sense of understanding or control.
4. After running the Boston Marathon, Malachi was _____ with exhaustion and joy. The crowd's cheers and the taste of victory at the finish line made every grueling mile worth it. He had pushed his limits and emerged triumphant!
5. Ever since she was a child, Nora had vivid dreams that often came true! One night, she has a/an _____ of a terrible fire that would engulf her town. She felt obligated to warn the townsfolk, who initially dismissed her fears, but as the flames began to rise, they realized her vision had saved many lives.
6. At Paris Fashion Week, the _____ designs of Amina's new collection took center stage. Each piece was a blend of traditional and modern styles, reflecting her Nigerian heritage. The audience applauded her creativity, celebrating the fusion of cultures and elegance.
7. In the Olympic Village, the Jamaican bobsled team formed a tight-knit _____. They laughed and trained together, their bond evident to all. Even in the cold weather, their warm camaraderie stood out, breaking stereotypes and inspiring others with their unity and determination.

8. As the storm began to _____, the people of Puerto Rico emerged from their shelters. The aftermath of Hurricane Maria was devastating, but the community's spirit was unbroken. Together, they began the arduous task of rebuilding, determined to rise again.
9. When the librarian discovered a hidden doorway behind the dusty bookshelves, they were _____. The passage led to an underground chamber filled with hundreds of first edition books. Their initial disbelief turned into excitement as they realized the treasure trove of knowledge they had uncovered!
10. Jason sprinted through the forest, his heart pounding like a drum. He was playing an intense game of capture the flag with his friends and was determined to _____ them for just a few more minutes so he could ensure victory for his team.
11. During World War II, the Tuskegee Airmen shattered racial barriers. They not only proved their exceptional skills in aerial combat, but their _____ efforts also demonstrated the value and capability of African American pilots in the U.S. military. Their success played a crucial role in the eventual desegregation of the U.S. Armed Forces.
12. Robert glared at the new recruits in a/an _____ way because their optimism got on his nerves. Years of experience had made him skeptical of anyone who hadn't faced the same obstacles to get to this point in their career.
13. Walking past the run down house, Anne felt curious about the old man who lived there alone. His secretive nature had made him the subject of town gossip, but Maria sensed there was more to his story. She gathered the courage to knock on his door, which her friends said was a/an _____ decision, in order to get to know him better.
14. Rosa Parks refused to _____ to societal norms, and her refusal to give up her bus seat sparked a revolution. Her bravery inspired countless others to fight for equality and justice, showing that one act of defiance could change history.
15. The Sahara Desert was awe-inspiring and intimidating, as its _____ landscape seemed to go on for miles. Explorers traveled its endless dunes, uncovering the secrets of ancient trade routes. The desert's endless horizon symbolized the infinite possibilities of discovery and adventure.

16. When addressing the United Nations, Malala spoke with strong _____ about the importance of girls' education. Despite the dangers, she continued her advocacy, inspiring millions around the world.
17. For years, Lily harbored a/an _____ against her childhood friend, believing she had betrayed her trust. When their paths crossed again at a high school reunion, the hurt came rushing back. However, a heartfelt conversation revealed that neither of them actually knew what had sparked their fuel to begin with.
18. Despite his _____ demeanor, the new head coach of the basketball team earned the respect of his players by demonstrating his knowledge of each player's statistics and strengths, as well as a love of the game. The players soon realized that his distant nature was often mistaken for arrogance, but it was simply his way of staying focused.
19. Helen Keller, who lost her sight and hearing at just 19 months old, never wanted anyone's _____. With the help of her dedicated teacher, Anne Sullivan, she learned to communicate using sign language and braille. Keller went on to become a world-famous author and activist, advocating for people with disabilities.
20. Batman's arch-nemesis, the Joker, is often considered a/an _____ to Gotham City. This villain, with his chaotic plans and laughter, has kept Batman on his toes for decades! The Joker is a constant threat, always trying to outsmart the Dark Knight and wreak havoc.

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>
not showing interest or concern; distant and unfriendly	distant, detached, formal, unforthcoming
1. ALOOF	
<i>use the word in a sentence</i>	<i>antonyms</i>
I consider myself warm and friendly, but I act cool and aloof with other people.	familiar, friendly, forthcoming, social

<i>definition of the word</i>	<i>synonyms</i>
extreme confusion	

2. BEWILDERMENT

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

<i>definition of the word</i>	<i>synonyms</i>
a narrow, exclusive group of people with shared interests or other features in common	

3. CLIQUE

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

<i>definition of the word</i>	<i>synonyms</i>
to behave according to group expectations; to follow the rules	

4. CONFORM

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

<i>definition of the word</i>	<i>synonyms</i>
feeling or expressing hatred and disapproval	

5. CONTEMPTUOUS

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

<i>definition of the word</i>	<i>synonyms</i>
a strong belief or opinion	

6. CONVICTION

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

<i>definition of the word</i>	<i>synonyms</i>
hallucinating; unable to communicate or perceive the world clearly or accurately	

7. DELIRIOUS

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

<i>definition of the word</i>	<i>synonyms</i>
to escape the understanding, perception, or grasp of	
8. ELUDE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
brave or heroic	
9. GALLANT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a feeling of resentment based on something that happened in the past	
10. GRUDGE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
having a tendency to be guided by grand, possibly unrealistic, ideas of perfection	
11. IDEALISTIC	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
disbelieving	

12. INCREDULOUS

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

<i>definition of the word</i>	<i>synonyms</i>
a person or thing that is likely to cause serious harm	

13. MENACE

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

<i>definition of the word</i>	<i>synonyms</i>
the feeling of distress, sadness, and discomfort when witnessing someone else's misery	
14. PITY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a strong feeling that something (usually something bad) is about to happen	
15. PREMONITION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
unconcerned about the consequences of an action; acting without caution	
16. RECKLESS	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
having a great deal of knowledge and experience of the world and culture	
17. SOPHISTICATED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to become less intense or severe; settle down	

18. SUBSIDE

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

<i>definition of the word</i>	<i>synonyms</i>
easily affected, influenced, or harmed by something	

19. SUSCEPTIBLE

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

<i>definition of the word</i>	<i>synonyms</i>
of very large size or amount	
20. VAST	
<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 (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- Aloof
- Bewilderment
- Clique
- Premonition
- Subside

conform (v.): to behave according to group expectations; to follow the rules	
CHANGE	EXAMPLE SENTENCE
<i>reform</i>	The government introduced new policies to reform the outdated education system.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed the prefix</i> <i>To make changes in something in order to improve it</i>	

contemptuous (adj.): feeling or expressing hatred and disapproval	
CHANGE	EXAMPLE SENTENCE
<i>contemptuously</i>	She looked at him contemptuously , unable to hide her disdain for his actions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>In a scornful way that shows disdain or lack of respect</i></p>	

conviction (n.): a strong belief or opinion	
CHANGE	EXAMPLE SENTENCE
<i>convicted</i>	He was convicted of the crime after a thorough investigation and trial.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to past tense verb</i></p> <p><i>Declared guilty of a criminal offense by the verdict of a jury or the decision of a judge</i></p>	

delirious (adj.): hallucinating; unable to communicate or perceive the world clearly or accurately	
CHANGE	EXAMPLE SENTENCE
<i>delirium</i>	After days without sleep, he slipped into a state of delirium , unable to tell what was real from his fevered dreams.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>An acutely disturbed state of mind characterized by restlessness, illusions, and incoherence, occurring in intoxication, fever, or other disorders</i></p>	

elude (v.): to escape the understanding, perception, or grasp of	
CHANGE	EXAMPLE SENTENCE
<i>elusive</i>	The elusive fox managed to escape the hunters every time they got close.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Difficult to find, catch, or achieve</i></p>	

gallant (adj.): brave or heroic	
CHANGE	EXAMPLE SENTENCE
<i>gallantly</i>	He gallantly offered his seat to the elderly woman on the crowded bus.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>In a brave or heroic manner</i></p>	

grudge (n.): a feeling of resentment based on something that happened in the past	
CHANGE	EXAMPLE SENTENCE
<i>begudgingly</i>	She begudgingly agreed to help him, even though she had other plans for the evening.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>Reluctantly or resentfully</i></p>	

idealistic (adj.): having a tendency to be guided by grand, possibly unrealistic, ideas of perfection	
CHANGE	EXAMPLE SENTENCE
<i>idealized</i>	The film presents a very idealized view of Ireland during the famine.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed suffix</i> <i>Regarded or represented as perfect or better than in reality</i>	

incredulous (adj.): disbelieving	
CHANGE	EXAMPLE SENTENCE
<i>incredulously</i>	She stared at the magician incredulously , unable to believe what she had just seen.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a manner indicating disbelief</i>	

menace (n.): a person or thing that is likely to cause serious harm	
CHANGE	EXAMPLE SENTENCE
<i>menacingly</i>	The dark clouds gathered menacingly over the family at the park.
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 suggests the presence of danger; threateningly</i></p>	

pity (n.): the feeling of distress, sadness, and discomfort when witnessing someone else's misery	
CHANGE	EXAMPLE SENTENCE
<i>pitiful</i>	The stray dog looked pitiful as it wandered the streets, searching for food.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Deserving or arousing pity</i></p>	

reckless (adj.): unconcerned about the consequences of an action; acting without caution	
CHANGE	EXAMPLE SENTENCE
<i>recklessly</i>	He drove recklessly down the highway, ignoring the speed limit and endangering everyone around him.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>Without thinking or caring about the consequences of an action</i></p>	

sophisticated (adj.): having a great deal of knowledge and experience of the world and culture	
CHANGE	EXAMPLE SENTENCE
<i>sophistication</i>	Her outfit was the perfect example of sophistication , as every detail was perfectly chosen for the gala.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The quality of being sophisticated; having a refined knowledge of the world through experience or education</i></p>	

susceptible (adj.): easily affected, influenced, or harmed by something	
CHANGE	EXAMPLE SENTENCE
<i>susceptibility</i>	Due to her susceptibility to colds, she always made sure to dress warmly in the winter.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The state or fact of being likely or liable to be influenced or harmed by a particular thing</i></p>	

vast (adj.): of very large size or amount	
CHANGE	EXAMPLE SENTENCE
<i>vastly</i>	The city had vastly changed since the last time she visited, with new buildings and roads everywhere.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>To a very great extent; immensely</i></p>	



Unit Rubrics & Assessments

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).	

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
---------------------------	---------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Structure	Rubric Score	Notes
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	4 3 2 1	
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	4 3 2 1	
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	4 3 2 1	

Development	Rubric Score	Notes
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	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?
Character		I determine who my characters are, what they want, and plan how these traits and motivations shape the plot.	
Language		I introduce characters by adding details that tell readers more about who the characters are.	
Dialogue		I use dialogue to show what characters are like and how their relationships develop.	
Event Sequence		I control the pace of the narrative by skipping ahead, speeding up less important events, and slowing down important moments.	
Description		I add descriptive details at the beginning and end of the narrative to show how the characters have changed.	

I'm proud that this year I improved my narrative writing by _____

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

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>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	--

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?
Evidence		I select relevant evidence to support each reason in the claim.	
Style		I maintain a formal tone and style by writing in clear, complete sentences and using precise, academic language.	
Reasoning		I connect my details, supporting reasons, and claim by analyzing what each detail means and why it matters for the argument.	
Language		I strengthen my argument by including "that" clauses for essential details and "which" clauses for extra information that supports the claim.	

I'm proud that this year I improved my argumentative writing by _____

Name: _____ Date: _____

Directions: Read each 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

Brothers By Readworks

- 1 Joseph had run away.
- 2 Philip could tell his mother was worried by the way she paced up and down the kitchen floor, twisting her hair into knots, while speaking softly into the telephone. "I don't know where he went," she whispered. She shot Philip a sidelong look that seemed to say, "Don't worry," then smiled as if this was just a normal, routine phone call. "No, we didn't get into a fight. There wasn't..." She left the kitchen, glancing quickly at the clock. Philip was going to be late for school.
- 3 Philip pushed his cereal around the bowl with his spoon. Joseph hated living at home. "I'm an old soul," he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. "I can't be tethered," he'd sing, until their mother would laugh. "Joseph," she'd say, exasperated.
- 4 Joseph was nearly six years older than Philip and was what their mother called "a troublemaker." Philip had a loose understanding of what it meant to be a "troublemaker." It was someone who stayed out past curfew, lied, ran away, and hung around with "a bad crowd." Philip had met this crowd, and he didn't think they were bad at all. In fact, he liked Joseph's friends. Whenever they saw him, they shook his hand like he was a grown man and not somebody's kid brother.
- 5 Last summer, Philip broke his arm playing baseball. That wasn't exactly true, when Philip came to think of it, but it was what he had told Joseph's friends when they saw the cast on his arm. They had given him the nickname "Captain" after that, and Laura, Joseph's girlfriend, always asked him, "Have you been drafted yet?"
- 6 Philip hadn't wanted to play baseball at all that summer. He had wanted to join the swim team, but his father said swimming wasn't a sport. Philip knew better than to argue with his dad and so he agreed. He hadn't realized that his baseball coach had stuck him in the outfield because he was a bad player, and that the coach didn't expect anyone to hit a ball that far into the field.



- 7 After dinner one night, Philip heard his dad explain it to his mother. "Philip's the worst player on the team. They put him in the outfield so he doesn't mess it up for the rest of the team," he'd said. He didn't know Philip could hear him. Joseph, who was sitting next to Philip, had nudged him, then squeezed his shoulder. "Don't sweat it, kid," he had said. "There's always something better out there."
- 8 Philip had broken his arm the day a fly ball—the only one of the game—soared into the sky right above his head. Philip hadn't been paying attention to the game, but suddenly he heard everyone calling his name. He saw the small black dot blot out the sun, and he raised his left hand high into the air and shut his eyes. He felt the ball land heavily in his glove. He was surprised by its weight. His hand was sore.
- 9 He ran back toward the mound, proud for the first time all season that he had helped his team. He wasn't looking where he was going and didn't notice the small rock hidden in the green of the outfield until his foot caught against it. Suddenly, he was soaring into the air. And then, just as quickly, he came crashing down, his arm outstretched, snapping as it hit the ground.
- 10 He had cried, knowing that his father would be disappointed and that he wouldn't be able to swim again until next summer.
- 11 Joseph had taken him out for ice cream.
- 12 "You know, there's a lot more to life than baseball," Joseph had said. "Take me. I wasn't meant for some crummy two-star town."
- 13 Philip had smiled, agreeing. He wasn't sure what Joseph meant by "two-star," but he knew that Joseph wanted life to move fast and hard.
- 14 "Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money. And I'm going to do it my way."
- 15 Philip sat quietly. "You'll say goodbye before you go, right?" he asked.
- 16 Joseph laughed. "You're really something, you know that?"
- 17 When Philip thought about it, he realized that Joseph had never really answered him. They'd left the ice cream store and walked home, and Joseph had never mentioned leaving again.
- 18 By now, Philip's cereal had gone soft. It was inedible. His mother was organizing the cabinets. "You know, your brother's really done it this time," she said. She ran her fingers through her hair, sighing deeply.
- 19 "I'm an old soul," Philip sang. "I can't be tethered."
- 20 His mother smiled. She looked at the clock.

1. Which statement best explains how Philip’s view of Joseph develops as Philip reflects on their past conversations?
 - a. Philip begins to believe Joseph is a bad influence.
 - b. Philip starts to understand that Joseph may truly leave town one day.
 - c. Philip realizes Joseph was only joking about leaving.
 - d. Philip decides Joseph should follow their father’s expectations.

2. How does the narrator’s description of Philip’s mother “twisting her hair into knots” (paragraph 2) help the reader understand her perspective on Joseph’s disappearance?
 - a. It suggests she believes Joseph will return home soon.
 - b. It indicates she is frustrated with Philip for asking questions.
 - c. It shows she is trying to hide her concern while feeling anxious about Joseph.
 - d. It shows she is calm and confident that the situation will be resolved.

3. In paragraph 3, Joseph says "I can't be tethered." What does this statement reveal about his character?
 - a. Joseph feels restricted by rules and responsibilities and wants the freedom to live life on his own terms.
 - b. Joseph believes he should help his mother manage responsibilities around the house.
 - c. Joseph is worried that his family depends on him too much for support.
 - d. Joseph thinks his younger brother should be more independent.

4. In what way does Philip's understanding of "troublemaker" differ from his mother's view?
 - a. Philip sees it as a fun and rebellious trait, whereas his mother views it as reckless behavior.
 - b. Philip sees it as a sign of popularity, while his mother sees it as a serious character flaw.
 - c. Philip sees it as a sign of popularity, whereas his mother views it as reckless behavior.
 - d. Philip sees it as a way to bond with friends while poking fun, whereas his mother views it as a phase that will pass.

5. What does Joseph’s description of his hometown as a “crummy two-star town” (paragraph 12) reveal about his point of view?
 - a. It indicates that Joseph views the town as a pleasant, but ultimately an unremarkable place that he has no chance of leaving.
 - b. It reflects Joseph's dissatisfaction with the town's lack of recognition or prestige. He believes that it is limiting his potential for success and recognition.
 - c. It reveals that Joseph believes the town is a highly desirable location for people to visit but not live long term. He feels the need to leave due to personal insecurities.
 - d. It suggests that Joseph is content with the town's simplicity and finds comfort in its normalcy, but wants to leave because of his personal ambitions.

Text 2

I AM 17. I HAVE A LOT TO SAY.

By Jackson Holbert

1 My mother was around
all the time back then, always walking
in and out of rooms carrying stacks
of laptop computers. She spent most
5 of her daylight hours blowing dust
out of circuits, fans, motherboards, daughterboards.
Sometimes her little canister would die
and she'd have to use her mouth.
My father was gone all day
10 every day getting repetitive stress injuries
at the newspaper. He was a journalist
and everyone hated him, even his friends.
Nothing really happened during my entire childhood
so he ended up spending most days
15 shooting paper footballs through a miniature goal post
he kept in the locked drawer of his desk.
He was rarely kind. And in the few, short
instances he was, it still didn't seem like it.
Something about his mouth made everything he did
20 seem either sinister or inept.
He was completely inscrutable except for a period
in the spring of 2004, when he was just sad.
I was young that year and my sister was older.
She came home from college for the whole summer of 2005.
25 I was 14. She told me not to worry
about other people, not to worry about war, not to worry
about a thing. That was the greatest summer
of my short life. I had no friends. Oh I had people
I talked to at school but once summer hit
30 it was like every school bus had crashed
headfirst into a wall except the one that was carrying
me and my silver trumpet.
I had that tall kind of joy that you can only feel
when your bones still have another few inches left in them.
35 My sister and I would watch three movies a day
and never go to the lake. Everybody says it seems
like summer never ends
until it does. But that's a lie. I knew
so little back then but the one thing I did know
40 was that all my friends were coming back

and I would once more join them
in the hallways, in the classrooms,
once more join them for hours after school
in the far part of the parking lot
45 and would continue to do so until I turned 16
and got a job cutting my fingers
on the cheese grater at the Pizza Factory.
After that everything was all work work
work go home Jeremy get your feet off the sofa Jeremy
50 work work math homework band-aids
and on a good day a little trumpet
and on the best days
all trumpet. I wanted
my life to be about music
55 but in the end it was about
getting B's in subjects such as Spanish.
I don't know, sometimes it feels like those summers
really did never end, they went on forever
and just got
60 progressively
worse. We like to pretend that one day we just
walk into our adulthood like a congressman
walking into the ocean,
but we all know that's not true. What really happens
65 is we walk into the same building
day after day, but every night
some crew comes in and replaces something little—
a lamp housing, the chair of a conference table—
until nothing is the same, until the building is not as we
70 remembered it at all, until the building is stronger,
up to code but a lot less fun,
and the lighting, the lighting is fluorescent and obscene.

Holbert, Jackson. "I AM 17. I HAVE A LOT TO SAY." June 2024. Used with permission of the author.

8. How does the speaker's relationship with his father contribute to the development of the poem's mood?
- It creates a mood of longing for simpler times.
 - It establishes a mood of grief and frustration.
 - It introduces a mood of admiration and respect.
 - It conveys a mood of conflict and anguish.

9. Which of the following best describes how the speaker's relationship with his sister influences his response to the challenges he faces during his childhood?
- a. His sister's presence offers reassurance, allowing him to feel less alone.
 - b. His sister's absence leads him to become increasingly isolated and anxious.
 - c. His sister's advice encourages him to rebel against his parents' expectations.
 - d. His sister's achievements make him feel inadequate and withdrawn from his family.
10. How do lines 65–71 contribute to the development of the theme?
- a. They serve as a turning point that emphasizes the unstoppable nature of change and loss, highlighting the longing for childhood.
 - b. They introduce a flashback that contrasts past joys of childhood with present struggles, showing how the speaker is on a journey toward self-discovery.
 - c. They present a metaphor for the passage of time, comparing the minor but impactful changes to the building, to the transition into adulthood.
 - d. They personify the building in a way that mirrors the speaker grieving their childhood, reinforcing the challenges of growing up.
11. This question requires a **written response**.

Both the short story "Brothers" and the poem "I Am 17. I Have a Lot to Say" communicate similar themes about growing up. Compare and contrast the experience of reading the short story and the poem, and how that experience impacted your understanding of the theme of each. Cite evidence from each 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

Name: _____ Date: _____

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

1. Which of the following sentences uses the word **incredulous** correctly?
 - a. She gasped incredulously as the presenter handed her the award for "Best Research Project."
 - b. The goal he scored with 6 seconds left in the game was incredulous because there was no one defending the goal.
 - c. Josefa hadn't studied for the test and was incredulous when she got a bad grade.
 - d. After climbing the mountain, they thought, "That was an incredulous experience!"

2. What is the closest antonym for the word **gallant**?
 - a. spiteful
 - b. ecstatic
 - c. apprehensive
 - d. cowardly

3. What might cause you to hold a **grudge**?
 - a. Your little brother asks you if he can use your pen for his homework.
 - b. Your two best friends plan a vacation without you.
 - c. Your grandfather bakes you a birthday cake.
 - d. Your teacher lends you a new book.

4. A person who is described as a "**menace**" is most likely to ...
 - a. Get on the bus to go to school with their backpack.
 - b. Learn a new language that none of their friends speak.
 - c. Take or intentionally damage school property.
 - d. Express hatred for the new city plans to build a park.

5. Which of the following is not an example of **conformity**?
 - a. Adhering to traffic laws and signals while driving.
 - b. Choosing to work independently on a collaborative project.
 - c. Using polite language and manners in social settings.
 - d. Adopting popular fashion trends to fit in with peers.

6. Which of the following sentences uses the word **sophisticated** correctly?
 - a. Her sophisticated outfit consisted of jeans and a t-shirt, perfect for a day at home.
 - b. The computer was sophisticated, but it could only run a single application at a time.
 - c. Her sophisticated taste in art was evident in the carefully curated gallery she maintained at home.
 - d. The garden was filled with sophisticated weeds that needed to be removed.

7. Read the sentence.

The old woman spoke of a **premonition** she had, warning the villagers about a possible disaster heading their way.

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

- a. to avoid or escape by being quick
- b. a strong feeling that something is about to happen
- c. a strong belief or opinion
- d. a person or thing that is likely to cause serious harm

8. What is the best synonym for **vast**?

- a. graceful
- b. genuine
- c. gigabyte
- d. gigantic

9. Which of the following words are the closest synonyms?

- a. bewilderment; mystified
- b. susceptible; likely
- c. subside; incremental
- d. contemptuous; calculated
- e. pity; intimidation

10. Which is the best antonym for **aloof**?

- a. friendly
- b. cool
- c. detached
- d. lonely

11. Which of the following sentences uses the word **idealistic** correctly?

- a. When the rain outside ruined the party, his idealistic smile brightened the room instantly.
- b. The car's engine made an idealistic sound as it accelerated down the highway.
- c. While some saw his plans as idealistic, he believed that striving for a better future was worth the effort.
- d. The teacher handed out idealistic grades to all the students who submitted their assignments on time as a form of encouragement.

12. Read the sentence.

Imani felt left out when she realized that her friends had formed a _____ and were excluding her from their plans.

What word best completes the sentence above?

- a. religion
- b. grudge
- c. grievance
- d. clique

13. Which statements best describe an example of behavior a school principal may deem **reckless**?

Select all that apply.

- a. Vandalizing school property on the weekend with friends.
- b. Engaging in extracurricular activities such as Chess Club and Debate.
- c. Demonstrating good sportsmanship with a rival school.
- d. Completing homework assignments diligently with a student tutor.
- e. Engaging in physical altercations with another student in the hall.
- f. Maintaining a clean and organized locker by installing a shelf.
- g. Reporting any suspicious activities to school authorities.

14. Read the sentence.

She was **susceptible** to peer pressure, often changing her opinions to fit in with her friends.

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

- a. easily affected or influenced
- b. rarely sidetracked or unfocused
- c. often distracted by others
- d. not easily persuaded by others

15. Which of the following sentences uses the word **pity** correctly?

- a. The teacher's pity was evident as she handed out extra credit to all her students.
- b. Their pity for the team's victory made everyone cheer louder.
- c. He felt a strong pity when he won the lottery and celebrated with friends.
- d. She felt pity for the injured dog and took it to the vet.

16. Read the sentence.

She felt **delirious** from lack of sleep after studying for exams all week.

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

- a. extremely excited and energetic
- b. calm and relaxed after a long day
- c. unable to think clearly due to exhaustion
- d. focused and alert

17. What is the closest synonym for the word **contemptuous**?

- a. resentful
- b. grateful
- c. dreadful
- d. scornful

18. Read the sentence.

The majestic eagle soared high above the mountains, but even with binoculars, it managed to _____ the birdwatchers who had come from far and wide to catch a glimpse.

What word best completes the sentence above?

- a. convict
- b. elude
- c. menace
- d. pity

19. Read the sentence.

She spoke with such **conviction** that it was hard for anyone to disagree with her views.

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

- a. strong belief
- b. a sarcastic tone
- c. questionable opinions
- d. repetitive and uninspiring

20. Which of the following sentences uses the word **subside** correctly?

- a. The athlete's gold medal winning performance at the Olympics caused excitement to subside immediately.
- b. As the sun began to subside over the horizon, the sky was painted with brilliant shades of orange and pink.
- c. As the floodwaters continued to subside, residents were urged to evacuate the area.
- d. The rise of new technologies has created opportunities in various industries to subside.

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *The Outsiders*

"The fuzz won't be lookin' for you around here," Dally said, lighting up.	13
"They think you've lit out for Texas. I've got Buck's T-bird parked down the road a little way. Goshamighty, boys, ain't you been eatin' anything?"	28
Johnny looked startled. "Yeah. Whatever gave you the idea we ain't?"	38
Dally shook his head. "You're both pale and you've lost weight. After this, get out in the sun more. You look like you've been through the mill."	49
I started to say "Look who's talking" but decided it would be safer not to. Dally needed a shave—a stubble of colorless beard covered his jaw—and he looked like he was the one who'd been sleeping in his clothes for a week instead of us;	64
I knew he hadn't seen a barber in months. But it was safer not to get mouthy with Dally Winston.	76
"Hey Ponyboy"—he fumbled with a piece of paper in his back pocket—"I gotta letter for you."	92
"A letter? Who from?"	106
"The President, of course, stupid. It's from Soda."	123
"Sodapop?" I said, bewildered. But how did he know...?"	140
"He came over to Buck's a couple of days ago for something and found that sweat shirt. I told him I didn't know where you were, but he didn't believe me. He gave me this letter and half his pay check to give you. Kid, you ought to see Darry. He's takin' this mighty hard..."	143
I wasn't listening. I leaned against the side of the church and read.	158
	161
	165
	173
	182
	197
	213
	231
	237
	250

Hinton, S.E. *The Outsiders*. Speak (published by the Penguin Group), 1967. Print. Pages 80-81.

Excerpt from *The Outsiders*

"The fuzz won't be lookin' for you around here," Dally said, lighting up.

"They think you've lit out for Texas. I've got Buck's T-bird parked down the road a little way. Goshamighty, boys, ain't you been eatin' anything?"

Johnny looked startled. "Yeah. Whatever gave you the idea we ain't?"

Dally shook his head. "You're both pale and you've lost weight. After this, get out in the sun more. You look like you've been through the mill."

I started to say "Look who's talking" but decided it would be safer not to. Dally needed a shave—a stubble of colorless beard covered his jaw—and he looked like he was the one who'd been sleeping in his clothes for a week instead of us; I knew he hadn't seen a barber in months. But it was safer not to get mouthy with Dally Winston.

"Hey Ponyboy"—he fumbled with a piece of paper in his back pocket—"I gotta letter for you."

"A letter? Who from?"

"The President, of course, stupid. It's from Soda."

"Sodapop?" I said, bewildered. But how did he know...?"

"He came over to Buck's a couple of days ago for something and found that sweat shirt. I told him I didn't know where you were, but he didn't believe me. He gave me this letter and half his pay check to give you. Kid, you ought to see Darry. He's takin' this mighty hard..."

I wasn't listening. I leaned against the side of the church and read.

Hinton, S.E. *The Outsiders*. Speak (published by the Penguin Group), 1967. Print. Pages 80-81.



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/>