



English Language Arts Grade 6th

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6th Grade

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

MAP data indicates a need for strengthening our current 6th grade curriculum as the district's ELA trend shows 36.4% of students scoring proficient and advanced in 2014, 38.0% scoring proficient and advanced in 2013 and 33.7% scoring Basic and Below Basic in 2012. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that after completing the current 6th grade curriculum 67% of students are reading below grade level.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations.

After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes literature circles and reading strategies, the writing process, and writing that is defined by the Standards-Based Scoring Guides for Each Genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach.

The Hazelwood Required Instructional Components for 6th – 8th grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the two Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 6

GRADE LEVEL: 6th

Course Description:

The English Language Arts course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow then to the next grade-level. English Language Arts 6 is a required course for sixth grade students.

Course Rationale:

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

Course Scope and Sequence

Unit 1: Changes Throughout History	Unit 2: Changes Within Ourselves	Unit 3: Changes Within Ourselves
55 class periods of 80-85 minutes in length	55 class periods of 80-85 minutes in length	55 class periods of 80-85 minutes in length

Unit Objectives

6th Unit 1: Changes Throughout History

1. The students can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from fiction text
2. The students can compare and contrast fiction and nonfiction texts in different forms or genres in terms of their approaches to similar themes and topics
4. The learner can 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
5. The learner can analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text.
6. The student can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of a specific word choice on meaning and tone.
7. The learner can 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.
8. The learner can write arguments to support claims with clear reasons and relevant evidence
9. The learner can introduce claim(s) and organize the reasons and evidence clearly.
10. The learner can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
11. The learner can provide a concluding statement or section that follows from the argument presented.
12. The students can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
13. The learner can come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
14. The learner can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
15. The learner can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic text, or issue under discussion.
16. The learner can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
17. Learners can interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
18. The learner will work with peers and adults on planning, editing, and rewriting, in order to produce strong writing.
19. The learner can, 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.
20. The learner can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
21. The learner can explain how an author develops the point of view of the narrator or speaker in a text.
22. The learner will vary sentence patterns for meaning, reader/listener interest, and style.
23. The learner can use words, phrases and clauses to clarify the relationships among claim(s) and reasons.

24. The learner can 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.
25. Students can use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
26. Students can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
27. The students will consult reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
28. The students can verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

6th Unit 2: Changes within Ourselves

1. The learner can cite textual evidence to support analysis of what informational text says explicitly as well as inferences drawn from the text.
2. The learner can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in informational text (e.g., through examples or anecdotes).
3. The learner will be able to use a variety of strategies to determine words meaning in informational texts.
4. The learner can determine an author's point of view or purpose in a text and explain how it is conveyed in the informational text.
5. The learner can compare and contrast one author's presentation of events in an informational text with that of another (e.g., a memoir written by and a biography on the same person).
6. The learner can integrate information presented in different nonfiction media or formats as well as in words to develop a coherent understanding of a topic or issue.
7. The learner can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
8. The learner can introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
9. The learner can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
10. The learner can provide a concluding statement or section that follows from the information or explanation presented.
11. Learners will 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.
12. The learner can 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.
13. The learner can use appropriate transitions to clarify the relationships among ideas and concepts.
14. The learner can use precise language and domain-specific vocabulary to inform about or explain the topic.
15. The learner will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
16. The learners will delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

17. The learners will present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation.
18. The learners will include multimedia components and visual displays in presentations to clarify information and adapt speech to a variety of contexts and tasks.
19. The learners can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
20. The student can use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
21. The learner can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
22. The learner can verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
23. The learner will be able to analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of informational text and contributes the development of the ideas.
24. The learner will be able to identify the author's point of view or purpose in informational text and determine how it is conveyed in the text.
25. The learner can determine a central idea of informational text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.
26. The learner can conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
27. The learner can 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.

6th Unit 3: Changes within Society

1. The learner can cite textual evidence to support analysis of what fiction text says explicitly as well as inferences drawn from the text.
2. The learner can determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of fiction text distinct from personal opinions or judgments.
3. The learner can 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.
4. The learner can 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.
5. The learner can determine the meaning of words and phrases as they are used in fiction text, including the figurative and connotative meanings and analyze the impact of a specific word choice on meaning and tone.
6. The learner can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).
7. The learner can 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.
8. The learner can interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
9. The learner can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
10. The learner can engage and orient the reader by establishing a context and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically.

11. The learner can use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
12. The learner can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
13. The learner can provide a conclusion that follows from the narrated experiences or events.
14. The learner can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
15. The learner can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic text, or issue under discussion.
16. The learner can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
17. The learner can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or trying a new approach.
18. The learner can use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
19. The learner can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
20. The learner can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
21. The learner with some guidance and support from peers and adults, develop and strengthen writing as needed by editing, rewriting, or trying a new approach.
22. The learner can ensure that pronouns are in the proper case (subjective, objective, possessive).
23. The learner can use intensive pronouns (e.g., *myself*, *ourselves*).
24. The learner can recognize and correct inappropriate shifts in pronoun number and person.
25. The learner can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

26. The learner can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
27. The learner can use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
28. The learner can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
29. The learner can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
30. The learner can demonstrate understanding of figurative language, word relationships, and nuances in word. Meanings.
31. The learner can Interpret figures of speech (e.g., personification) in context.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	6 th – 8 th Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each trimester. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

accuracy, affixes, alliteration, antagonist, analysis, appositive, argument, article, capitalized, character traits, cite, claims, clarify, climax, close reading, compare, compose, conclusion, conflict, context clues, contrast, counter claim, dictionary, discussion, draw conclusions, evidence, explicit information, fact, falling action events, figurative language, first person, genre, glossary, Greek roots, hyperbole, idiom, infer, introduction, Latin roots, limited, media clip, metaphor, mood, multiple-meaning words, music, narrator, news report, non-restrictive, observer, omniscient, onomatopoeia, opinion, organization, parentheses, parenthetical, personification, plot elements, point of view, predict, prefixes, preliminary determination, prepared, protagonist, punctuation, reasons, revision, rising action events, roles, roots, rules, script, second person, sentence fluency, sentence structure, sequent of events, setting, suffixes, summary, text reading level, theme, thesaurus, third person, tone and meaning, variety, version, video, sexualize, word choice, writing style

Unit 2

accuracy, advertisement, affixes, argument, authors point of view, author's purpose, bias, capitalize, citation, cite, claims, clarify, conclusions, context clues, convey, credible source, details, dictionary, direct quotes, elaboration, entertain, evaluate, evidence, examples, fact/opinion, figurative language, glossary, Greek roots, hyperbole, infer, inform, informational text, Internet website, justify, Latin roots, literal, main idea, metaphor, multiple-meaning words, non-restrictive, organization, outline, paraphrase, parentheses, parenthetical, persuade, plagiarism, point of view, prefixes, preliminary determination, primary source, punctuation, questions, research, revision, roots, sentence fluency, simile, speech, spelling patterns, suffixes, summary, supportive reason, theme, thesaurus, third party source, topic, transition words, transitional phrased, word choice, work cited

Unit 3

accuracy, action chain, affixes, after that, alliteration, analogy, analyze, antagonist, Book Trailer, capitalize, character traits, clarify, clauses, climax, compare, comparison chart, conclusion, conflict, connotation, context clues, contrast, convey, credibility, denotation, descriptive, dialogue, dictionary, discussion, events, evidence, exposition, falling action events, figurative language, finally, first, glossary, Greek roots, hyperbole, idiom, inference, last, Latin roots, listening, literary devices, location, media, metaphor, mood, multiple-meaning words, narrative, news report, next, non-

restrictive, nuance, onomatopoeia, paraphrasing, parenthetical, personification, phrases, plot elements, prefixes, preliminary determination, protagonist, punctuation, reliable source, resolution revise, rising action events, roles, roots, rules, sequence of events, sequencing, setting , simile, spelling patterns, story elements, suffixes, summary, theme, then, thesaurus, time order words, tone, Town Hall, Venn Diagram, video clip, word choice

Approved Course Materials and Resources:

Reading Instructional Resources:

Whole Class Novel Sets (3 Per trimester)

6 th Grade		
<u>Trimester 1</u> <ul style="list-style-type: none"> • <i>We Beat the Streets</i> • <i>Port Chicago</i> • <i>Leon's Story</i> 	<u>Trimester 2</u> <ul style="list-style-type: none"> • <i>Freak the Mighty</i> • <i>Misfits</i> • <i>Threatened</i> 	<u>Trimester 3</u> <ul style="list-style-type: none"> • <i>Egypt Game</i> • <i>The Secret Project Notebook</i> • <i>Out of the Dust</i>

Literature Circle Novel Sets (Sets of 10 each per teacher)

6 th Grade		
<u>Trimester 1</u> <ul style="list-style-type: none"> • <i>Dreaming in Color, Living Black and White</i> • <i>What Are You?</i> • <i>Little Rock Girl, 1957</i> • <i>Heart and Soul: Story of American and African Americans</i> • <i>The Gifted Hands</i> • <i>Little Rock Nine (Time for Kids Nonfiction)</i> • <i>Every Person Has a Story of Courage: The Little Rock Nine (National Park Service)</i> 	<u>Trimester 2</u> <ul style="list-style-type: none"> • <i>If I Ever Get Out of Here</i> • <i>Heat</i> • <i>Jane Goodall: Naturalist</i> • <i>The Other Olympics: Athletes with Disabilities Go for the Gold (Time for Kids p23-24)</i> 	<u>Trimester 3</u> <ul style="list-style-type: none"> • <i>Children of the Great Depression</i> • <i>Six Days in October</i> • <i>Ain't Nothing But a Man</i> • <i>Egyptian Diary</i> • <i>Black Rain</i> • <i>A Ballade of Former Tramp Days (primary source poem)</i>

Hazelwood School District 6th Grade Tiered Vocabulary List

Resource Note: The Language of Literature anthology, from the previous curriculum, can be used for short supplemental reading passages to compliment students' current classroom reading for the purposes of modeling or re-teaching. Novels should be checked out to students so that students can read independently.

Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

Additional Resources:

- Online Text
 - News ELA
 - Readworks
- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>
- Citation Websites
 - <http://content.easybib.com/citation-guides>
 - <https://owl.english.purdue.edu/owl/section/2/>
- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

Recommended Pacing Guide

Text listed below are provided for each teacher as a class set. The recommended pacing for each novel stretches the books out over a week (with the majority finishing in a month). Literature Circle Texts are provided for each teacher in sets of 10 books each.

Trimester 1

1st Trimester: Changes within Society	Lexile	Pages
<i>We Beat the Streets</i>	860	185
<i>Port Chicago</i>	950	185
<i>Leon's Story</i>	970	101

Week #	Suggested Text	Chapters	Pages
1	<i>We Beat the Streets</i> by Drs. Sampson Davis, George Jenkins, and Rameck Hunt/860	Chapters 1-6	P 3-49
2		Chapters 7 -12	P50 - 99
3		Chapters 13-18	P100-152
4		Chapters 19	P153-185
5	<i>The Port Chicago 50</i> by Steve Sheinkin/950	Chapters 1-6	P 1-46
6		Ch7-11	P 47-103
7		CH12-17	P104-152
8		CH18-20	P153-185
9	<i>Leon's Story</i> by Leon Walter Tillage (autobiography)/970	Chapters 1-5	P 3-51
10		6-10	P 55-101

Literature Circles Texts: *What Are You?* – 900L , *Dreaming in Color*, *Living Black and White* – 900L, *The Gifted Hands* – 950L and *Little Rock Girl, 1957* – 1010L

Trimester 2

2 nd Trimester: Changes within Ourselves	Lexile	Pages
<i>The Misfits</i>	960	274
<i>Freak the Mighty</i>	1000	169
<i>A Gathering of Days</i>	960	227

Week #	Suggested Text	Chapter and Page	Pages
1	<i>The Misfits</i> by James Howe/ 960	1-6	1-55
2		7-11	56-104
3		12-17	105-168
4		18-22	169-222
5		23-30	223-274
6	<i>Freak the Mighty</i> by Rodman Philbrick /1000	1-7	1-40
7		8-12	41-79
8		13-18	80-121
9		19-25	122-160
10	<i>Threatened</i> by Eliot Schrefer, / 910		1-57
11			58-114
12			115-171
13			152-228
14			229-288

Literature Circles Texts: *If I Ever Get Out of Here* – 870L, *Heat*- 940L, *Threatened* – 910L (Supplement), *Jane Goodall: Naturalist* – 900L (Supplement)

Trimester 3

Egyptian Diary – 960L, *Egypt Game* – 1010L and *The Secret Project Notebook* – 960L

3rd Trimester: Changes Throughout History	Lexile	Pages
<i>The Egypt Game</i>	1010	215
<i>The Watsons Go to Birmingham</i>	1000	206
<i>The Secret Project Notebook</i>	960	247

Week #	Suggested Text	Chapters	Pages
1	<i>The Egypt Game</i> by Zilpha Keatley Snyder/1010	1-5	3-49
2		6-12	50-113
3		13-18	114-166
4		19-23	167-215
5	<i>The Secret Project Notebook</i> by Carolyn Reeder/960		1-62
6			63-124
7			125-186
8			187-247
9	<i>Out of the Dust</i> by Karen Hesse/ Lexile Unavailable (Poetry)	1 & 2: Winter and Spring	3-51
10		3 & 4 Summer and Autumn	55-95
11		4: Winter	99-150
12		5 & 6 : Spring and Summer	153-206
13		7 & Afterwards	209-247

Lit. Circle Text Sets : *Out of the Dust*- 950L, *Children of the Great Depression* 1170L, *Six Days in October* 1040L, *Ain't Nothing But a Man* – 1020L and *Black Rain* – 1070L