

LITERATURE & THOUGHT

To Be a Hero



T E A C H E R G U I D E

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English Language Arts Standards » Reading: Literature » Grade 6 (RL)

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: pp. 42, 88, 116 TG: pp. 18, 20, 21, 22, 24–25, 27–28, 30, 32, 33, 34, 36–37, 39–40, 42, 46–47, 53, 56, 57, 61 IWL: 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SB: pp. 42, 116 TG: pp. 22, 24–25, 30, 32, 35, 42, 46–47, 53, 56 IWL: 1.3, 1.4, 3.3, 3.4
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	TG: pp. 15–16, 18, 27–28, 33, 34, 44, 57 IWL: 1.1, 1.2, 2.1, 2.2

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	SB: pp. 12, 88 TG: pp. 17, 20, 22, 26, 29, 30, 36–37, 38, 41, 42, 48, 52, 53, 58 IWL: 2.3, 2.4
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
6. Explain how an author develops the point of view of the narrator or speaker in a text.	TG: pp. 21, 22, 32, 33, 35, 42

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	TG: p. 21
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	SB: p. 88 TG: pp. 36–37, 56, 57, 59, 61 IWL: 2.3, 2.4

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 66 include selections that are challenging, average, and easy.
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English Language Arts Standards » Reading: Informational Text » Grade 6 (RI)	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: p. 116 TG: pp. 23, 27–28, 31, 39–40, 46–47, 55, 61 IWL: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SB: p. 116 TG: pp. 45, 46–47 IWL: 3.3, 3.4
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	TG: pp. 15–16, 23, 27–28 IWL: 1.1, 1.2, 2.1, 2.2
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SB: p. 12 TG: pp. 17, 23, 26, 29, 31, 38, 41, 43, 45, 48, 52, 55, 58
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	TG: pp. 31, 55
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	TG: pp. 19, 23, 43, 45
Integration of Knowledge and Ideas	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	TG: pp. 45, 59, 61
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	SB: p. 88 TG: pp. 31, 36–37, 39–40, 45, 50–51, 54, 55, 59, 61 IWL: 2.3, 2.4, 3.1, 3.2, 4.1, 4.2
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	SB: pp. 88, 116 TG: pp. 36–37, 46–47, 55 IWL: 2.3, 2.4, 3.3, 3.4
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 66 include selections that are challenging, average, and easy.

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English Language Arts Standards » Writing » Grade 6 (W)	
Text Types and Purposes	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>SB: p. 116 TG: pp. 19, 46–47, 59, 62 IWL: 3.3, 3.4</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>TG: pp. 21, 59, 60</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>SB: pp. 42, 88 TG: pp. 18, 22, 24–25, 32, 33, 36–37, 59, 60 IWL: 1.3, 1.4, 2.3, 2.4</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SB: pp. 42, 116 TG: pp. 24–25, 46–47, 50–51, 59, 60, 62, 63–65 IWL: 1.3, 1.4, 3.3, 3.4, 4.1, 4.2</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>TG: pp. 59, 60, 63–65</p>

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English Language Arts Standards » Writing » Grade 6 (W)	
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	TG: pp. 59, 60
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	TG: pp. 50–51, 59, 60, 62, 63–65 IWL: 4.1, 4.2
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	SB: p. 116 TG: pp. 46–47, 59, 60, 62, 63–65 IWL: 3.3, 3.4
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: p. 116 TG: pp. 46–47, 59, 60, 62, 63–65 IWL: 3.3, 3.4
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: p. 42 TG: pp. 24–25, 59, 60, 62 IWL: 1.3, 1.4

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All Standards Correlated by Selection >> Grade 6

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>
Concept Vocabulary	SB: p. 12	RL.6.4	RI.6.4		
Cluster One: What Are Some Types of Heroes?					
Teaching the Critical Thinking Skill: Classifying	TG: pp. 15–16 IWL: 1.1, 1.2	RL.6.3	RI.6.3		
Cluster One Vocabulary	TG: p. 17	RL.6.4	RI.6.4		
Older Run, Gary Paulsen	TG: p. 18	RL.6.1 RL.6.3		W.6.3	
The Man in the Water, Roger Rosenblatt	TG: p. 19		RI.6.6	W.6.1	SL.6.1
The Hero's Test, Alisoun Witting	TG: p. 20	RL.6.1 RL.6.4			SL.6.1
Birdfoot's Grampa, Joseph Bruchac	TG: p. 21	RL.6.1 RL.6.6 RL.6.7		W.6.2	SL.6.1
The Teacher Who Changed My Life, Nicholas Gage	TG: p. 22	RL.6.1 RL.6.2 RL.6.4 RL.6.6		W.6.3	SL.6.1
Flying in the Face of the Führer, Phil Taylor	TG: p. 23		RI.6.1 RI.6.3 RI.6.4 RI.6.6		SL.6.1
Responding to Cluster One Writing Activity: Sketch a Hero	SB: p. 42 TG: pp. 24–25 IWL: 1.3, 1.4	RL.6.1 RL.6.2		W.6.3 W.6.4 W.6.10	
Cluster One Vocabulary Test	TG: p. 26	RL.6.4	RI.6.4		
Cluster Two: What Makes a Hero?					
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 27–28 IWL: 2.1, 2.2	RL.6.1 RL.6.3	RI.6.1 RI.6.3		
Cluster Two Vocabulary	TG: p. 29	RL.6.4	RI.6.4		
Tough Alice, Jane Yolen	TG: p. 30	RL.6.1 RL.6.2 RL.6.4			
Excerpt from <i>Great Plains</i> , Ian Frazier	TG: p. 31		RI.6.1 RI.6.4 RI.6.5 RI.6.8		

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Concept Vocabulary	SB: p. 12	RL.6.4	RI.6.4		
Cluster One: What Are Some Types of Heroes?					
Teaching the Critical Thinking Skill: Classifying	TG: pp. 15–16 IWL: 1.1, 1.2	RL.6.3	RI.6.3		
Cluster One Vocabulary	TG: p. 17	RL.6.4	RI.6.4		
Older Run, Gary Paulsen	TG: p. 18	RL.6.1 RL.6.3		W.6.3	
The Man in the Water, Roger Rosenblatt	TG: p. 19		RI.6.6	W.6.1	SL.6.1
The Hero's Test, Alisoun Witting	TG: p. 20	RL.6.1 RL.6.4			SL.6.1
Birdfoot's Grampa, Joseph Bruchac	TG: p. 21	RL.6.1 RL.6.6 RL.6.7		W.6.2	SL.6.1
The Teacher Who Changed My Life, Nicholas Gage	TG: p. 22	RL.6.1 RL.6.2 RL.6.4 RL.6.6		W.6.3	SL.6.1
Flying in the Face of the Führer, Phil Taylor	TG: p. 23		RI.6.1 RI.6.3 RI.6.4 RI.6.6		SL.6.1
Responding to Cluster One Writing Activity: Sketch a Hero	SB: p. 42 TG: pp. 24–25 IWL: 1.3, 1.4	RL.6.1 RL.6.2		W.6.3 W.6.4 W.6.10	
Cluster One Vocabulary Test	TG: p. 26	RL.6.4	RI.6.4		
Cluster Two: What Makes a Hero?					
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 27–28 IWL: 2.1, 2.2	RL.6.1 RL.6.3	RI.6.1 RI.6.3		
Cluster Two Vocabulary	TG: p. 29	RL.6.4	RI.6.4		
Tough Alice, Jane Yolen	TG: p. 30	RL.6.1 RL.6.2 RL.6.4			
Excerpt from <i>Great Plains</i> , Ian Frazier	TG: p. 31		RI.6.1 RI.6.4 RI.6.5 RI.6.8		

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The Letter "A" from <i>My Left Foot</i>, Christy Brown	TG: p. 32	RL.6.1 RL.6.2 RL.6.6		W.6.3	SL.6.1
Those Winter Sundays, Robert Hayden	TG: p. 33	RL.6.1 RL.6.3 RL.6.6		W.6.3	
Sir Bors Fights for a Lady, Rosemary Sutcliff	TG: p. 34	RL.6.1 RL.6.3			SL.6.1
Elizabeth Blackwell: Medical Pioneer, Joanna Halpert Kraus	TG: p. 35	RL.6.2 RL.6.6			SL.6.1
Responding to Cluster Two Writing Activity: Short and Sweet	SB: p. 88 TG: pp. 36–37 IWL: 2.3, 2.4	RL.6.1 RL.6.4 RL.6.9	RI.6.8 RI.6.9	W.6.3	
Cluster Two Vocabulary Test	TG: p. 38	RL.6.4	RI.6.4		
Cluster Three: Hero or Not?					
Teaching the Critical Thinking Skill: Evaluating	TG: pp. 39–40 IWL: 3.1, 3.2	RL.6.1	RI.6.1 RI.6.8		
Cluster Three Vocabulary	TG: p. 41	RL.6.4	RI.6.4		
Hero's Return, Kristin Hunter	TG: p. 42	RL.6.1 RL.6.2 RL.6.4 RL.6.6			
A Couple of Really Neat Guys, Dave Barry	TG: p. 43		RI.6.4 RI.6.6		SL.6.1
Time for a Hero, Brian M. Thomsen	TG: p. 44	RL.6.3			SL.6.1 SL.6.3 SL.6.4
The Unknown Hero, Rebecca Christian	TG: p. 45		RI.6.2 RI.6.4 RI.6.6 RI.6.7 RI.6.8		SL.6.1
Responding to Cluster Three Writing Activity: Choose a Star	SB: p. 116 TG: pp. 46–47 IWL: 3.3, 3.4	RL.6.1 RL.6.2	RI.6.1 RI.6.2 RI.6.9	W.6.1 W.6.4 W.6.8 W.6.9	
Cluster Three Vocabulary Test	TG: p. 48	RL.6.4	RI.6.4		

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Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>
Cluster Four: Thinking On Your Own					
Teaching the Critical Thinking Skill: Synthesizing	TG: pp. 50–51 IWL: 4.1, 4.2		RI.6.8	W.6.4 W.6.7	
Cluster Four Vocabulary	TG: p. 52	RL.6.4	RI.6.4		
Hamish Mactavish Is Eating a Bus, Gordon Korman	TG: p. 53	RL.6.1 RL.6.2 RL.6.4			
Who's the Greatest of All?, Daniel Okrent	TG: p. 54		RI.6.8		SL.6.1 SL.6.3 SL.6.4
Dr. Martin Luther King, Jr., David Dinkins	TG: p. 55		RI.6.1 RI.6.4 RI.6.5 RI.6.8 RI.6.9		SL.6.1
Visible Ink, Nikki Giovanni	TG: p. 56	RL.6.1 RL.6.2 RL.6.9			SL.6.1
The Woodcutter's Story, Nancy Schimmel	TG: p. 57	RL.6.1 RL.6.3 RL.6.9			
Cluster Four Vocabulary Test	TG: p. 58	RL.6.4	RI.6.4		
Additional Teacher Guide Resources					
Research, Writing, and Discussion Topics	TG: p. 59	RL.6.9	RI.6.7 RI.6.8	W.6.1 W.6.2 W.6.3 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.10	
Assessment and Project Ideas	TG: p. 60			W.6.2 W.6.3 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.10	SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6

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Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>
Answering the Essential Question	TG: p. 61	RL.6.1 RL.6.9	RI.6.1 RI.6.7 RI.6.8		SL.6.1 SL.6.2 SL.6.3 SL.6.4
Essay Test	TG: p. 62			W.6.1 W.6.4 W.6.7 W.6.8 W.6.9 W.6.10	
Rubrics for Project Evaluation	TG: pp. 63–65			W.6.4 W.6.5 W.6.7 W.6.8 W.6.9	SL.6.4 SL.6.5 SL.6.6
Related Literature	TG: p. 66	RL.6.10	RI.6.10		