

LITERATURE & THOUGHT

# THE BEST OF FRIENDS



T E A C H E R   G U I D E

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# Literature & Thought

## *The Best of Friends*

English Language Arts Standards » Reading: Literature » Grade 6 (RL)	
<b>Key Ideas and Details</b>	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SB:</b> pp. 82, 112 <b>TG:</b> pp. 15–16, 18, 19, 21, 22, 26–27, 29, 32, 33–34, 36–37, 39, 40, 41, 42, 45–46, 49–50, 52, 54, 55, 58, 60 <b>IWL:</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
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.	<b>SB:</b> p. 46 <b>TG:</b> pp. 22, 23–24, 32, 36–37, 39, 49–50, 52, 53, 56 <b>IWL:</b> 1.3, 1.4, 3.1, 3.2, 4.1, 4.2
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.	<b>SB:</b> p. 82 <b>TG:</b> pp. 19, 20, 21, 33–34, 36–37, 40, 42, 44, 52, 53, 54, 55 <b>IWL:</b> 2.3, 2.4, 3.1, 3.2
<b>Craft and Structure</b>	
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.	<b>SB:</b> pp. 12, 46 <b>TG:</b> pp. 15–16, 17, 20, 21, 22, 23–24, 25, 28, 30, 32, 35, 38, 39, 42, 47, 51, 52, 55, 56, 57 <b>IWL:</b> 1.1, 1.2, 1.3, 1.4
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.	<b>TG:</b> pp. 20, 54
6. Explain how an author develops the point of view of the narrator or speaker in a text.	<b>TG:</b> pp. 29, 40
<b>Integration of Knowledge and Ideas</b>	
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.	<b>TG:</b> p. 18
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.	<b>SB:</b> pp. 82, 112 <b>TG:</b> pp. 33–34, 45–46, 49–50, 52, 56, 58, 60 <b>IWL:</b> 2.3, 2.4, 3.3, 3.4, 4.1, 4.2
<b>Range of Reading and Level of Text Complexity</b>	
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.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 65 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.	<b>TG:</b> pp. 15–16, 26–27, 31, 36–37, 49–50, 58, 60 <b>IWL:</b> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
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.	<b>TG:</b> pp. 36–37, 49–50 <b>IWL:</b> 3.1, 3.2, 4.1, 4.2
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).	<b>TG:</b> p. 31

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>SB:</b> p. 12 <b>TG:</b> pp. 15–16, 17, 25, 28, 35, 38, 47, 51, 57 <b>IWL:</b> 1.1, 1.2
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.	
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	

#### 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.	
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.	<b>TG:</b> pp. 31, 43
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).	

#### 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.	<b>SB:</b> The anthology includes texts of varying levels of complexity. <b>TG:</b> Suggestions for additional readings on page 65 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> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p><b>TG:</b> p. 59</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> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p><b>SB:</b> pp. 46, 82, 112  <b>TG:</b> pp. 21, 23–24, 33–34, 45–46, 58, 59, 61  <b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 3.3, 3.4</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> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>TG:</b> pp. 20, 32, 40, 43, 44, 59</p>
<p><b>Production and Distribution of Writing</b></p>	
<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><b>SB:</b> pp. 82, 112  <b>TG:</b> pp. 33–34, 45–46, 58, 59, 61, 62–64  <b>IWL:</b> 2.3, 2.4, 3.3, 3.4</p>

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English Language Arts Standards » Writing » Grade 6 (W)	
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.	TG: pp. 62–64
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. 30, 59
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. 30, 58, 59
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.	TG: p. 59
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: pp. 82, 112 TG: pp. 33–34, 45–46, 58, 59, 61 IWL: 2.3, 2.4, 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. 82 TG: pp. 33–34, 58, 59, 61 IWL: 2.3, 2.4

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## *The Best of Friends*

### English Language Arts Standards » Speaking and Listening » Grade 6 (SL)

#### Comprehension and Collaboration

<p>1. 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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>TG:</b> pp. 18, 22, 31, 58, 59, 60</p>
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>TG:</b> pp. 58, 59</p>
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>TG:</b> pp. 58, 59, 60</p>

#### Presentation of Knowledge and Ideas

<p>4. 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.</p>	<p><b>TG:</b> pp. 58, 59, 60</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>TG:</b> pp. 58, 59</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>TG:</b> pp. 58, 59, 60</p>

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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		
<b>Cluster One: What Is a Friend?</b>					
Teaching the Critical Thinking Skill: Defining	TG: pp. 15–16 IWL: 1.1, 1.2	RL.6.1 RL.6.4	RI.6.1 RI.6.4		
Cluster One Vocabulary	TG: p. 17	RL.6.4	RI.6.4		
Dirk the Protector, Gary Paulsen	TG: p. 18	RL.6.1 RL.6.7			SL.6.1
For Heidi with Blue Hair, Fleur Adcock	TG: p. 19	RL.6.1 RL.6.3			
Joe King, Bailey White	TG: p. 20	RL.6.3 RL.6.4 RL.6.5		W.6.3	
Dawn, Tim Wynne-Jones	TG: p. 21	RL.6.1 RL.6.3 RL.6.4		W.6.2	
Untitled, Langston Hughes <i>CCSS Exemplar Author</i>	TG: p. 22	RL.6.1 RL.6.2 RL.6.4			SL.6.1
Responding to Cluster One Writing Activity: Defining Friendship	SB: p. 46 TG: pp. 23–24 IWL: 1.3, 1.4	RL.6.2 RL.6.4		W.6.2	
Cluster One Vocabulary Test	TG: p. 25	RL.6.4	RI.6.4		
<b>Cluster Two: What Would You Do for a Friend?</b>					
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 26–27 IWL: 2.1, 2.2	RL.6.1 RL.6.2 RL.6.3 RL.6.5	RI.6.1		
Cluster Two Vocabulary	TG: p. 28	RL.6.4	RI.6.4		
Kimchee and Corn Bread, Helie Lee and Stephanie Covington	TG: p. 29	RL.6.1 RL.6.6			
Jones and the Stray, Marsha Soukup	TG: p. 30	RL.6.4		W.6.6 W.6.7	
Scream of the Little Bird, David S. Jackson	TG: p. 31		RI.6.1 RI.6.3 RI.6.8		SL.6.1

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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>
Blue Diamond, Neal Shusterman	TG: p. 32	RL.6.1 RL.6.2 RL.6.4		W.6.3	
Responding to Cluster Two Writing Activity: Analyzing the Risks of Friendship	SB: p. 82 TG: pp. 33–34 IWL: 2.3, 2.4	RL.6.1 RL.6.3 RL.6.9		W.6.2 W.6.4 W.6.9 W.6.10	
Cluster Two Vocabulary Test	TG: p. 35	RL.6.4	RI.6.4		
<b>Cluster Three: Friend or Enemy?</b>					
Teaching the Critical Thinking Skill: Evaluating	TG: pp. 36–37 IWL: 3.1, 3.2	RL.6.1 RL.6.2 RL.6.3	RI.6.1 RI.6.2		
Cluster Three Vocabulary	TG: p. 38	RL.6.4	RI.6.4		
Shaking, Robert Morgan	TG: p. 39	RL.6.1 RL.6.2 RL.6.4			
War Game, Nancy Werlin	TG: p. 40	RL.6.1 RL.6.3 RL.6.6		W.6.3	
Take Your Best Shot, Jackie Vivelo	TG: p. 41	RL.6.1			
Directions to the Armorer, Elder Olson	TG: p. 42	RL.6.1 RL.6.3 RL.6.4			
hey, jealousy, Francesca Delbanco	TG: p. 43		RI.6.8	W.6.3	
Farewell, My Friend, Roger Ebert	TG: p. 44	RL.6.3		W.6.3	
Responding to Cluster Three Writing Activity: Evaluating Friendship	SB: p. 112 TG: pp. 45–46 IWL: 3.3, 3.4	RL.6.1 RL.6.9		W.6.2 W.6.4 W.6.9	
Cluster Three Vocabulary Test	TG: p. 47	RL.6.4	RI.6.4		
<b>Cluster Four: Thinking on Your Own</b>					
Teaching the Critical Thinking Skill: Synthesizing and Integrating	TG: pp. 49–50 IWL: 4.1, 4.2	RL.6.1 RL.6.2 RL.6.9	RI.6.1 RI.6.2		

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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>
<b>Cluster Four Vocabulary</b>	TG: p. 51	RL.6.4	RI.6.4		
<b>Building Bridges,</b> Andrea Davis Pinkney	TG: p. 52	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.9			
<b>Moco Limping,</b> David Nava Monreal	TG: p. 53	RL.6.2 RL.6.3			
<b>Promises,</b> Ellen Conford	TG: p. 54	RL.6.1 RL.6.3 RL.6.5			
<b>The Kayak,</b> Debbie Spring	TG: p. 55	RL.6.1 RL.6.3 RL.6.4			
<b>Meeting the Demons,</b> Dawna Markova	TG: p. 56	RL.6.2 RL.6.4 RL.6.9			
<b>Cluster Four Vocabulary Test</b>	TG: p. 57	RL.6.4	RI.6.4		
Additional Teacher Guide Resources					
<b>Research, Writing, and Discussion Topics</b>	TG: p. 58	RL.6.1 RL.6.9	RI.6.1	W.6.2 W.6.4 W.6.7 W.6.9 W.6.10	SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6
<b>Assessment and Project Ideas</b>	TG: p. 59			W.6.1 W.6.2 W.6.3 W.6.4 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
<b>Answering the Essential Question</b>	TG: p. 60	RL.6.1 RL.6.9	RI.6.1		SL.6.1 SL.6.3 SL.6.4 SL.6.6
<b>Essay Test</b>	TG: p. 61			W.6.2 W.6.4 W.6.9 W.6.10	
<b>Rubric for Project Evaluation</b>	TG: pp. 62–64			W.6.4 W.6.5	
<b>Related Literature</b>	TG: p. 65	RL.6.10	RI.6.10		