

El Rancho Unified School District

Grade: 6 Selection: <i>Last Summer with Maizon</i> Genre: Realistic Fiction		Unit 4- HM Theme 3: I Won't Grow Up Theme Concept: Traumatic childhood experiences force early maturity. Essential Question: What distinguishes childhood from adulthood?	
Type of Text		Common Core Standards	
<input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text		RL.6.1-5; W.6.2; W.6.4; W.6.9; SL.6.1; L.6.1 <i>*See Common Core State Standards and Long-term Learning Targets for LOL</i>	
Selection Writing		Resources:	
<input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory		HM: "Life in the City" p 274 & 275 Grammar: Holt Grammar Workbook or English Workshop Introductory Course	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Realistic Fiction Theme Conflict Plot Point of View Figurative Language Explicit/Implicit Sequence of Events Dialect/dialogue	Summary Protagonist Analyze Tone Setting Adverbs Multiple meaning words	Nervously Absently Cuticles Stops Double-dutch Desolate Daydreaming Previous Stoop Frantically Concentrate Illegible Fidgeted Express Beckoned Exaggerated	Relieve Uncertain Eavesdropping P.S. 102 Somberly Visions Inching Passed Conductor Crabbiest Maroon Offend Architect Blankly Uncertain
		Essential Skills (*LOL) <i>* See Common Core State Standards and Long-term Learning Targets for LOL</i>	
Text-Dependent Questions (DOK 1-3)			

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DOK Level	Questions	Page #
1	Using the synopsis at the top of page 278, describe the plot, setting, and protagonist (exposition), and predict how Margaret will cope with her personal loss.	278
3	What is the author's point of view, and how does it affect the tone of the story? Cite evidence.	278
2	<i>Margaret choking back tears</i> is an example of character feelings. What other details does the author use to show that Margaret and Maizon's feel <i>uneasy and anxious</i> ? Cite evidence of your findings	278 & 279
3	Identify the major events of the story, and explain how they support the author's idea of protagonist development. Cite evidence	text
2	What is the climax of the story, and how does it contribute to the falling action (resolution?)	284 & 285
3	<i>Seems there's gotta be somethin' else going on that's not so boring all the time</i> is dialect - dialogue written exactly as a character might say it. How does the author use dialect to portray the qualities of the protagonist? Cite evidence.	286 & 287
3	The author uses <i>All of you Torys have gifts</i> analyze how a particular word in a sentence contributes to the development of ideas in the text.	291

Performance Tasks (DOK 4)

Interpret and analyze the author's tone of Margaret's poem "My pen doesn't write anymore." by creating a collage. Cut out pictures from magazines and add words or phrases from the poem that convey and recreates its meaning.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Margaret, the protagonist, is forced to change by the antagonists Ms. Peazle and Ms. Dell and Hattie. There are scenes where Ms. Peazle and Ms. Dell and Hattie challenge Margaret. Create a three-paragraph essay using evidence from the text to show how Margaret responds to the		

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challenges that either Ms. Peazole or Ms. Dell and Hattie give her and how this leads to the resolution in this story.		
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging