



6th Grade Humanities Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



6th Grade Humanities Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 6th Grade Humanities

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደረጃዎች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኝ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ደህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘነ ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጂ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚገኙ እና እንዴት በኢንተርኔት ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔቶችን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይቻላል።
- ሀሳቦቻቸውን፣ ምልከታዎቻቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንዲሟራቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ደውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ለእትዕግስትዎ እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጣቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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Distance Learning Packet for 6th Grade Humanities

May 2020

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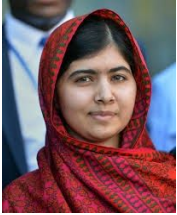




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I am Malala Knowledge Organizer

I. Main Characters

Malala		A young Pashtun woman who grew up in Swat Valley, Pakistan. She went to school throughout her entire childhood, and because of her father's example, she became famous for speaking out in favor of girls' education. When she was fifteen years old, the Taliban shot Malala in response to her activism.
Ziauddin		Malala's father and role model, Ziauddin is an educated, articulate, and charismatic man who passes on to his daughter a passion for freedom, education, and equality. As an adult, he uses his rhetorical abilities to organize schools for young women—a measure that makes him a traitor to Islam in the eyes of the Taliban. Despite the Taliban's threats, Ziauddin continues to run his school and encourages Malala to fight for education and women's rights.
Toor Pekai		Malala's mother, Tor Pekai, is a loving parent, though she lacks the necessary education to inspire her daughter as Ziauddin, her husband, does. She is intensely religious, and always prays five times a day. Tor Pekai often feels insecure about her lack of a formal education. Nevertheless, she shares her husband's passion for equality, and encourages Malala to learn and speak out against the Taliban.
Fazlullah		The leader of the branch of the Taliban that took over Swat Valley. Fazlullah's views called for women to wear their burqas at all times and could not attend schools of any kind. By the time Malala turns ten, Fazlullah openly supports Taliban violence, including the killing of women who disobey his beliefs of Quranic law.
Taliban		A religious and political group that came to power in Afghanistan in the mid-1990s. They're known for enforcing strict Islamic law. Some of these laws did not allow girls and women to go to school or work, and the punishments for crimes were very severe.

I am Malala Knowledge Organizer

II. Content Vocabulary

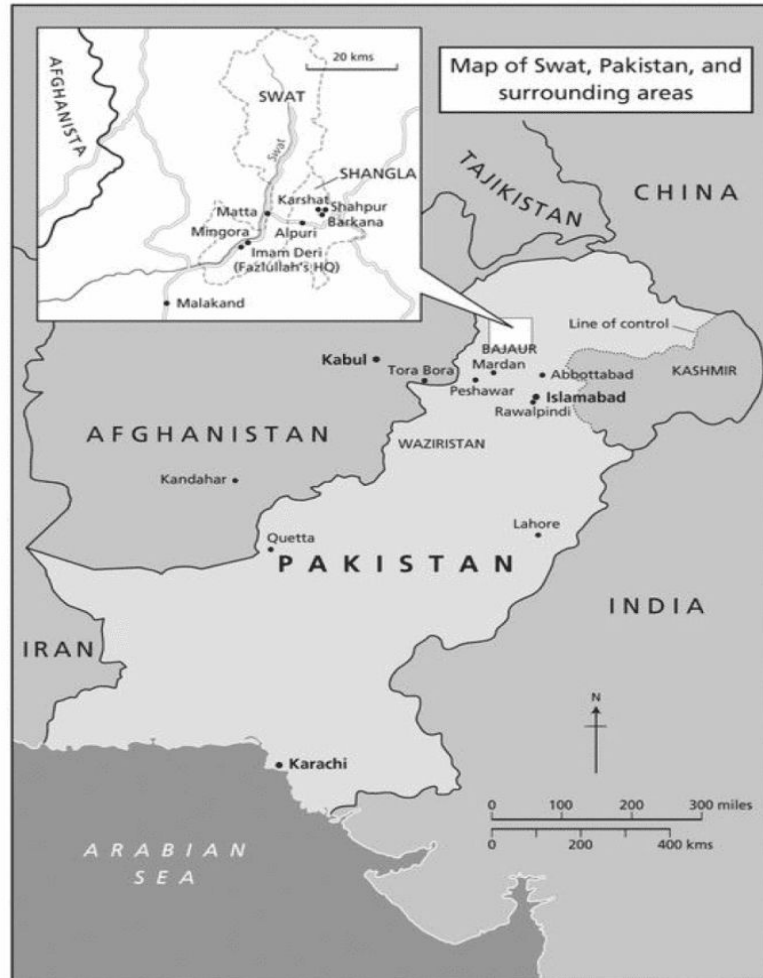
Part 1: Before the Taliban	
Badal	Revenge
Purdah	Segregation or seclusion of women; wearing a veil
Niqab	Scarf or shawl worn by some Muslim women in public, covering part of their face
Burqa	Garment or robe worn by some Muslim women to cover their bodies in public
Shalwar kamiz	Traditional outfit of loose shirt (kamiz) and pants (shalwar) worn by both men and women
Sharia	Islamic religious law
Maulana, Mufti	Islamic scholar

Part 2: A Shadow Over Our Valley	
Imam	Local preacher
Mullah	An informal name for an imam or religious leader
Haram	Prohibited (not allowed) in Islam
Aba	Affectionate Pashto term for “father”
Pashtunwali	Traditional behavioral code of Pashtuns

Parts 3 and 4: Finding My Voice and Targeted	
Tapa	Genre of Pashto folk poetry
IDP	Stands for Internally Displaced Person
Raakat nafl	Optional prayers
Dyna	Open-backed van or truck

Part 5: A New Life, Far From Home: no new words

Map of Swat, Pakistan, & surrounding areas
This map can also be found in your book *before* table of contents



Headgear worn by Muslim women

BURQA

- Full veil traditionally worn by Pashtuns in Afghanistan
- Covers the head and the body and has a grill which hides the eyes
- Enforced by the US Taliban fighting forces in Afghanistan

NICAB

- A veil that entirely covers a person, including the mouth and the nose
- It has a small opening for the eyes
- It's use is widespread through the influence Wahabi Islam, especially in urban environments

HIJAB

- A Hijab is a headscarf, not a veil.
- Hides the hair, ears and neck
- Only the oval shape of the face is visible
- Widespread use in the Muslim world. Championed by the Muslim Brotherhood

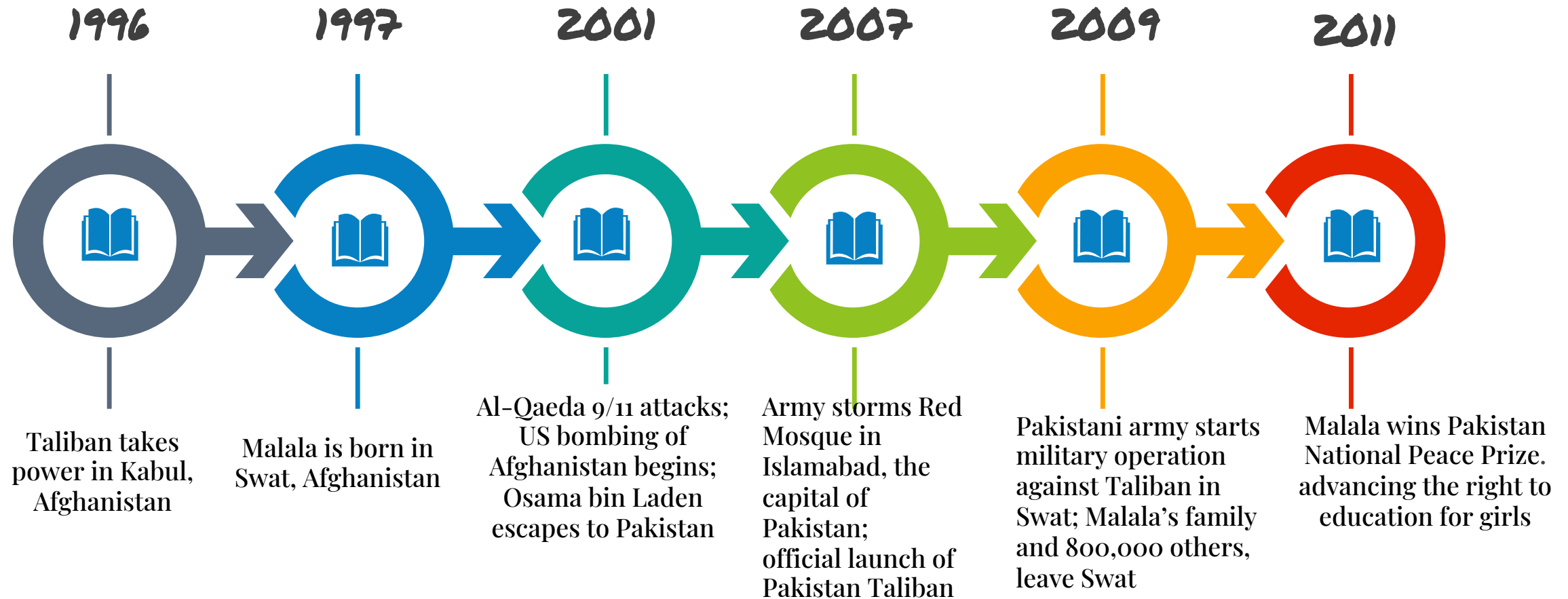
CHADOR

- Traditional garment worn by women in Iran and Afghanistan
- Full cloak that covers the body and the hair, open at the front
- Not obligatory in Islamic countries, unlike the veil.

AFP 2204/10

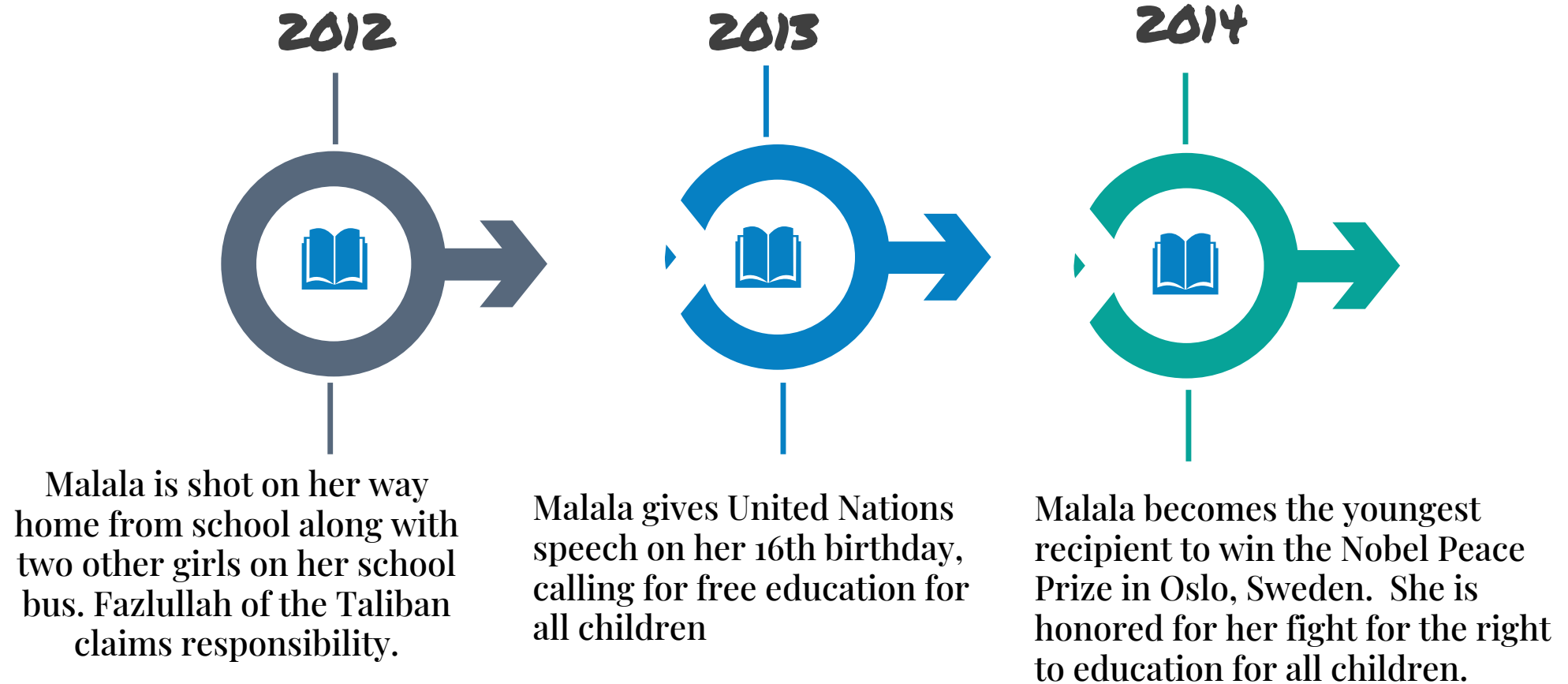
I Am Malala

Timeline of Important Events



I Am Malala

Timeline of Important Events



Focusing Question Task Evidence Collector

You will use this evidence collector throughout the next four weeks as you read *I Am Malala*.

Directions: Complete the table for each chapter in part one as you read the text. After you complete all the chapters in part one, respond to the question in the last row. Use the word bank below to get ideas for the last column.

How does this chapter connect/relate to the ones before it?

The author...

- includes details descriptions about the setting, which helps the reader better understand _____ about the character/conflict/central idea
- reveals the feelings and thoughts of the character about _____, which helps the reader understand _____ about the character/conflict/central idea
- reveals _____ about another character, which helps the reader understand _____ about the character/conflict
- reveals the conflict between _____ and _____, which helps the reader better understand _____ about the character/conflict/central idea
- introduces rising action through _____ and _____, which creates _____ for the reader
- introduces a new character/setting/conflict, which helps the reader better understand _____ about the character/conflict/central idea
- resolves the conflict by _____, which helps the reader better understand _____ about the character/conflict/central idea

The character...

- decides to _____, which contributes to the conflict/central idea by...

Part One: "Before the Taliban"			
Chapter Number	Chapter Title	What happens in this chapter?	How does this chapter connect/relate to the ones before it?
1	As Free As a Bird		
2			
3			
4			
5			
What main ideas are developed in part one?			

How does this chapter connect/relate to the ones before it?

The author...

- includes details descriptions about the setting, which helps the reader better understand _____ about the character/conflict/central idea
- reveals the feelings and thoughts of the character about _____, which helps the reader understand _____ about the character/conflict/central idea
- reveals _____ about another character, which helps the reader understand _____ about the character/conflict
- reveals the conflict between _____ and _____, which helps the reader better understand _____ about the character/conflict/central idea
- introduces rising action through _____ and _____, which creates _____ for the reader
- introduces a new character/setting/conflict, which helps the reader better understand _____ about the character/conflict/central idea
- resolves the conflict by _____, which helps the reader better understand _____ about the character/conflict/central idea

The character...

- decides to _____, which contributes to the conflict/central idea by...

Part Two: "A Shadow Over Our Valley"

#	Chapter Title	What happens in this chapter?	How does this chapter connect/relate to the ones before it?
6			
7			
8			
9			
10			

What main ideas are developed in part two?

How does this chapter connect/relate to the ones before it?

The author...

- includes details descriptions about the setting, which helps the reader better understand _____ about the character/conflict/central idea
- reveals the feelings and thoughts of the character about _____, which helps the reader understand _____ about the character/conflict/central idea
- reveals _____ about another character, which helps the reader understand _____ about the character/conflict
- reveals the conflict between _____ and _____, which helps the reader better understand _____ about the character/conflict/central idea
- introduces rising action through _____ and _____, which creates _____ for the reader
- introduces a new character/setting/conflict, which helps the reader better understand _____ about the character/conflict/central idea
- resolves the conflict by _____, which helps the reader better understand _____ about the character/conflict/central idea

The character...

- decides to _____, which contributes to the conflict/central idea by...

Part Three: "Finding My Voice"			
#	Chapter Title	What happens in this chapter?	How does this chapter connect/relate to the ones before it?
11			
12			
13			
14			
15			
16			
17			

The author...

- includes details descriptions about the setting, which helps the reader better understand _____ about the character/conflict/central idea
- reveals the feelings and thoughts of the character about _____, which helps the reader understand _____ about the character/conflict/central idea
- reveals _____ about another character, which helps the reader understand _____ about the character/conflict
- reveals the conflict between _____ and _____, which helps the reader better understand _____ about the character/conflict/central idea
- introduces rising action through _____ and _____, which creates _____ for the reader
- introduces a new character/setting/conflict, which helps the reader better understand _____ about the character/conflict/central idea
- resolves the conflict by _____, which helps the reader better understand _____ about the character/conflict/central idea

The character...

- decides to _____, which contributes to the conflict/central idea by...

18			
19			

What main ideas are developed in part three?

Part Four: "Targeted"			
#	Chapter Title	What happens in this chapter?	How does this chapter connect/relate to the ones before it?
20			
21			
22			
23			

How does this chapter connect/relate to the ones before it?

The author...

- includes details descriptions about the setting, which helps the reader better understand _____ about the character/conflict/central idea
- reveals the feelings and thoughts of the character about _____, which helps the reader understand _____ about the character/conflict/central idea
- reveals _____ about another character, which helps the reader understand _____ about the character/conflict
- reveals the conflict between _____ and _____, which helps the reader better understand _____ about the character/conflict/central idea
- introduces rising action through _____ and _____, which creates _____ for the reader
- introduces a new character/setting/conflict, which helps the reader better understand _____ about the character/conflict/central idea
- resolves the conflict by _____, which helps the reader better understand _____ about the character/conflict/central idea

The character...

- decides to _____, which contributes to the conflict/central idea by...

Directions: Complete the table for each chapter in part one as you read the text. After you complete all the chapters in part one, respond to the question in the last row. Use the word bank below to get ideas for the last column.

Part Five: "A New Life, Far from Home"			
#	Chapter Title	What happens in this chapter?	How does this chapter connect/relate to the ones before it?
24			
25			
26			
27			
28			
29			

How does this chapter connect/relate to the ones before it?

The author...

- includes details descriptions about the setting, which helps the reader better understand _____ about the character/conflict/central idea
- reveals the feelings and thoughts of the character about _____, which helps the reader understand _____ about the character/conflict/central idea
- reveals _____ about another character, which helps the reader understand _____ about the character/conflict
- reveals the conflict between _____ and _____, which helps the reader better understand _____ about the character/conflict/central idea
- introduces rising action through _____ and _____, which creates _____ for the reader
- introduces a new character/setting/conflict, which helps the reader better understand _____ about the character/conflict/central idea
- resolves the conflict by _____, which helps the reader better understand _____ about the character/conflict/central idea

The character...

- decides to _____, which contributes to the conflict/central idea by...

30			
31			
32			
33			
34			
35			

What main ideas are developed in part five?

Week 1 Goals and Daily Agenda

Goals for the Week	How will I reach these goals?
1. Learn the meaning of <u>six</u> new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Learn about key events and people in Malala Yousafzai's life.	Use the QR code to watch a video before you reach each chapter.
3. Read Chapters 1-13 of <i>I am Malala</i>.	You can also listen to the chapters. Use the QR code in the daily agenda.
4. Track your comprehension as you read each chapter.	Use the page by page guide to annotate in the book.
5. Collect evidence for an essay you will write next week.	Complete the FQT Evidence Collector .
6. Answer questions about each chapter.	Complete the Chapter Questions .
7. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
8. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
Preview Vocabulary. Watch "I am Malala." Read/listen to Chapters 1-3. Complete annotations. Collect evidence for Focusing Question Task #1. Answer Chapter 1-3 Questions. Fluency Practice. Grammar Practice.	Preview Vocabulary. Watch "Malala Biography." Read/listen to Chapters 4-5. Complete annotations. Collect evidence for Focusing Question Task #1. Answer Chapter 4-5 Questions. Fluency Practice. Grammar Practice.	Preview Vocabulary. Watch "Taliban Targets Girls Schools in Pakistan." Read/listen to Chapters 6-8. Complete annotations. Collect evidence for Focusing Question Task #1. Answer Chapter 6-8 Questions OR Complete Chapters 6-8 Quiz. Fluency Practice. Grammar Practice.	Preview Vocabulary. Read/listen to Chapters 9-10. Complete annotations. Collect evidence for Focusing Question Task #1. Answer Chapter 9-10 Questions OR Complete Chapters 9-10 Quiz. Fluency Practice. Grammar Practice.	Preview Vocabulary. Watch "Pakistan: Girls Deprived of Education." Read/listen to Chapters 11-13. Complete annotations. Collect evidence for Focusing Question Task #1. Answer Chapter 11-13 Questions OR Complete Chapters 11-13 Quiz. Fluency Practice. Grammar Practice.

Day 1 - Day 5

Fluency Practice

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

Just imagine yourself in the most hostile place on earth. It's not the Sahara or the Gobi Desert. It's not the Arctic. The most hostile place on earth is the Antarctic, the location of the South Pole. North Pole, South Pole—what's the difference? The Arctic is mostly water—with ice on top, of course—and that ice is never more than a few feet thick. But under the South Pole lies a continent that supports glaciers up to two miles in depth. Almost the entire southern continent is covered by ice. This mammoth icecap presses down so heavily that it actually distorts the shape of the earth. The ice never melts; it clings to the bottom of the world, spawning winds, storms, and weather that affect the whole planet.

And of all the weather it creates, the weather the Antarctic creates for itself is by far the worst. In the winter, the temperature can sink to 100 degrees below zero Fahrenheit. Cold air masses sliding down the sides of the glaciers speed up until they become winds of close to 200 miles per hour. When winter descends on the southern continent, the seas surrounding the land begin to freeze at the terrifying rate of two square miles every minute, until the frozen sea reaches an area of 7 million square miles, about twice the size of the United States. It is truly the most hostile environment this side of the moon. Just imagine yourself stranded in such a place.

In 1915, a British crew of twenty-eight men was stranded there, with no ship and no way to contact the outside world. They all survived.

Armstrong, Jennifer. *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance*. Knopf, 1998, p. 1.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

*Adult or peer

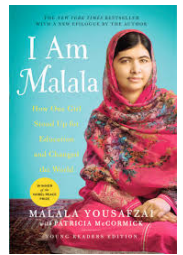
Day 5

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions below.*)




How will you complete the essay during Week 2?

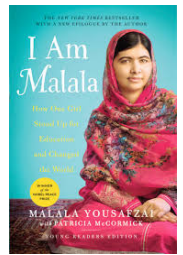


- ☐ The Evidence Collector is located behind the Weekly Goals and Daily Agendas page.
- ☐ Read and annotate the text each day.
- ☐ Answer questions about the text to check your understanding.
- ☐ **Starting on Day 1 and EACH DAY**, complete the Evidence Collector page for the chapters you read.
- ☐ When it's time to draft your essay during Week 2, **refer back to the notes you took** on the Evidence Collector to get ideas for your essay.



Week 1 Chapters 1-13

Word & Part of Speech	Page #	Definition	Picture	Sentence: Write a <u>sentence</u> from the novel with the <u>vocabulary</u> word
Reprimand v.	Pg 15	To criticize		
Console v.	Pg. 15	Made to feel better		
Devout adj.	P. 18	Deep commitment to a cause or religious belief		



Week 1 Chapters 1-13

Blasphemy n.	Pg. 32	Disrespect towards something sacred or religious		
Haven n.	Pg. 60	A safe place		
Savored v.	Pg. 75	enjoyed		

Day 1

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.
- ☐ 2. **Watch “I am Malala.”**
Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read the Prologue and Chapters 1-3.**
Open the camera app on your phone and scan the QR code to listen.



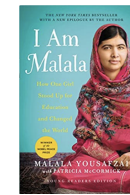
- ☐ 4. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 5. Answer the Chapter Questions.
- ☐ 6. Complete the **Focusing Question Task Evidence Collector** for Chapters 1-3.

- ☐ 7. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 8. **Grammar Practice**

- ☐ 9. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 10. **Reflect.** Did you meet your goal? _____



Chapters 1-3



Pashtunwali CODES

- Pashtunwali codes often contradict the Qur'an
- MELMASTIA: hospitality and protection is required to be given to all equally
- BADAL: revenge will be done and returned in equal force to an insult of land, wealth, and especially a woman's purity
- ZAMAKA: protecting your land and



Malala is inspired by her father to continue with her dreams.



Malala was from Pakistan and grew up in the region known as Swat Valley. She loved school even though culturally, she was told that girls were supposed to only take care of the home. She was determined to change Pakistan.




I Am Malala: How One Girl Stood Up for Education and Changed the World

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

In-text Annotation Guide

Directions: Write your answer to the questions in your book.



Check Box	Page #	Prologue Questions
	1	What do you notice about the words “ <i>shalwar</i> ” & “ <i>kamiz</i> ” at the end of the 1st paragraph? Find the definition on page 203.
	2	Underline the definition of Jani in the text.
	2	What is Malala describing on this page?
	2	How would you describe Malala’s feeling towards school?
	3	Underline 3 pieces of evidence that contrasts England and Pakistan.
	3	Why is Malala’s dad worried about her?
	3	How old is Malala and what grade is she in?
	3	 <p>A mosque is a place where Muslims pray.</p>
	4	Make a note for a new character
	4	What is Malala’s brother complaining about?
	4	Where is Malala going after breakfast?
	5	How is Malala feeling about today? Underline your evidence.
	5	Make a note for a new character
	5	What is Malala asking God about? Make a prediction.
	6	Write 3 words to describe her bus (dyna) ride home?
	7	Write a summary note: How would you describe Malala and her life?

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Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?






PART ONE: Before the Taliban

Check Box	Page #	Chapter 1 Questions
	11	Find details about Malala, her family and Pakistan as you read
	11	What is Malala describing?
	13	How would you describe Malala's life
	14	Make a note for a new character
	14	What does Malala do to Safina? How does M feel?
	15	Malala's father isn't upset with Malala. What do his words show us about him? Underline the evidence.
	15	 <p>A <i>pacifist</i> is a person who believes in nonviolence.</p>
		What does Malala learn about Badal?
		 <p>A Stupa holds holy, important items connected to Buddhism and Buddha.</p>
	16	What is important to Pashtun culture? Underline the evidence.
	16	Where does Malala go to listen to interesting topics? How are these rooms different from each other?
	17	Muslim women have a choice of head scarves to wear. Some women do not wear head scarves.

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Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

		<p>Niqab A veil covering the head and face, but not the eyes, usually worn with a loose black garment (abaya) that covers from head to feet.</p> 	<p>Hijab A general term meaning 'to cover' or 'veil', most commonly refers to a headscarf that covers the hair and neck, but not the face.</p> 	<p>Burka A veil that covers the entire body and face, with a mesh window or grille across the eyes for a woman to see out of.</p> 	<p>Chador A full-length cloak worn by many Iranian women, typically held closed at the front by the wearer's hands or under their arms.</p> 	<p>Dupatta A long scarf loosely draped across the head and shoulders, common in south Asia and often paired with matching garments.</p> 
	17	How does Malala describe the women without veils? Circle the key words.				
	17-18	What does Malala believe about the veil/covering her face?				
	18	How does Malala's gender (being a female) affect her life?				
	18-19	How are babies treated differently in Pakistan?				
	19	How does her father feel about having a girl?				
	19	Why is Malala lucky?				
	20	How does Malala feel about school? Underline the evidence.				

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Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 2 Questions
	21	Make a note about the setting
	22	 <p>The Flying Coach</p>
	23	How is life for women different in the country than in the city?
	23	What do we learn about her mom and the other women in the country?
	23-24	Are girls allowed to go to school? Underline 2 pieces of evidence
	24	How are women treated in Afghanistan? Underline 2 pieces of evidence.
	24	What group agrees with the Taliban? Circle the name.

Check Box	Page #	Chapter 3 Questions
	25	Why did Malala enjoy the TV show <i>Shaka Laka Boom Boom</i> ?
	26	Who does Malala meet? What does Malala do?
	26	What does she believe God is teaching her?
	27	What does Malala believe she should do for the world?
	27	Is her family similar to Malala? Underline evidence to support your idea
	28	Why did some students not return to school?
	28	Make a prediction: what may be coming to the city that will change her life?

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 1-3

1. Why is it significant that Malala's dad added her to the family tree? **Chapter 1**

2. How are males and females treated differently in Malala's culture? Cite two examples from **Chapter 1**.

3. Describe some traits that have been passed down from the grandfather, to the father, to Malala.
Chapter 2

4. How is life different for those that live in Shangla? **Chapter 2**

5. List 3 things about Ziauddin's persistence to start the school shows about him? **Chapter 3**

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
2. I am Malala (Young Reader's Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
<<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>>.

In your last packet, you learned all about nouns, verbs, adjectives, and adverbs. This week, we are going to review and deepen our knowledge about these parts of speech!

You can always come back to this page if you need a reminder about the basics.

Parts of Speech: Review

Part of speech	Definition	Examples
Noun	A noun is a word that refers to a person, place, thing, or idea .	<i>Sometimes I would sit in on <u>class</u> with the older <u>children</u> and listen to <u>everything</u> <u>they</u> were taught.</i>
Verb	A verb is a word that shows action .	<i>Sometimes I <u>would sit</u> in on class with the older children and <u>listen</u> to everything they <u>were taught</u>.</i>
Adjective	An adjective is a word that describes a noun .	<i>Sometimes I would sit in on class with the <u>older</u> children and listen to everything they were taught.</i>
Adverb	An adverb is a word that describes a verb , telling us how an action is being done.	<i><u>Sometimes</u> I would sit in on class with the older children and listen to everything they were taught.</i>

Parts of a Sentence: Review

Part of sentence	Definition	Examples
Subject (complete)	The (complete) subject of a sentence tells who or what the sentence is about.	<i><u>My father</u> paid no mind to these customs.</i>
Predicate (complete)	The (complete) predicate of a sentence tells all the details about what the subject is or did .	<i>My father <u>paid no mind to these customs</u>.</i>

Let's look at an example from our text this week to practice!

First, circle the subject and underline the predicate.

"My parents tell me that even before I could talk, I would toddle into the empty classrooms and lecture."

-I am Malala: How One Girl Stood Up for Education and Changed the World

There are two **common nouns**, one **adjective**, and four **action verbs** in this sentence. What are they?

Common nouns: _____

Adjectives: _____

Verbs: _____

Day 2

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.
- ☐ 2. **Watch** “Malala Biography.”
Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read Chapters 4-5.**
Open the camera app on your phone and scan the QR code to listen.



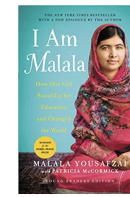
- ☐ 4. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 5. Answer the Chapter Questions.
- ☐ 6. Complete the **Focusing Question Task Evidence Collector** for Chapters 4-5.

- ☐ 7. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 8. **Grammar Practice**

- ☐ 9. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 10. **Reflect.** Did you meet your goal? _____



Chapters 4-5



The Earthquake in 2005 shook up Pakistan.



Malala thought that the Earthquake was a warning for Pakistan.



The Quran is the Holy Book used by Muslims like the mufti in these chapters.



Malala believed that knowledge gave her wings




If you were a girl in Pakistan, going to school would have been a secret mission.



I Am Malala: How One Girl Stood Up for Education and Changed the World

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 4 Questions
	29	What is happening?
	29	 <p>The Holy Quran or Koran is a main religious book of Islam written in Arabic.</p>
		Who came to “help” the small towns after the earthquake?
		What are the militant groups telling the people of the towns? Why would they say this to them?
		What “bad intentions” does the group (TNSM) have for the country?
		Look at the Timeline of Important Events (219) for more information on what’s to come!

Check Box	Page #	Chapter 5 Questions
	32	What did the mufti say to father? Why were the men upset?
	33	How was the man mistaken or wrong?
	33-34	What do you learn at a madrasa. Underline the evidence.
	34	Why is Khushal important to Malala?
	35	Make a note of a new character

I am Malala: How One Girl Stood Up for Education and Changed the World

Chapters 4-5

1. How did the October 8, 2005 earthquake affect people in Pakistan? Chapter 4

2. What are the two types of education available in Malala's area? Describe each. How are they different?
Chapter 5

3. What does the author mean when she says, "We flew on wings of knowledge" on page 34?

4. What does the author mean when she says, "We girls traveled far and wide inside the pages of our books" on page 34?

5. What does the author mean when she says, "We ran as free as the wind" on page 34?

6. What does this chapter show about Malala's developing values? **Chapter 5**

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
 2. I am Malala (Young Reader's Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
 <<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>>.

Types of Adjectives

Every adjective describes a noun. There are many different kinds of adjectives. This list can help you recognize adjectives that may not seem like adjectives at first.

Type	Definition	Example
Proper	A proper adjective is a describing word that comes from a proper noun.	<i>They would study only Arabic so that they could recite the <u>Holy</u> Quran.</i>
Descriptive	A descriptive adjective shows the kind or quality of something or someone.	<i>One <u>autumn</u> day when I was still in <u>primary</u> school, our desks started to tremble and shake.</i>
Quantitative	A quantitative adjective shows how much of something there is.	<i>A <u>few</u> of the girls were crying.</i>
Numeral	A numeral adjective shows the number order something is.	<i>But when another strong earthquake hit within a few minutes of the <u>first</u>, the students were sent home.</i>
Demonstrative	A demonstrative adjective points out which person or thing is meant.	<i><u>That</u> earthquake of 8 October 2005 turned out to be one of the worst in history.</i>
Distributive	A distributive adjective refers to each one of a group. There are only four: “each”, “every”, “either”, and “neither”.	<i><u>Each</u> morning, as my friends passed through the gate to school, a man across the street stood scowling at us.</i>
Possessive	A possessive adjective makes it clear who or what the noun “belongs” to	<i>“Are you my friend or <u>hers</u>?” Moniba would say if I sat with another girl at recess.</i>

Practice

Directions: Find and underline all of the adjectives in the following paragraph.

It was a point of pride for me that almost every year in primary school, I won the trophy for first place at the end of the term. I was considered one of the top girls—and the principal’s daughter—and some girls thought maybe there was a connection between the two. But it was a point of pride for my father that he gave me no special treatment. And the proof was obvious to everyone when a new girl came to school when I was about nine.

Day 3

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.
- ☐ 2. **Watch** “Taliban Targets Girls Schools in Pakistan.”
WARNING: This video contains an explosion.
Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read Chapters 6-8.**
Open the camera app on your phone and scan the QR code to listen.



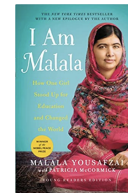
- ☐ 4. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 5. Answer the Chapter Questions **OR** Complete Chapters 6-8 Quiz.
- ☐ 6. Complete the **Focusing Question Task Evidence Collector** for Chapters 6-8.

- ☐ 7. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 8. **Grammar Practice**

- ☐ 9. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 10. **Reflect.** Did you meet your goal? _____



Chapters 6-8



The "Radio Mullah" weeped his way into the homes of the people of Pakistan.



The message spread about girls not going to school and against other Western influence on Muslims.



More and more girls began to drop out of school because of the news that was being spread.



Malala's school and community became like a prison for her.




Fear crept into the hearts and minds of the people in Swat Valley.



Malala's father was determined to speak out against the Taliban.

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

PART TWO: A Shadow over Our Valley

Check Box	Page #	Chapter 6 Questions
	39	 <p>An imam is a person who leads prayers at a mosque.</p>
	39	What does the imam tell people to do? Underline evidence
	40	Is the radio speaker or mullah(a person who studies Islamic law) telling the truth?
	40	Do people believe him? Should they believe the mullah?
	40	What is the mullah on the radio telling people to do?
	41	Make a note for the new character.
	41	How do you think the mullah gets information about people?
	41	Who is responsible for the radio station?
	42	Who (or what) is coming to change Pakistan?
	43	What is called haram or wrong according to Fazlullah?


I Am Malala: How One Girl Stood Up for Education and Changed the World

Day 3

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 7 Questions
	44	<i>Western</i> refers to Europe, the United States and Canada.
	44	What did Radio Mullah/Fazlullah tell the people to refuse or reject? Underline key details.
	44	How did the government react? How did Fazlullah attack Pakistan after?
	45	Did the government help the people of Swat?
	46-49	After Fazlullah joined the Taliban, what happens to life in her town? Underline key details.
	46	How did people feel?
	47	What was Malala's school life like?
	48	What did the Taliban do to people who disagreed with them?
	48-49	How did her father react to the Taliban?
	50- 51	What happened to Malala and her mother in the car?
	51	What did the letter say to Father? Underline your evidence.

Check Box	Page #	Chapter 8 Questions
	52	What does Father ask for in his letter?
	53	How does the Khushal School change?
	53-54	What happens to Benazir Bhutto? Why is it important? Underline evidence.  Benazir Bhutto, Former President of Pakistan
	54	What does her death show the people of Pakistan? Underline the evidence.

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 6-8

1. How does Malala's life change in Chapters 6-8?

2. Benezhir Bhutto "had been living in *exile*" (53). *Exile* means "being sent away and not being allowed to return." What is the significance of Bhutto's return to Pakistan from exile? (pages 53-54)

3. What is the significance of Bhutto's assassination? (p. 54).

4. What is the significance of Fazlullah's declaration against the government?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 3

Chapters 6-8 Quiz

Directions: Read the passage in which Malala describes a persuasive Taliban leader. Then answer each item.

from I Am Malala
by Malala Yousafzai and Patricia McCormick

The Radio Mullah¹ [Fazlullah] continued his campaign against anything he deemed² un-Islamic and Western. People listened to his broadcasts regularly—many to hear him announce names and make sure theirs weren't on the list. Through his illegal radio broadcasts, he encouraged parents to refuse polio vaccinations³ for their children. He claimed that this medical aid was not meant to help; he said it was a ploy⁴ by Western countries to harm Muslim children.

But he wasn't just interfering with health care and speaking out against girls' schools—he was also threatening barbers who offered so-called Western haircuts and destroying music stores. He persuaded people to donate their jewelry and money, and he used the funds to make bombs and train militants.⁵

We [Malala and her family] had seen Fazlullah's followers, with their long hair and beards, dressed in black turbans and white *shalwar kamiz*, in the small towns on the way to visit our family in the mountains. His men carried guns and walked menacingly through the streets. But even though we had not seen his men in Mingora proper, we felt his presence. It was as if he spoke from the heavens, casting a dark cloud of fear over our valley.

1 **Radio Mullah:** Fazlullah; a Pakistani Taliban leader

2 **deemed:** Considered to be

3 **vaccinations:** Preparations of weakened or dead germs of a disease, usually given in the form of an injection, to protect from that disease

4 **ploy:** Trick

5 **militants:** People who will use extreme or violent methods in support of a political or social belief or cause

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader's Edition, Little, Brown and Company, 2014, pp. 44–45.

1. Read this sentence from the passage.

“It was as if he spoke from the heavens, casting a dark cloud of fear over our valley.”

What does this sentence describe?

- a. Fazlullah spread terror through his influence; he did not need to be present to scare people.
- b. Fazlullah's broadcasts were played over loudspeakers; people could not avoid hearing his voice.
- c. Fazlullah's followers believed he was their religious leader and promised to follow him.
- d. Fazlullah had a strong, persuasive voice, and Malala worried she might start to believe him.

Day 3

2. Match each description of Fazlullah (Column A) with a piece of evidence that supports it (Column B).

Column A: Fazlullah’s Beliefs, Actions, and Plans	Column B: Evidence from the Text
<div>_____ I. Fazlullah believed that everyone should look and dress a certain way.</div> <div>_____ II. Fazlullah was willing to criticize individuals.</div> <div>_____ III. Fazlullah was planning on fighting to gain more power.</div>	<div>a. Fazlullah announced the names of those who he believed were behaving in un-Islamic ways on his radio broadcast.</div> <div>b. Fazlullah threatened the safety of anyone who gave haircuts that he thought were in a Western style.</div> <div>c. Fazlullah’s men were building bombs and training soldiers.</div>

3. Which statement **best** describes the purpose of the first paragraph of the passage?

- a. to describe where Fazlullah got his beliefs
- b. to describe Fazlullah’s beliefs
- c. to analyze why people followed Fazlullah
- d. to analyze Fazlullah’s impact

ADVERBS

Day 3

An **adverb** describes a verb, an adjective or another adverb.
It tells us how, where, when, how much and with what frequency.
An adverb can tell...

HOW?

quietly
peacefully
carefully
slowly
badly
closely
easily
well
fast
quickly
cheerfully

WHERE?

above
abroad
far
away
back
here
outside
backwards
behind
below
down

WHEN?

now
yesterday
soon
later
tomorrow
yet
already
tonight
today
then
last year

HOW MUCH?

quite
fairly
too
enormously
entirely
very
extremely
rather
almost
absolutely
just

HOW OFTEN?

always
sometimes
often
frequently
normally
generally
usually
occasionally
seldom
rarely
never



Practice

Directions: Underline the adverbs in the following sentences from your text, circle the verb that it describes. Then, on the line, write down which of the above questions it is answering (“How”, “Where”, “When”, “How Much”, or “How Often”:

1. They whipped the wind around us and stirred up a storm of dirt and sand.

2. We stayed inside and peered through the curtains at the empty street in front of our house.

3. That night a streak of bright white light flashed across the sky, lighting the room for a second, like a flashbulb on a camera.

4. The next morning, we woke up as if we were coming out of a long, fitful dream. After a night full of bombing, the air seemed oddly still.

5. The army hadn't won, but it had at least driven the Taliban into hiding, if not away.

Day 4

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Read Chapters 9-10.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 4. Answer the Chapter Questions **OR** Complete Chapters 9-10 Quiz.
- ☐ 5. Complete the **Focusing Question Task Evidence Collector** for Chapters 9-10.

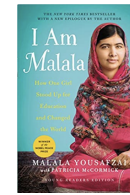
- ☐ 6. **Fluency Practice**

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

- ☐ 7. **Grammar Practice**

- ☐ 8. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 9. **Reflect.** Did you meet your goal? _____



Chapters 9-10



Candy fell from the sky as a signal that Swat Valley would be free from the Taliban.



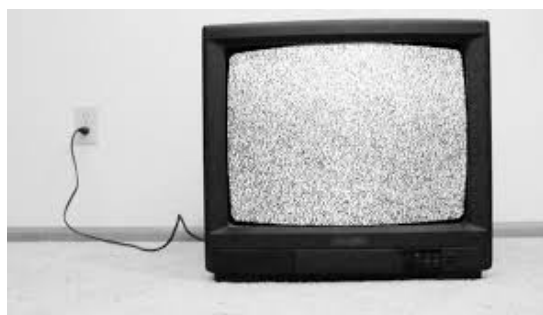
The government's efforts were unsuccessful and three different types of attacks were placed on Swat Valley.



Malala prayed for peace for her valley, her country, and the world.



The Taliban continued to spread their views throughout the land.



The Taliban disrupted the television so that the entire valley could hear and see their viewpoints.



The Taliban was performing acts of terrorism throughout the entire valley.

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

	55	What does Malala decide to do for Pakistan?
--	----	---

Check Box	Page #	Chapter 9 Questions
	56-57	What happened in the fall of 2007? (Who arrives and who leaves)
	58	Is it safe in Swat? Who is fighting? Underline the evidence
	59	What does Malala use to feel safe during the fighting?
	59	Has anyone won? Where are the Taliban?

Check Box	Page #	Chapter 10 Questions
	60	Haven is a safe place
	60	Why is school important to Malala?
	61	How is school an escape or a safe place for Malala?
	62	How is life changing in Swat?
	63	How did the Taliban create terror in the city? (What did the Taliban do to terrorize the city?)
	64	How does Malala define terrorism? Underline the key details.
	65	How does Malala describe life in Mingora? Underline key details.
	65	What does Malala's father say about fear?

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 9-10

1. **Random** means “done without reason or pattern.” How did **random** acts of terror affect Malala’s family?

2. Who comes to the Swat Valley to help remove the Taliban? Describe what happens after their arrival in 3 details. **Chapter 9**

3. How does Malala describe terrorism? **Chapter 10**

4. Draw a picture that represents a challenge faced by those living in Mingora. Write a caption for your picture. (Reread pages 60-65 for ideas.)

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
 2. I am Malala (Young Reader’s Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
 <<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>>.

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 4

Chapters 9-10 Quiz

Directions: Read the passage in which Malala describes her city's desperate situation. Then answer each item.

**from *I Am Malala*
by Malala Yousafzai and Patricia McCormick**

After a night full of bombing, the air seemed oddly still. We [Malala and her family] dared to hope. Was it possible that the army had defeated the Taliban? We peeked out the gate and saw knots¹ of people from the neighborhood gossiping. My father went to find out what had happened. He came back inside, frowning. The rumor on the street: The Taliban were going to take control of Swat. The military operation² was ineffective. Our hearts sank.

The army sent ten thousand more men, and the fighting raged³ on and on, night after night for a year and a half. I was always the first to run to our parents, and my brothers quickly followed. And since the bed was now too crowded, I had to sleep on a pile of blankets on the floor. (Even in the middle of a war, I was able to be irritated with those two for stealing my spot!) Strange as it sounds, we got used to the bombing and shelling. Sometimes Atal slept through it. And Khushal and I came up with a system to figure out where the fighting was. If the fighting was nearby, the electricity went out. If it was farther away, the power stayed on.

1 **knots:** Groups

2 **operation:** Mission

3 **raged:** Continued

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader's Edition, Little, Brown and Company, 2014, pp. 58–59.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from the first paragraph.

“Our hearts sank.”

PART A: In the context of this paragraph, what does this sentence suggest about Malala and her family?

- a. They were suspicious of the army and their Swat neighbors.
- b. They were tired of waiting to find out what had happened.
- c. They were unsure if they could trust the person who gave the news to their father.
- d. They were sad and worried the army had not defeated the Taliban.

Day 4

PART B: Which piece of evidence supports the answer to PART A?

- a. “the air seemed oddly still.”
- b. “saw knots of people from the neighborhood gossiping.”
- c. “He came back inside, frowning.”
- d. “The Taliban were going to take control of Swat.”

2. What is the authors’ **main** purpose in this passage?

- a. to show how life could seem normal even in a terrible situation
- b. to describe how Malala’s personality helped her survive
- c. to explain the different beliefs of the two sides of the conflict
- d. to convince readers that Malala’s beliefs were logical and sound

3. Which **three** details **best** belong in a summary of this passage?

- a. Malala and her family saw neighbors gathering outside and talking.
- b. Malala’s father joined the neighbors to learn more about the situation.
- c. Malala’s family learned that the Taliban had gained control of Swat.
- d. The army continued to fight the Taliban for a year and a half.
- e. Malala slept on blankets on the floor next to where her parents and brothers slept.
- f. Gradually, Malala and her family got used to the constant bombing in Swat.
- g. Malala’s brother Atal often slept through the nightly bombing and shelling.
- h. When the electricity went out, Malala and Khushal knew the fighting was nearby.

Irregular Verbs

Day 4

Verbs can be **regular** or **irregular**.

Part of speech	Definition	Examples
Verb	A verb is a word that shows action .	<i>Hopeful immigrants quickly <u>came</u> to America, <u>looking</u> for better opportunities.</i>

Regular Verbs				
For most verbs, to show that something has <i>already happened</i> , you simply add “-d”, “-ed”, or “-ied” to the end.				
Root Verb			Past Tense Form	
hate	+	- d	=	hated
jump	+	- ed	=	jumped
worry	+	- ied	=	worried

VS

Irregular Verbs	
For <i>irregular</i> verbs, the tense changes the whole word. These verbs do not change from present to past tense in a regular way.	
Root Verb	Past Tense Form
write	wrote
sing	sang
know	knew

Practice

Directions: Write the correct past tense of the verb in parentheses. Then, mark if it is regular or irregular. The first one is done for you as an example.

One evening we _____ (*hear*) an announcement from the

☒ regular

☐ irregular

loudspeakers atop the mosque. The army had _____ (*impose*) a

☐ regular

☐ irregular

curfew. We didn't _____ (*know*) this word, curfew, so I _____ (*knock*) on

☐ regular

☐ irregular

☐ regular

☐ irregular

the wall to Safina's house. Soon someone _____ (*come*)

☐ regular

☐ irregular

to our house and _____ (*tell*) us what it meant. My brothers and I

☐ regular

☐ irregular

were so _____ (*scare*) we didn't even come out of our rooms.

☐ regular

☐ irregular

Day 5

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.
- ☐ 2. **Watch** “Pakistan: Girls Deprived of Education.”
Open the camera app on your phone and scan the QR code to watch.



- ☐ 3. **Read Chapters 11-13.**
Open the camera app on your phone and scan the QR code to listen.



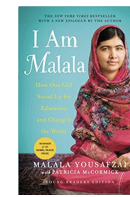
- ☐ 4. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 5. Answer the Chapter Questions **OR** Complete Chapters 11-13 Quiz.
- ☐ 6. Complete the **Focusing Question Task Evidence Collector** for Chapters 11-13.

- ☐ 7. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 8. **Grammar Practice**

- ☐ 9. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 10. **Reflect.** Did you meet your goal? _____



Chapters 11-13



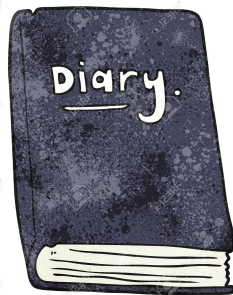
Malala's dad never stopped speaking out against the Taliban.



Malala decided that she, too, would speak to anyone who would listen.



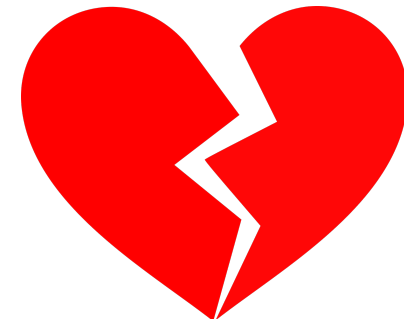
On January 15, 2008 it was declared that no girl should attend school.



Malala starts writing a diary about what was happening to her under an anonymous name.



Malala began doing taped interviews for the television.

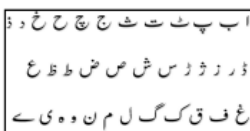


The hearts of the young girls of Swat Valley were breaking at the thought of not being able to get their education.

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

PART THREE: Finding My Voice

Check Box	Page #	Chapter 11 Questions
	69	List 2 character traits to describe Father. Underline evidence to support.
	69	How did her mom feel?
	70	What did the girls at school plan?
	70-71	How did Malala feel about speaking before her speech and after?
	71	What message did Malala give in her speech?
	72	How did Malala find her voice in the chapter? Underline your evidence

Check Box	Page #	Chapter 12 Questions
	73	What did Radio Mullah announce in December?
	73	How did the girls react to the edict or news?
	74	What happened to the students? Why? Underline evidence to support.
	75	What does Malala think the Taliban wants to make the girls into? Underline evidence.
	75	Look at the word "savored", how are the girls feeling about school?
	75	Why did January have the darkest days for Swat? Star ★ key events.
	76	Urdu is a  language
	76	What does Malala volunteer to do and for what?
	77	How does Malala's writing help Swat?

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 11-13

1. How does the chapter title relate to the events in the chapter? Explain **Chapter 11**

2. How were Malala's brothers being shaped by the things going on around them? **Chapter 12**

3. **January 14 was Malala's last day of school after Fazlullah declared that no girls should go to school.** On page 75, the author writes, "We girls **savored** the days until January 15." Savored means to enjoy something. How does the meaning of *savored* help you to understand the girls' feelings about school ending?

4. How did Malala feel about the videographers documenting her last day of school? (p. 83) **Chapter 13**

5. How did people in Migora respond to Malala speaking out in the news? **Chapter 13**

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
2. I am Malala (Young Reader's Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
<<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>>.

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 5

Chapters 11-13 Quiz

Directions: Read the passage in which Malala describes giving a speech. Then answer each item.

**from *I Am Malala*
by Malala Yousafzai and Patricia McCormick**

After Moniba spoke, it was my turn. My mouth was as dry as dust. I was anxious, as I often was before interviews, but I knew this was an important opportunity to spread our message of peace and education. As soon as they put a microphone in front of me, the words came out—sure and steady, strong and proud. “This is not the Stone Age,” I said. “But it feels like we are going backward. Girls are getting more deprived of¹ our rights.” I spoke about how much I loved school. About how important it was to keep learning. “We are afraid of no one, and we will continue our education. This is our dream.” And I knew in that instant that it wasn’t me, Malala, speaking; my voice was the voice of so many others who wanted to speak but couldn’t.

1 deprived of: Denied; kept from having

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader’s Edition, Little, Brown and Company, 2014, pp. 70–71.

1. By describing her mouth as being “**dry as dust**,” Malala and her coauthor show that Malala felt
 - a. uncertain about her ideas.
 - b. shy about her accent.
 - c. nervous about her speech.
 - d. embarrassed about her appearance.
2. The authors’ purpose in this passage is
 - a. to describe how Malala feels nervous just as any young person would.
 - b. to inform about the situation of girls not being allowed to go to school.
 - c. to give some solutions to the worldwide problems shared in the speech.
 - d. to show how her words and ideas are a source of strength to Malala.
3. How does Malala organize her ideas in the part of her speech that the authors quote?
 - a. She tells of the past but ends with her hopes for the future.
 - b. She lists the many challenges that girls around the world face.
 - c. She describes her own situation and why people should care.
 - d. She explains how she became more confident and stronger.

Irregular Plural Nouns

Day 5

Plural is the form of a noun that shows us there is *more than one*. There are regular plural nouns and irregular plural nouns.

Part of speech	Definition	Examples
Noun	A noun is a word that refers to a person, place, thing, or idea .	Hopeful <u>immigrants</u> quickly came to <u>America</u> , looking for better <u>opportunities</u> .

Regular Plural Nouns				
For most nouns, to show there is more than one thing, you simply add “-s” or “-es” to the end.				
Singular Noun			Plural Noun	
immigrant	+	- s	=	immigrants
business	+	- es	=	businesses
country	+	- ies	=	countries

VS

Irregular Plural Nouns	
For irregular plural nouns, the ending or the whole word changes, and do not change in a regular way.	
Singular Noun	Plural Noun
person	people
loaf	loaves
foot	feet

Practice

Directions: Read through Chapter 11 of *I am Malala* and list as many plural nouns as you can. See if you can sort them into “regular” and “irregular”. There is an example done for you.

Regular Plural Noun	Page	Irregular Plural Noun	Page
_____ letters _____	_____ 1 _____	_____ people _____	_____ 1 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Week 2 Goals and Daily Agenda

Goals for the Week	How will I reach these goals?
1. Write an essay.	Complete the Essay Planning Organizer .
2. Learn the meaning of <u>six</u> new vocabulary words.	Complete the Glossary pages and quiz yourself.
3. Learn about key events and people in Malala Yousafzai's life.	Use the QR code to watch a video before you reach each chapter.
4. Read Chapters 14-23 of <i>I am Malala</i> .	You can also listen to the chapters. Use the QR code in the daily agenda.
5. Track your comprehension as you read each chapter.	Use the page by page guide to annotate in the book.
6. Collect evidence for an essay you will write this week.	Complete the FQT Evidence Collector .
7. Answer questions about each chapter.	Complete the Chapter Questions and/or the Quiz .
8. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
9. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.
10. Show what you have learned so far about the characters and themes in the novel.	Complete a product from the menu.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 6	Day 7	Day 8	Day 9	Day 10
Preview Vocabulary. Read/listen to Chapters 14-16. Complete annotations. Collect evidence for Focusing Question Task #1. Answer Chapter 14-16 Questions. Fluency Practice. Grammar Practice.	Annotate Painted Essay Plan essay. Watch "Match Body Paragraph to the Introduction." Write an introduction paragraph. Fluency Practice.	Watch "Explain Cause and Effect Relationships." Write body paragraphs. Fluency Practice. Read/listen to Chapters 17-19.	Watch "Add a Logical Conclusion." Write a conclusion paragraph. Complete Self-Editing Checklist. Revise Essay. Fluency Practice.	Choose a product from the product menu to complete. Fluency Practice. Read/listen to Chapters 20-23.

Day 6 - Day 10

Fluency Practice

Directions:

1. Day 6: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

On January 1, Orde-Lees was skiing near the edge of the floe when a twelve-foot-long, fanged leopard seal lunged up out of the water and began humping toward him at astonishing speed. With a terrified yell, Orde-Lees stumbled across the ice toward camp. Suddenly, the animal lunged back into the water. As Orde-Lees had reached the opposite side of the floe, the leopard seal burst up out of the water in front of him, jaws agape. Screaming, Orde-Lees turned his skis and headed back. His frantic cries brought Wild out of his tent with a rifle, and Wild immediately dropped to one knee, raised the weapon, and began firing—and cursing furiously at Orde-Lees. The leopard seal now rushed toward Wild, who shot again and again. The animal was only thirty feet away from Wild when it fell at last. The entire crew was breathless.

An attack by a leopard seal was not a great way to begin life in the new camp. Everyone knew they were in worse circumstances than they had been even at Ocean Camp. They had fewer provisions and less equipment with them. The ice was growing so soft they often had to crawl on their hands and knees through saltwater slush, while hungry beasts that looked upon them as a new variety of food cruised through the dark waters just below them.

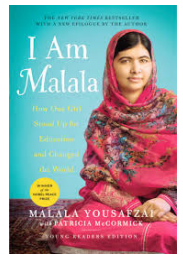
Armstrong, Jennifer. *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance*. Knopf, 1998, p. 66.

Student Performance Checklist:	Day 6		Day 7		Day 8		Day 9	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

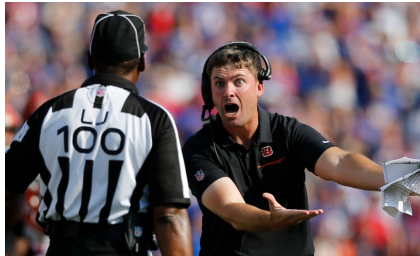


*Adult or peer

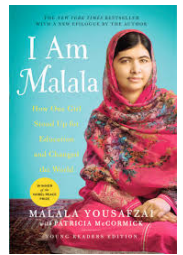
Day 10

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions below.*)






Week 2: May 11th-15th: Chapters 14-23

Word & Part of Speech	Page #	Definition	Picture	Sentence: Write a <u>sentence</u> from the novel with the <u>vocabulary</u> word
Accosted v.	Pg. 92	approach and address someone boldly or aggressively.		
Haste n.	Pg. 97	excessive speed of movement or action; hurry.		
Displaced v.	Pg. 99	force (someone) to leave their home, typically because of war, persecution, or natural disaster.		



Week 2: May 11th–15th: Chapters 14–23

Reconciliation n.	Pg. 107	The process of overcoming differences and restoring a relationship		
Deprived adj.	Pg. 112	lacking the necessities of life, as adequate food and shelter:		
Politics n.	Pg. 123	A set of beliefs about the laws and things going on in the place where you live.		

Day 6

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Read Chapters 14-16.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 4. Answer the Chapter Questions.
- ☐ 5. Complete the **Focusing Question Task Evidence Collector** for Chapters 14-16.

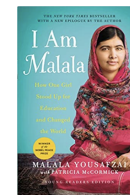
- ☐ 6. **Fluency Practice**

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

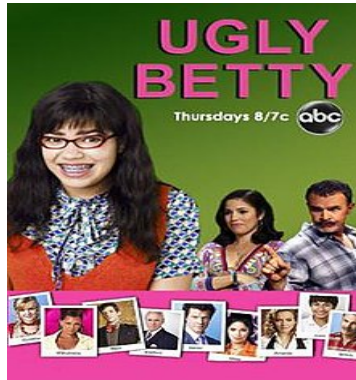
- ☐ 7. **Grammar Practice**

- ☐ 8. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 9. **Reflect.** Did you meet your goal? _____



Chapters 14-16



Ugly Betty was the program Malala watched to improve her English.



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Going to school for Malala was like a top secret mission.



It seemed that the peace treaty would work, but the people were deceived.



Women were being beaten in the street.



Malala's mom suggested the family move to Shangla.



Malala celebrates her 12th Birthday during an uncertain time in her life.

I Am Malala: How One Girl Stood Up for Education and Changed the World

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 13 Questions
	81	Read the chapter title, make a prediction: what do you think will happen in this chapter?
	81	Why does Malala show her face on TV? Box the evidence
	82	Who is visiting the house and why?
	83	How did Malala feel about her last day of school? Underline 2 lines to support the answer.
	84	How did the students spend their last day?
	85	Using your prediction: how does the title relate/connect to the events in the chapter?

Check Box	Page #	Chapter 14 Questions
	86	What inequality does Malala see in America?
	86-87	Why did Malala watch TV shows?
	88-89	How is the war affecting Atal and life in Mingora?
	89	What did the girls start going to and WHY is it important? Underline 1 details to prove your answer.

Check Box	Page #	Chapter 15 Questions
	90	Why are the people celebrating?
	90	What is <i>sharia</i> ?
	91	Is the peace treaty working? Underline 1 detail to support your answer.
	92	How did the Taliban act after the treaty?

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 14-16

1. What was the secret school? **Chapter 14**

2. How is Malala's life changing? **Chapter 15**

3. What challenges did Malala face in Chapter 16? **How did she respond to these challenges?**

4. Why were other countries hesitant to help Pakistan at this time? **Chapter 16**

Part of speech	Definition	Examples
Preposition	A preposition is a word showing the relationship between nouns/pronouns and other words in a sentence. It usually shows position, possession, time, or how something is done,	<i>My grandfather began to think <u>about</u> his own childhood.</i> <i>Immigrants quickly came <u>to</u> America, looking <u>for</u> better opportunities.</i>

Part of sentence	Definition	Examples
Prepositional Phrase	A prepositional phrase is a part of a sentence beginning with a preposition and usually ending with a noun or pronoun. It often answers the questions “what?”, “when?”, “where?”, or “how?”	<i>My grandfather began to think <u>about his own childhood.</u></i> <i>Immigrants quickly came <u>to America,</u> looking <u>for better opportunities.</u></i>

✓ with	✓ despite	✓ about	✓ within	✓ out
✓ at	✓ towards	✓ like	✓ along	✓ around
✓ from	✓ upon	✓ through	✓ following	✓ down
✓ into	✓ concerning	✓ over	✓ across	✓ off
✓ during	✓ of	✓ before	✓ behind	✓ above
✓ including	✓ to	✓ between	✓ beyond	✓ near
✓ until	✓ in	✓ after	✓ plus	✓ in spite of
✓ against	✓ for	✓ since	✓ except	✓ regarding
✓ among	✓ on	✓ without	✓ but	✓ with regard to
✓ throughout	✓ by	✓ under	✓ up	✓ because of

Here are 50 of the most common prepositions you'll see

Practice

Directions: For each sentence from last week's texts, circle the preposition and underline the prepositional phrase. The first one is done for you.

- One morning in February we to awoke gunfire.
- Soldiers sat in their bunkers, smoking cigarettes, shelling all day, and firing cannons at the hills all night long.
- Madam Maryam sent out a message to all the girls in the upper school.
- I put on everyday clothes and left home with my books hidden under my shawl and my head held high.
- We were being interviewed on the rooftop of a hotel at night.

Day 7

- ☐ 1. Annotate Painted Essay
- ☐ 2. Complete Essay Planning.

- ☐ 3. Watch “Introduce a Topic More Clearly.” Open the camera app on your phone to watch.
- ☐ 4. Write an introduction paragraph.

- ☐ 5. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.



- ☐ 6. Set a Goal. I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

Day 8

- ☐ 1. Watch “Match Body Paragraph to the Introduction.” Open the camera app on your phone to watch.
- ☐ 2. Write body paragraphs.

- ☐ 3. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.



- ☐ 4. Reflect. Did you meet your goal? _____

- ☐ 5. Read Chapters 17-19. Open the camera app on your phone and scan the QR code to listen.



Directions:

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
 - a. Introduction: RED
 - b. Thesis: GREEN
 - c. Point 1: YELLOW
 - d. Point 2: BLUE
 - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

Directions:

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

Day 7

Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hoovervilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hoovervilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hoovervilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hoovervilles became their new home. Hoovervilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hoovervilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hoovervilles opened doors for people. Hoovervilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hoovervilles. In a time when everything was scarce, Hoovervilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

ToSEEC Explanatory Essay Model

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 (Supporting Point 1)		Body Paragraph 2 (Supporting Point 2)	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Instructions: Your end goal will be to construct a 4-paragraph essay answering the question:

**"How does each of the four parts of *I am Malala* fit into the overall structure of the text?
How does the parts contribute to the development of the text's central themes so far?
Choose two parts to include in your essay."**

Refer back to the "Structure of *I am Malala*" evidence tracker you have been completing for each chapter and part of the novel.

- ☐ What is the central idea of the novel?

- ☐ Which two parts contribute to the development of the central idea?

Part	How does this part develop the central idea?

- ☐ Review your **"Structure of *I am Malala*"** notes for the parts you chose. Do you need to add more detail to these sections before you start writing? **Yes or No** (Circle one.)



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience's attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

Use the organizer below to outline your introduction. Outlines don't need to be in complete sentences; just get your ideas down.

Introductory Paragraph Outline

<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>Each of the four parts of <i>I am Malala</i> builds upon the central ideas of the text, but part _____ and _____ capture the heart of the message in <i>I am Malala</i> by _____.</p>



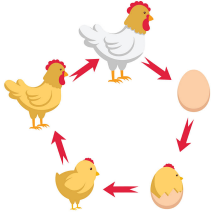
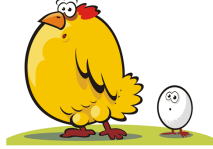
Using your outline, write your introductory paragraph below:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Outlining Body Paragraphs

Instructions: Today, you will outline your body paragraphs, but first, you need to decide if you are organizing your essay in chronological order or compare/contrast.

Essay Structure Choices

<p>Chronological Order</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Consider the essay question: **How does each of the four parts of *I am Malala* fit into the overall structure of the text? How does the parts contribute to the development of the text's central themes so far?**

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that support your thesis?

Two main ideas that support thesis, in chronological order or in compare/contrast:

1. Part _____ develops the central idea that _____
_____.
2. The _____ section of the book helps readers better understand _____
_____.

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs.

Remember! A body paragraph follows ToS.E.E.E.C:



- ToS: Topic sentence introduces what the paragraph is about.
- Point #1 answers the prompt.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- Point #2 answers the prompt.
- E.E: A second set of evidence and elaboration further develops your idea.
- C: Conclusion summarizes the idea of your paragraph.

Instructions: Draft your body paragraphs in the organizers on the next pages.

Body paragraph 1	
ToS	Part _____ develops the central idea that _____ _____.
Point #1 (From beginning of section)	_____’s ideas about _____ become _____.
Evidence 1	According to _____, “ _____ _____.”
Elaboration	As a result of _____, _____ decided to _____. (person/group)
Point #2 (From middle/end of section)	Additionally, _____, which _____.
Evidence 2	According to _____, “ _____ _____.”
Elaboration	As a result of _____, _____ decided to _____. (person/group)
Conclusion	

	This section of the text shows how _____ _____.
--	--

Write your first body paragraph below:

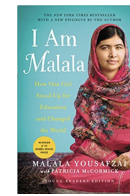
[illegible]

Body paragraph 2	
ToS	The _____ section of the book helps readers better understand_____ _____.
Point #1 (From beginning of section)	This section continues _____, giving the reader _____.
Evidence 1	According to _____, " _____ _____."
Elaboration	_____ (person/group) (sayings/actions/feelings/thoughts) which _____.
Point #2 (From middle/end of section)	Additionally, _____, which _____.
Evidence 2	According to _____, " _____ _____."
Elaboration	As a result of _____, _____ decided to _____. (person/group)

Conclusion	This section of the text shows how _____ _____.
-------------------	--

Write your second body paragraph below:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Chapters 17-19



Malala returns home back to Swat Valley.



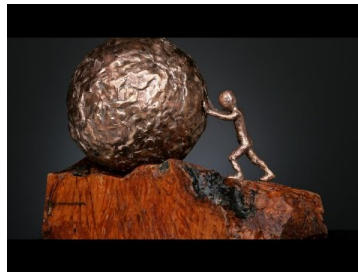
Swat Valley was finally experiencing peace.



UNICEF came to Malala's school to where she was asked to speak against child labor.



Torrential rains fall around Swat Valley as a sign from God.



Malala is nominated for the International Peace Prize for kids.



Malala is celebrated for her success by her classmates.

I Am Malala: How One Girl Stood Up for Education and Changed the World

By: Malala Yousafzai with Patricia McCormick

Day 8

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

	93	What is happening to women even if they wore a burqa?
	95	What does Malala's mother want to do?

Check Box	Page #	Chapter 16 Questions
	96	Describe what is happening in the house.
	97	How are the kids feeling? Underline 3 key details to support your answer.
	98	Where is the family going? Where is father going?
	99	What is Malala's family known as, now that they have left their home?
	99	Are they safe? Underline your evidence.
	100	What is Malala's life now like? Describe.
	101	Where is her father and what news does he give Malala?
	102	How did Mr. Holbrooke treat Malala? Underline your evidence
	103	Who does Malala see?
	103	How is Malala feeling at the end of the chapter?

Check Box	Page #	Chapter 17 Questions
	104	How does Malala's father react to seeing the Swat river?
	104	What does Mingora look like now?!
	105	Why did Malala say a prayer of thanks? What was she thankful for?
	106	What did the school look like? Underline 3 details.
	106	Who is blamed for the Taliban's violence?
	106	What does Malala want to be when she grows up?

I Am Malala: How One Girl Stood Up for Education and Changed the World

Day 8

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 18 Questions
	107	What is life like now in Mingora? Underline 2 details that connect to your note.
	109	How is life changing again?
	110	What did the note say?
	110	Who is in danger and how does Malala feel?

Check Box	Page #	Chapter 19 Questions
	111	What is Malala nominated for?
	112	What is happening to Malala?
	112	How does Malala's father feel about the Malala award?
	113	How do Malala's friends and family react to her fame?

PART FOUR: Targeted

Check Box	Page #	Chapter 20 Questions
	118	What did the reporter tell Malala's father?
	118	How does Malala react to the news? Underline her reaction.
	118	What does her father say to her?
	119	What is Malala's final decision?
	119	How is Malala fighting back?

Day 9

- ☐ 1. Watch “Add a Logical Conclusion.” Open the camera app on your phone to watch.
- ☐ 2. Write a conclusion paragraph.



- ☐ 3. Complete Self-Editing Checklist.
- ☐ 4. Revise essay.

- ☐ 5. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. Set a Goal. I will be successful if I _____
To meet my goal, I should _____
I will know I have reached my goal when _____

Day 10

- ☐ 1. Choose a product from the menu and complete the activity.

- ☐ 2. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 3. Reflect. Did you meet your goal? _____

- ☐ 4. Read Chapters 20-23.
Open the camera app on your phone and scan the QR code to listen.



Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 9

Instructions: Today, you will bring your essay together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- ☐ Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- ☐ Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

EOM Explanatory Writing Rubric

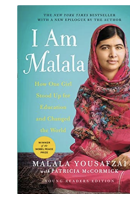
Grade 6– Informative/Explanatory Writing				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Structure	<ul style="list-style-type: none"> Responds thoroughly to all elements of prompt Maintains focus on topic throughout piece Introduces topic Organizes ideas clearly and effectively Provides a strong conclusion that follows from and expands on the focus Uses appropriate transitions to clarify relationships 	<ul style="list-style-type: none"> Responds to all elements of prompt Maintains focus on topic throughout piece with occasional minor departures Introduces topic Organizes ideas clearly and effectively Provides a conclusion that follows from the focus Uses appropriate transitions to clarify relationships 	<ul style="list-style-type: none"> Responds to some elements of prompt Often departs from focus on topic Introduces topic in an incomplete or unclear way Organizes ideas inconsistently Provides a conclusion that is incomplete or may not follow from the focus Inconsistently uses transitions to connect ideas 	<ul style="list-style-type: none"> Does not respond to prompt; off-topic Piece lacks focus on topic Does not introduce topic Ideas are disorganized Does not provide a conclusion Does not use transitions to connect ideas
Development	<ul style="list-style-type: none"> Develops topic with relevant, sufficient evidence from text(s) Elaborates upon evidence thoroughly with accurate, insightful analysis 	<ul style="list-style-type: none"> Develops topic with sufficient, relevant evidence from text(s) Elaborates upon evidence with accurate analysis 	<ul style="list-style-type: none"> Develops topic with insufficient relevant evidence from text(s) Elaborates upon evidence vaguely or superficially 	<ul style="list-style-type: none"> Does not use relevant evidence from text(s) Does not elaborate upon evidence
Style	<ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis and style Uses precise language and domain-specific vocabulary Consistently expresses ideas precisely Establishes and maintains a consistent, formal, and engaging style Writing shows exceptional awareness and skill in addressing audiences needs 	<ul style="list-style-type: none"> Varies sentence patterns for clarity and interest Uses domain-specific vocabulary Mostly expresses ideas precisely Establishes a formal style, with occasional minor lapses Writing is appropriate to audience 	<ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest Uses general vocabulary with a few domain-specific words Language is occasionally precise and may be unnecessarily wordy Attempts to use a formal style but with many lapses Writing is somewhat appropriate to audience 	<ul style="list-style-type: none"> Sentence patterns are basic and repetitive Uses limited vocabulary inappropriate to the content Language is imprecise and lacks concision, often wordy or redundant Uses an inappropriately informal style Writing is inappropriate to audience
Conventions	Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few	Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning	Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning	Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow

**6th Grade Literature
Product Menu**

Directions:

1. Consider everything you have learned over the last few weeks about the characters and themes.
2. Choose one of the products to showcase your learning.
3. Create the product and share it with someone.

<p style="text-align: center;">Character Analysis</p> <p><u>Write a series of poems:</u> Choose a character from the novel. Write at least three poems that reveal what the character was like at the beginning, middle, and end of the novel. The poems should reflect the traits of the character and one of the themes in the novel.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>
<p style="text-align: center;">Plot Development</p> <p><u>Narrative:</u> Write an alternate ending to the story using details about the characters and events from the passage. You may choose to use dialogue in your new ending.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>



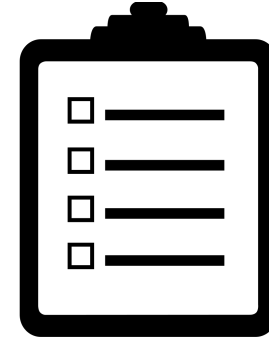
Chapters 20-23



Malala received a threat on her life from the Taliban.



Someone was spreading lies about Malala's school in the form of a letter.



The Taliban had Malala's father's name on a list to harm him.



Malala's dreams began to haunt her.



On the way home from school, the van is stopped by a terrorist.



In October, the Taliban shot at Malala.

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 21 Questions
	120	What does Malala's mom do? How does she feel?
	121	Where did the girls go?
	122	What is waiting for Malala and her father at home?
	122	What does that show us about what is happening in Mingora?

Check Box	Page #	Chapter 22 Questions
	123-124	How old does Malala turn? Why is her age significant (important) to her?
	124	What does Malala start and why? Underline your proof!
	124	Why does Father fall to his knee? What list is he on?
	125	How has her father changed because of the Taliban? Find 3 details.
	126	What omens (or things) started to happen to Malala and her family (there are 5 omens)?

Check Box	Page #	Chapter 23 Questions
	127	How would you describe the start of Malala's Tuesday?
	128	What is Malala doing?
	129	What is happening? Write a short sentence describing her afternoon
	130	What did the young man want? Why did everything go black?

Week 3 Goals and Daily Agenda

Goals for the Week	How will I reach these goals?
1. Learn the meaning of <u>six</u> new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Learn about key events and people in Malala Yousafzai's life.	Use the QR code to watch a video before you reach each chapter.
3. Read Chapters 24-35 of <i>I am Malala</i> .	You can also listen to the chapters. Use the QR code in the daily agenda.
4. Track your comprehension as you read each chapter.	Use the page by page guide to annotate in the book.
5. Collect evidence for an essay you will write next week.	Complete the FQT #2 Evidence Collector .
6. Answer questions about each chapter.	Complete the Chapter Questions and/or the Quiz .
7. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
8. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 11	Day 12	Day 13	Day 14	Day 15
Continue working on your product from Day 10. Fluency Practice.	Preview Vocabulary. Read/listen to Chapters 24-27. Complete annotations. Collect evidence for Focusing Question Task #2. Answer Chapter 24-27 Questions. Fluency Practice. Grammar Practice.	Preview Vocabulary. Read/listen to Chapters 28-30. Complete annotations. Collect evidence for Focusing Question Task #2. Answer Chapter 28-30 Questions OR Complete Chapters 28-30 Quiz. Fluency Practice. Grammar Practice.	Preview Vocabulary. Read/listen to Chapters 31-33. Complete annotations. Collect evidence for Focusing Question Task #2. Answer Chapter 31-33 Questions. Fluency Practice. Grammar Practice.	Preview Vocabulary. Watch "He named me Malala." Read/listen to Chapters 34-35. Complete annotations. Collect evidence for Focusing Question Task #2. Answer Chapter 34-35 Questions. Fluency Practice. Grammar Practice.

Day 11 - Day 15

Fluency Practice

Directions:

1. Day 11: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

Just after we passed the Little Giants snack factory and the bend in the road not more than three minutes from my house, the van slowed to a halt. It was oddly quiet outside.

“It’s so calm today, “ I said to Moniba. “Where are all the people?”

I don’t remember anything after that, but here’s the story that’s been told to me:

Two young men in white robes stepped in front of our truck.

“Is this the Krushal School bus?” one of them asked.

The driver laughed. The name of the school was painted in black letters on the side.

The other young man jumped onto the tailboard and leaned in the back, where we were all sitting.

“Who is Malala?” he asked.

No one said a word, but a few girls pointed in my direction. He raised his arm and pointed at me. Some of the girls screamed and I squeezed Moniba’s hand.

Who is Malala? I am Malala, and this is my story.

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader’s Edition, Little, Brown and Company, 2014, pp. 6-7.

Student Performance Checklist:	Day 11		Day 12		Day 13		Day 14	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

*Adult or peer

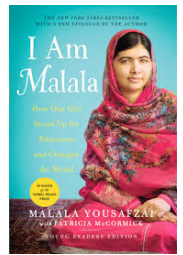
Day 15

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? *(Thoughtfully answer these questions below.)*




How will you complete the essay during Week 4?

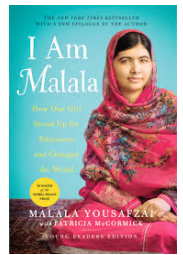


- ☐ The Evidence Collector is located behind the Weekly Goals and Daily Agendas page.
- ☐ Read and annotate the text each day.
- ☐ Answer questions about the text to check your understanding.
- ☐ **Starting on Day 11 and EACH DAY**, complete the Evidence Collector page for the chapters you read.
- ☐ When it's time to draft your essay during Week 4, **refer back to the notes you took** on the Evidence Collector to get ideas for your essay.






Week 3: Chapters 24-35

Word & Part of Speech	Page #	Definition	Picture	Sentence: Write a <u>sentence</u> from the <u>novel</u> with the <u>vocabulary</u> word
Obsessed adj.	Pg. 143	Unable to think about anything else		
Noble adj.	pg. 161	Selfless, showing excellent character		
Ordeal n.	pg. 153	Any extremely severe or trying test, experience, or trial		



Week 3: Chapters 24-35

Chaotic adj.	pg. 173	Completely confused or disordered		
Perplexed adj.	pg. 176	Filled with uncertainty; puzzled		
Campaign n.	pg. 188	Formal, organized, and strategic effort to make change happen		

Day 11

- ☐ **1. Continue working on your product from Day 10.**

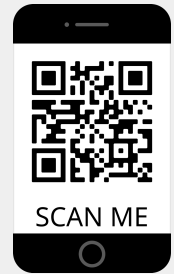
- ☐ **2. Fluency Practice**

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

- ☐ **3. Reflect.** Did you meet your goal? _____

Day 12

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.
- ☐ 2. **Watch** “Changemaker.”



- ☐ 3. **Read Chapters 24-27.**
Open the camera app on your phone and scan the QR code to listen.



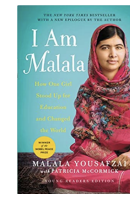
- ☐ 4. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 5. Answer the Chapter Questions.
- ☐ 6. Complete the **Focusing Question Task Evidence Collector** for Chapters 24-27.

- ☐ 7. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 8. **Grammar Practice**

- ☐ 9. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- ☐ 10. **Reflect.** Did you meet your goal? _____



Chapters 24-27



Malala woke up in the hospital surrounded by people.



Malala wondered where her father was while she was in the hospital.



Malala asked the nurses for a mirror so she could see herself.



Malala is grateful for being alive.



Malala watched the clock on the wall to pass her time in the hospital.



Malala got her voice back and had many questions for the doctors.

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

PART FIVE: A New Life, Far From Home

Check Box	Page #	Chapter 24 Questions
	133	Where did Malala wake up?
	134	What calms Malala?
	134	How did Malala get there?
	135	Circle the name of the place Malala is staying.
	135	Describe how Malala feels and looks like.
	136	Who is Malala looking for? Where is the person?
	137	What does Malala remember? What doesn't she remember?

Check Box	Page #	Chapter 25 Questions
	138	What is happening during this time in the hospital?
	140	What is she worrying about at this time?
	141	Where is her family? How does Malala feel? Underline your evidence.
	142	Malala and her father were both told to be _____. Pick the best word.

Check Box	Page #	Chapter 26 Questions
	143	What does Malala see when she looks in the mirror? Underline the key details.
	144	How is Malala feeling about her memory?
	144	What does Malala discover from Dr. Fiona?
	145	After looking at herself, what does Malala realize?

I Am Malala: How One Girl Stood Up for Education and Changed the World

Day 12

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 27 Questions
	146	What is Malala asked to be in?
	147	What is the worst thing about the hospital for Malala?
	148-149	How did Malala get to Birmingham? Underline the details of her journey with Dr. Fiona.

Check Box	Page #	Chapter 28 Questions
	151	What does Malala expect to be able to do soon?
	152	What does she expect Birmingham to look like? What does it actually look like?
	152	What makes Malala cry?
	153	How does Malala's family react to her?
	154	Underline 3 details that show her father's feelings. How is he feeling?
	156	How has Malala's perspective on life changed? Underline your evidence.

*I am Malala: How One Girl Stood Up for Education and Changed the World***Chapters 24-27**

1. The first few days in the hospital were confusing for Malala. How did she start to gather the answers to her many questions? **Chapter 24**

2. Why was Malala warned not to cry? Why would her father have been warned not to cry? **Chapter 25**

3. How did Malala react to seeing herself for the first time after her attack? **Chapter 26**

4. Describe Malala's injuries and the procedures that she underwent. **Chapters 26-27**

Directions: Match the prepositional phrase to the sentence it accurately completes.

1. My father wanted me to continue
-----.
2. We heard rumblings about secret talks
-----.
3. Fazlullah agreed to lift the ban
-----.
4. Madam Maryam sent out a message
-----.
5. I was more elated than ever to walk
-----.

Answer Bank

with the Taliban

to all the girls in the upper
school

on elementary school for girls

to improve my English

through the gate

Directions: Write complete and accurate sentences about *I am Malala* using the given prepositional phrase. The first one is done for you.

1. by the sounds of gunfire
 ___ It wasn't unusual for us to be awakened several times each night by the
sounds of gunfire. _____
2. to school

3. at night

4. at the market

Day 13

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Read Chapters 28-30.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 4. Answer the Chapter Questions **OR** Complete the Chapters 28-30 Quiz.
- ☐ 5. Complete the **Focusing Question Task Evidence Collector** for Chapters 28-30.

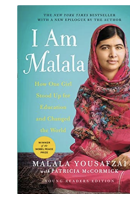
- ☐ 6. **Fluency Practice**

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

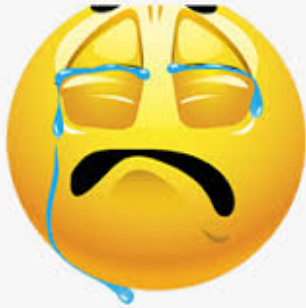
- ☐ 7. **Grammar Practice**

- ☐ 8. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

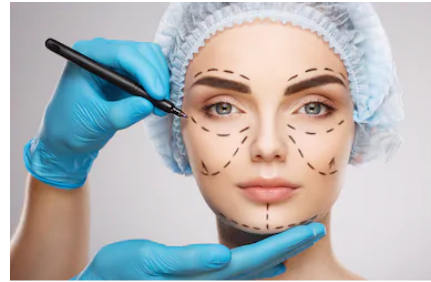
- ☐ 9. **Reflect.** Did you meet your goal? _____



Chapters 28-30



Malala wept at the sight of her family coming to see her at the hospital.



Due to the bullet, Malala would need to have some surgeries to fix her face.



Authorities were looking into Malala's case to capture all details.



The Taliban thought this attack would silence Malala, but it only made her voice stronger.



Malala received letters from around the world wishing her a speedy recovery.



Love helped heal Malala.

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 29 Questions
	157	What happened after the shooting?
	158	How did the family find out about Malala's injuries?
	159	Who saved Malala's life?
	160	Why didn't her family go with her to England?
	161	How does her father feel about Malala's incident? Underline the 3 details.
	162	Who shot Malala?
	162	What new information does Malala learn from her parents?
	163	How did the government react to her attack?
	164	What did the Taliban say about her attack?
	164	What has supported Malala in her journey? Underline your evidence.

Check Box	Page #	Chapter 30 Questions
	166	How did Malala find out that "she was the news"?
	166	How does Malala feel about this? Underline your evidence.

Check Box	Page #	Chapter 31 Questions
	167	What did the doctors do to Malala?
	168	How is Malala's recovery going?
	169	How does Malala feel about her trip? Where did she go?
	170	What is happening in Malala's life?
	171	How does she feel at the end of the chapter? Underline your evidence to support your answer.

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 28-30

1. What did Malala ask her parents to bring when they came? What did she not fully understand yet?

2. Read the final paragraph on page 161. What is Malala's mother saying to Malala's father? **Chapter 29**

3. What is the relationship between the list of crimes in the second sentence and the phrase 'noble cause' in the third sentence? **Chapter 29**

4. How did Malala end up in England? Discuss all of the circumstances that led to her move from Pakistan. Use information from Dr. Fiona in **Chapter 27** and from Malala's parents in **Chapter 29**.

5. What was the world's reaction to Malala's shooting? **Chapter 30**

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
2. I am Malala (Young Reader's Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>.>

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 13

Chapters 28-30 Quiz

Directions: Read the passage about a conversation between Malala and her father. Then answer each item.

**from *I Am Malala*
by Malala Yousafzai and Patricia McCormick**

1 When we were alone one day, he [my father] grasped my hand. “Jani,” he said, “I would take every scar you have, every minute of suffering, if I could.” His eyes filled with tears. “They threatened me many times. You have taken my bullet. It should have been me.” And then he said, “People experience both joy and suffering in their lives. Now you have had all the suffering at once, and the rest of your life will be filled only with joy.” He could not go on.

2 But he didn’t need to say another word. I knew he was suffering, too. He had never doubted the rightness¹ of our cause—but that cause had taken his daughter to the brink² of death.

3 How unjust the world can be sometimes. Here I was, a girl who had spoken to cameras from around the world—but my poor injured brain couldn’t come up with the words for the one person I loved more than anyone else.

4 “I’m not suffering *aba*,” I longed³ to tell him. “You need not suffer either.”

5 I smiled my crooked smile and said simply, “*Aba*.” My father smiled back through teary eyes. I knew that he knew exactly what I was thinking.

1 **rightness:** Correctness and importance

2 **brink:** Edge

3 **longed:** Wanted badly

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader’s Edition, Little, Brown and Company, 2014, pp. 154–155.

1. Read this sentence from the third paragraph.

“How unjust the world can be sometimes.”

What does **unjust** mean in this context?

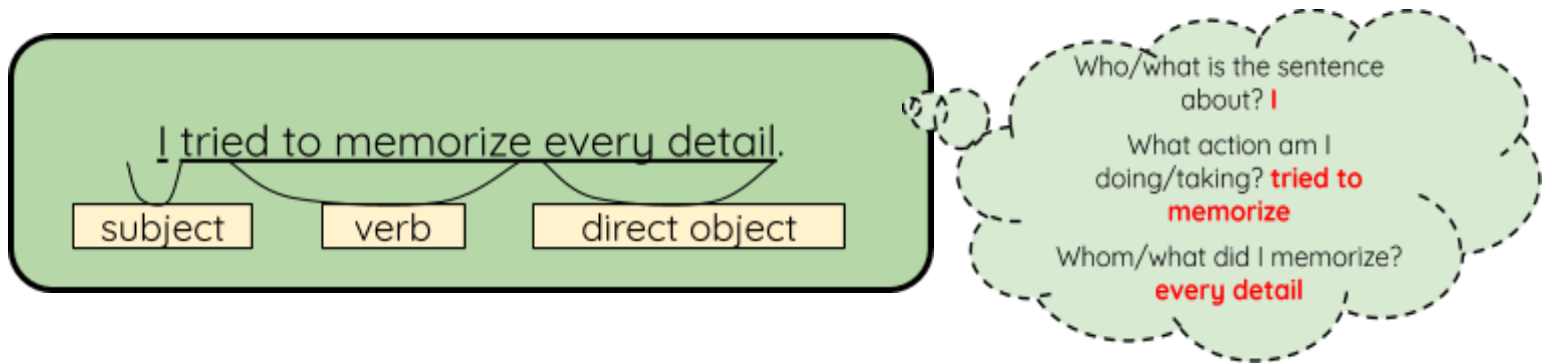
- a. not true
- b. not fair
- c. full of danger
- d. hard to know

Day 13

2. How do paragraphs 4 and 5 develop the seriousness of Malala's injuries?
- a. They tell how she is getting worse not better.
 - b. They show how Malala's father reacts when he sees her.
 - c. They describe how much pain Malala was in.
 - d. They contrast Malala's thoughts with what she can say.
3. Which sentence is the **best** summary of this passage?
- a. Malala's father feels guilty that Malala was hurt because of their work, but Malala does not want him to feel this way.
 - b. Malala's father wishes he had been the one shot by the Taliban, and Malala remembers he had been threatened many times before.
 - c. Malala's father starts to doubt their work and beliefs, but Malala convinces him that their ideas are more important than they are.
 - d. Malala's father tries to tell her that everything will be better from then on, but Malala is not sure that what he says is true.

Part of speech	Definition	Examples
Subject (complete)	The (complete) subject of a sentence tells who or what the sentence is about.	<i>My grandfather began to think about his own childhood.</i>
Direct object	The direct object is a noun or pronoun that receives the action of the verb. A direct object can be a word or phrase.	<i>Congress makes <u>important laws</u>.</i>

To find the direct object, first find the subject and the verb. Then ask, “whom?” or “what?” For example:



Helpful hint: A direct object will almost never be in a prepositional phrase.

Practice

Directions: For each sentence from last week’s texts, identify the subject, the verb, and the direct object.

- I started stuffing clothes into a bag.*
 - Subject:_____
 - Verb:_____
 - Direct Object:_____
- I took the pants and the top.*
 - Subject:_____
 - Verb:_____
 - Direct Object:_____
- I closed the door to my room.*
 - Subject:_____
 - Verb:_____
 - Direct Object:_____

Day 14

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.

- ☐ 2. **Read Chapters 31-33.**

Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 4. Answer the Chapter Questions.
- ☐ 5. Complete the **Focusing Question Task Evidence Collector** for Chapters 31-33.

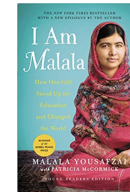
- ☐ 6. **Fluency Practice**

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

- ☐ 7. **Grammar Practice**

- ☐ 8. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

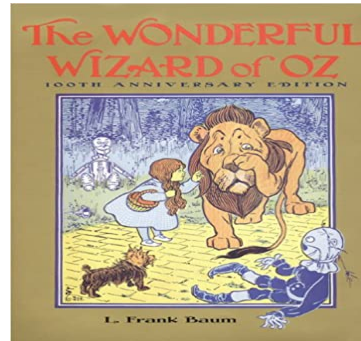
- ☐ 9. **Reflect.** Did you meet your goal? _____



Chapters 31-33



Malala had to undergo an operation.



Malala begins to read again and reflects on how far she has come since the shooting.



Malala was finally released from the hospital in 2013.



After the release from the hospital, Malala returns home to Birmingham with her family.



Malala adjusts to her new home with her family.



Malala goes back to school in her new environment.

I Am Malala: How One Girl Stood Up for Education and Changed the World

Day 14

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 32 Questions
	173	How is Malala adjusting or getting used to Birmingham?
	173	What is Malala imagining when she is out?
	173	List/box 4 things Malala misses.
	174	How is school going for Malala?
	175	Box the miracles Malala has experienced; Label them.

Check Box	Page #	Chapter 33 Questions
	176	How is the family adjusting to Birmingham?
	177-178	How is Mingora different from Birmingham?
	178-179	What is school like now? Star your evidence.
	180	Describe how her life has changed? Underline 2 pieces of evidence that support your note.

Check Box	Page #	Chapter 34 Questions
	182	How has life stayed the same for Malala?
	183	Can Malala return home? Why? Underline your evidence.
	184	Underline 3 important details that show how life has changed for the family. List the changes
	185	How has life improved for Malala's family? Underline your evidence.

I am Malala: How One Girl Stood Up for Education and Changed the World

Chapters 31-33

1. What kinds of surgeries did Malala have after she'd been released from the hospital?

Read the quote below and answer questions 2-3.

"There is something of a gap between me and my new schoolmates...I want to join in, I want to have fun, but I don't quite know how. And I cannot be too cheeky. I am expected to be good. I am a good girl—I always have been. But now, I tell myself, I must be really good" (179).

2. To be *cheeky* means to be "bold or disrespectful." Why can't Malala be *cheeky*? **Chapter 33**

3. What does "Now...I must be really good (179)" reveal about Malala? **Chapter 33**

4. What's Malala's reaction to people who ask to take a picture with her? What does this reaction reveal about Malala? **Chapter 33**

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
2. I am Malala (Young Reader's Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
<<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>>.

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 14

Chapters 31-33 Quiz

Directions: Read the passage that describes Malala's life in Birmingham, England. Then answer each item.

**from *I Am Malala*
by Malala Yousafzai and Patricia McCormick**

We went for walks in the brisk Birmingham air so I could get my strength back, but I tired quickly. Life in the hospital had been calm compared with all the people and cars and buses rushing here and there. And because I still couldn't hear properly, I was constantly turning this way and that to see what was going on. A simple trip to the grocery store could be overwhelming. Overwhelming—and fascinating.

In the cafés, we saw men and women chatting and mixing in a way that would be unimaginable in Swat. And in the shops we saw clothing that showed so much skin we couldn't believe the women of Birmingham could wear it without freezing. Here, they wore tiny shorts, bare legs, and high heels even in the middle of winter. "Are their legs made of iron, so they don't feel the cold?" asked my mother.

Sometimes on those early outings,¹ when I saw a man come toward me, I would flinch.² If I let my imagination go wild, I could picture every man on the street hiding a gun, waiting to attack. I didn't tell my parents this, though, so they could at least enjoy the chilly Birmingham sights without worrying.

1 outings: Short trips outdoors, usually for pleasure

2 flinch: Draw back quickly, as if in fear or pain

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader's Edition, Little, Brown and Company, 2014, pp. 172–173.

1. Read this sentence from the second paragraph.

"In the cafés, we saw men and women chatting and mixing in a way that would be unimaginable in Swat."

In the context of this sentence, what does **mixing** mean?

- a. combining two opposing ideas
- b. moving in separate spaces
- c. spending time together
- d. ignoring one another

Day 14

2. Being attacked by the Taliban had long-term effects on Malala. Which **two** details from the passage are signs that the attack is still affecting Malala?
- a. Malala depends on her eyes not her ears to observe her new home.
 - b. Malala notices that life outside the hospital is busier and more rushed.
 - c. Malala is fascinated by simple things, such as a trip to the grocery store.
 - d. Malala sees men and women together in the cafés.
 - e. Malala notices revealing clothing being sold in stores.
 - f. Malala reacts when she sees a man coming toward her on the street.
 - g. Malala wants her parents to enjoy their walks outdoors.
3. This item has two parts. Answer PART A; then answer PART B.

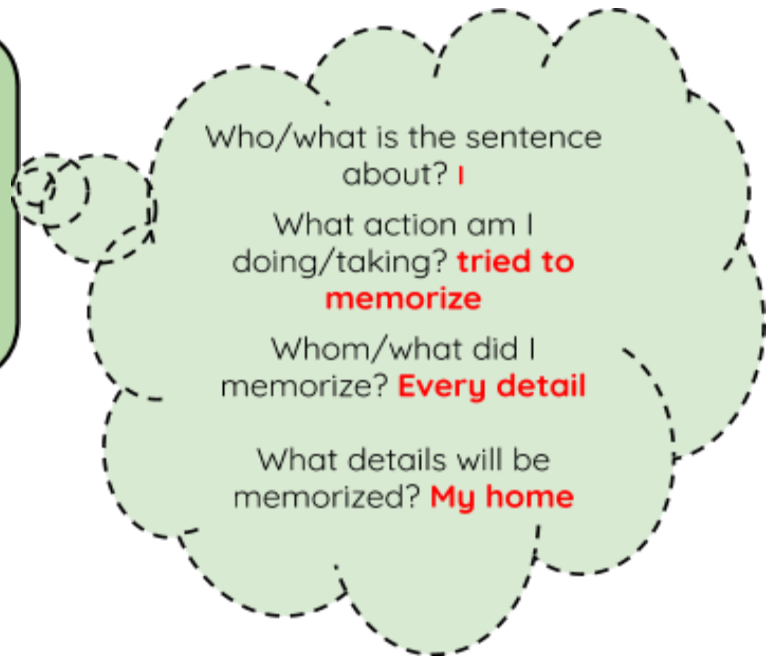
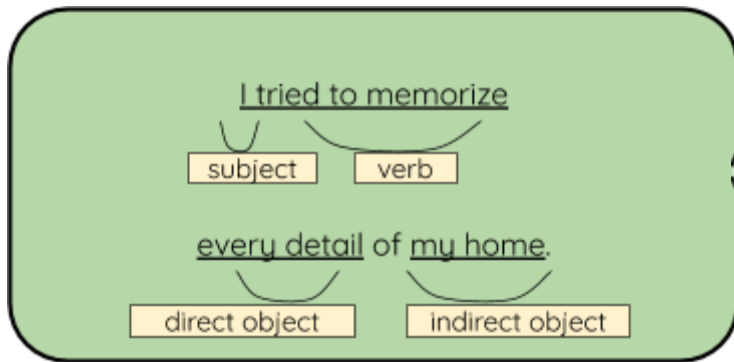
PART A: The second paragraph develops the idea that Malala is

- a. observant of cultural differences.
- b. homesick for Swat.
- c. fearful of her new surroundings.
- d. suffering from her injuries.

PART B: How do Malala and her coauthor develop this idea from PART A?

- a. The authors reveal Malala's memories of how people dress and behave in Swat.
- b. The authors give clues to the amount of pain Malala feels.
- c. The authors describe how Malala reacts to the people around her.
- d. The authors give examples of behaviors in Birmingham that would be strange in Swat.

Part of speech	Definition	Examples
Direct object	The direct object is a noun or pronoun that receives the action of the verb. A direct object can be a word or phrase.	<i>Congress makes <u>important laws</u>.</i>
Indirect object	The indirect object is a noun or pronoun that receives the action of the direct object . Ask, "who or what will receive the direct object?"	<i>The government changed the laws for <u>immigrants</u>.</i>



Helpful hint: An indirect object might follow a preposition (especially "to" or "for"), and will then be a part of a prepositional phrase.

Practice

Directions: For each sentence from this week's text, identify the subject, the verb, the direct object, and the indirect object.

1. *We said some prayers for protection.*

a. Subject: _____

b. Verb: _____

c. Direct Object: _____

d. Indirect Object: _____

2. *Two million people were fleeing their homes for protection.*

e. Subject: _____

f. Verb: _____

g. Direct Object: _____

h. Indirect Object: _____

Day 15

- ☐ 1. **Preview Vocabulary.** Complete the Glossary.
- ☐ 2. **Watch** “He named me Malala.”
Open the camera app on your phone and scan the QR code to listen.



- ☐ 3. **Read Chapters 34-35.**
Open the camera app on your phone and scan the QR code to listen.



- ☐ 4. **Track your comprehension.** Complete the Page by Page Annotation Guide.
- ☐ 5. Answer the Chapter Questions.
- ☐ 6. Complete the **Focusing Question Task Evidence Collector** for Chapters 34-35.

- ☐ 7. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

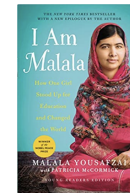
- ☐ 8. **Grammar Practice**

- ☐ 9. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- ☐ 10. **Reflect.** Did you meet your goal? _____



Chapters 34-35



Memories continue to flood the hearts and minds of Malala and her family.



It was still unsafe for Malala and her family to return to Pakistan.



Malala's father continued to speak out for the education of girls.



Many journalists came to see Malala on the anniversary of the shooting.

thankful

Malala was thankful for this second chance of life even though she missed her home in Pakistan.



Despite the obstacles, Malala remained committed to serve others.

I Am Malala: How One Girl Stood Up for Education and Changed the World

Day 15

By: Malala Yousafzai with Patricia McCormick

Focus Question: How do Malala and her community respond to the hostile environment in Pakistan?

Check Box	Page #	Chapter 35 Questions
	186	What event is approaching for Malala?
	186	How does she feel about this time?
	187	Because of her attack, what has Malala started? How does she support her project?
	188	Did the Taliban stop Malala's dream? Why or Why not? (Underline your evidence too)

Check Box	Page #	Chapter 36 Questions
	189	What happened on Malala's 16th birthday?
	190	What did Malala do on her trip?
	191-192	Make a summary note about Malala's speech. (What does she want?)
	193	What is Malala's dream? What is her gift?

I am Malala: How One Girl Stood Up for Education and Changed the World
Chapters 34-35 and Epilogue

1. Malala says that some people blame her father for what happened to her because he pushed her to do what she did. Do you agree or disagree with this thought? Explain. **Chapter 34**

2. How does Malala respond when asked about the negative things that have happened to her? **Chapter 35**

3. Malala does not want to be known as the girl who was shot by the Taliban—what does Malala want to be known as? **Epilogue**

1. *Wit & Wisdom: Grade 6*. GreatMinds, 2016
2. I am Malala (Young Reader's Edition) Chapter-by-Chapter Text-Based Comprehension and Analysis Questions
<https://www.pearlk12.com/cms/lib/MS01810570/Centricity/Domain/686/IamMalalaYoungReadersEditionQuestions.pdf>.

Part of speech	Definition	Examples
Preposition	A preposition is a word showing the relationship between nouns/pronouns and other words in a sentence. It usually shows position, possession, time, or how something is done,	<i>My grandfather began to think <u>about</u> his own childhood.</i> <i>Immigrants quickly came <u>to</u> America, looking <u>for</u> better opportunities.</i>
Direct object	The direct object is a noun or pronoun that receives the action of the verb. A direct object can be a word or phrase.	<i>Congress makes <u>important laws</u>.</i>
Indirect object	The indirect object is a noun or pronoun that receives the action of the direct object . Ask, "who or what will receive the direct object?"	<i>The government changed the laws for <u>immigrants</u>.</i>

Directions: For each sentence, label the part indicated by the arrow using a word from the word bank.

Word Bank

Prepositional phrase

Subject

Verb

Indirect Object

Direct Object

_____ We _____ prepared

_____ ourselves _____ for the worst

_____ from the Taliban.

_____ I _____ lifted

_____ the school sign _____ for my father

_____ with both hands.

_____ There he _____ found

_____ a letter _____ from the army

_____ for him.

Week 4 Goals and Daily Agenda

Goals for the Week	How will I reach these goals?
1. Collect evidence for an essay you will write this week.	Complete the FQT Evidence Collector .
2. Write an essay.	Complete the Essay Planning Organizer .
3. Build your reading fluency with daily practice.	Complete the Fluency Practice sheet for each day.
4. Strengthen your grammar skills with daily practice.	Complete the Grammar Practice sheet for each day.
5. Show what you have learned so far about the characters and themes in the novel.	Complete a product from the menu.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 16	Day 17	Day 18	Day 19	Day 20
Annotate Painted Essay Plan essay. Watch “Match Body Paragraph to the Introduction.” Write an introduction paragraph. Fluency Practice.	Watch “Explain Cause and Effect Relationships.” Write body paragraphs. Fluency Practice.	Watch “Add a Logical Conclusion.” Write a conclusion paragraph. Complete Self-Editing Checklist. Revise Essay. Fluency Practice.	Choose a product from the product menu to complete. Fluency Practice.	Continue working on the product you started on Day 19. Fluency Practice.

Day 16 - Day 20

Fluency Practice

Directions:

1. Day 16: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

“They cannot stop me. I will get my education,” I told the cameraman. “If it is in home, school, or anyplace. This is our request to the world—save our schools, save our Pakistan, save our Swat.” I sounded hopeful, but in my heart, I was worried. As my father looked at me, smiling uncomfortably with a mixture of pride and sadness for his daughter, I pictured myself stuck at home, reading whatever books I could find until I ran out of books. I was eleven years old. Was my schooling really going to end now? Was I going to end up like girls who quit school to cook and clean? What I didn’t know was that my words would reach many ears. Some in distant parts of the world. Some right in Swat, in Taliban strongholds.

Yousafzai, Malala and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. Young Reader’s Edition, Little, Brown and Company, 2014, p. 83.

Student Performance Checklist:	Day 16		Day 17		Day 18		Day 19	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

*Adult or peer

Day 20: **Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions below.*)

Day 16

- ☐ 1. Annotate Painted Essay
- ☐ 2. Complete Essay Planning.

- ☐ 3. Watch “Introduce a Topic More Clearly.” Open the camera app on your phone to watch.
- ☐ 4. Write an introduction paragraph.



- ☐ 5. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. Set a Goal. I will be successful if I _____
_____.
To meet my goal, I should _____
_____.
I will know I have reached my goal when _____
_____.

Day 17

- ☐ 1. Watch “Match Body Paragraph to the Introduction.” Open the camera app on your phone to watch.
- ☐ 2. Write body paragraphs.



- ☐ 3. Fluency Practice
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 4. Reflect. Did you meet your goal? _____

Directions:

- 1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
- 2. Use the key below to color code.
 - a. Introduction: RED
 - b. Thesis: GREEN
 - c. Point 1: YELLOW
 - d. Point 2: BLUE
 - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

Directions:

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hoovervilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hoovervilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hoovervilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hoovervilles became their new home. Hoovervilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hoovervilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hoovervilles opened doors for people. Hoovervilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hoovervilles. In a time when everything was scarce, Hoovervilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

ToSEEC Explanatory Essay Model

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 (Supporting Point 1)		Body Paragraph 2 (Supporting Point 2)	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Essay Writing
Introductory Paragraph

Day 16

Instructions: Your end goal will be to construct a 4-paragraph essay answering the question:

What person or event had the greatest impact on Malala's growth as a person as she navigated a hostile environment?

Person/ Event	Describe Malala's hostile environment.	<input type="checkbox"/> How did this person or event impact Malala? <input type="checkbox"/> What lesson did Malala learn?	<input type="checkbox"/> How did Malala grow as a person? <input type="checkbox"/> What new character traits did she develop?



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience's attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

Use the organizer below to outline your introduction. Outlines don't need to be in complete sentences; just get your ideas down.

Introductory Paragraph Outline

<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>_____ had the greatest impact on Malala's growth and change while she was _____.</p>



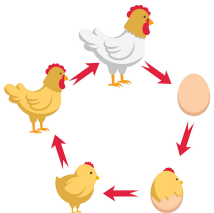
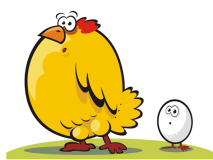
[illegible]

Day 16

Instructions: First, you need to decide if you are organizing your response in chronological order or compare/contrast.

Day 17

Written Response Structure Choices

<p>Chronological Order</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Reread the prompt. What person or event had the greatest impact on Malala's growth as a person as she navigated a hostile environment?

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that answer the prompt?

Two main ideas that answer the prompt, in chronological order or in compare/contrast:

1. When Malala was _____,
(hostile environment/situation)

(person/event) (impact on Malala)

1. Additionally, _____
(person/event) (impact on Malala)
when Malala was _____
(hostile environment/situation)

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs.

Remember! A body paragraph follows ToS.E.E.E.C:



- ToS: Topic sentence introduces what the paragraph is about.
- Point #1 answers the prompt.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- Point #2 answers the prompt.
- E.E: A second set of evidence and elaboration further develops your idea.
- C: Conclusion summarizes the idea of your paragraph.

Instructions: Draft your body paragraphs in the organizers on the next pages.

Body paragraph 1	
ToS	<p>When Malala was _____,</p> <p>_____</p> <p>_____.</p>
Point #1	<p>At the beginning of the novel, Malala _____,</p> <p>which _____.</p>
Evidence 1	<p>According to _____, " _____</p> <p>_____."</p>
Elaboration	<p>As a result of _____,</p> <p>Malala decided to _____.</p>
Point #2	<p>_____ teaches Malala to _____</p> <p>_____.</p>
Evidence 2	<p>According to _____, " _____</p> <p>_____."</p>
Elaboration	<p>_____ allows Malala to grow as a person.</p>

Conclusion	<p>Without _____,</p> <p>Malala never would have _____.</p>
-------------------	---

Body paragraph 2	
ToS	<p>Additionally, _____</p> <p>(person/event) (impact on Malala)</p> <p>when Malala was _____</p> <p>(hostile environment/situation)</p>
Point #1	<p>Once Malala _____,</p> <p>she understands _____.</p>
Evidence 1	<p>According to _____, " _____</p> <p>_____."</p>
Elaboration	<p>As a result of _____,</p> <p>Malala becomes _____.</p>
Point #2	<p>_____ creates _____</p> <p>_____.</p>
Evidence 2	<p>According to _____, " _____</p> <p>_____."</p>

Day 18

- ☐ 1. **Watch** “Add a Logical Conclusion.” Open the camera app on your phone to watch.
- ☐ 2. **Write a conclusion paragraph.**



- ☐ 3. **Complete Self-Editing Checklist.**
- ☐ 4. **Revise essay.**

- ☐ 5. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 6. **Set a Goal.** I will be successful if I _____
_____.
To meet my goal, I should _____
_____.
I will know I have reached my goal when _____
_____.

Day 19

- ☐ 1. **Choose a product from the menu and complete the activity.**

- ☐ 2. **Fluency Practice**
 - ☐ Read the passage out loud.
 - ☐ Rate yourself using the checklist.
 - ☐ Read to someone else.
 - ☐ Ask the person you read with to rate you using the checklist.

- ☐ 3. **Reflect.** Did you meet your goal? _____

Essay Writing

Concluding Paragraph

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

Write your concluding paragraph below:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Publishing the Essay

Instructions: Today, you will bring your written response together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- ☐ Are all proper names capitalized?
- ☐ Is the first letter of every sentence capitalized?
- ☐ Is everything else in lower case?

Spelling

- ☐ Did you run spell check or look up words you aren't sure of?
- ☐ Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- ☐ Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- ☐ Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- ☐ Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- ☐ Is all directly cited text evidence in quotation marks?
- ☐ Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- ☐ Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- ☐ Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

Step 7: EOM Explanatory Writing Rubric

Grade 6– Informative/Explanatory Writing				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Structure	<ul style="list-style-type: none"> Responds thoroughly to all elements of prompt Maintains focus on topic throughout piece Introduces topic Organizes ideas clearly and effectively Provides a strong conclusion that follows from and expands on the focus Uses appropriate transitions to clarify relationships 	<ul style="list-style-type: none"> Responds to all elements of prompt Maintains focus on topic throughout piece with occasional minor departures Introduces topic Organizes ideas clearly and effectively Provides a conclusion that follows from the focus Uses appropriate transitions to clarify relationships 	<ul style="list-style-type: none"> Responds to some elements of prompt Often departs from focus on topic Introduces topic in an incomplete or unclear way Organizes ideas inconsistently Provides a conclusion that is incomplete or may not follow from the focus Inconsistently uses transitions to connect ideas 	<ul style="list-style-type: none"> Does not respond to prompt; off-topic Piece lacks focus on topic Does not introduce topic Ideas are disorganized Does not provide a conclusion Does not use transitions to connect ideas
Development	<ul style="list-style-type: none"> Develops topic with relevant, sufficient evidence from text(s) Elaborates upon evidence thoroughly with accurate, insightful analysis 	<ul style="list-style-type: none"> Develops topic with sufficient, relevant evidence from text(s) Elaborates upon evidence with accurate analysis 	<ul style="list-style-type: none"> Develops topic with insufficient relevant evidence from text(s) Elaborates upon evidence vaguely or superficially 	<ul style="list-style-type: none"> Does not use relevant evidence from text(s) Does not elaborate upon evidence
Style	<ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis and style Uses precise language and domain-specific vocabulary Consistently expresses ideas precisely Establishes and maintains a consistent, formal, and engaging style Writing shows exceptional awareness and skill in addressing audiences needs 	<ul style="list-style-type: none"> Varies sentence patterns for clarity and interest Uses domain-specific vocabulary Mostly expresses ideas precisely Establishes a formal style, with occasional minor lapses Writing is appropriate to audience 	<ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest Uses general vocabulary with a few domain-specific words Language is occasionally precise and may be unnecessarily wordy Attempts to use a formal style but with many lapses Writing is somewhat appropriate to audience 	<ul style="list-style-type: none"> Sentence patterns are basic and repetitive Uses limited vocabulary inappropriate to the content Language is imprecise and lacks concision, often wordy or redundant Uses an inappropriately informal style Writing is inappropriate to audience
Conventions	Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few	Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning	Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning	Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow

6th Grade Literature Product Menu

Directions:

1. Consider everything you have learned over the last few weeks about the characters and themes.
2. Choose one of the products to showcase your learning.
3. Create the product and share it with someone.

<p style="text-align: center;">Character Analysis</p> <p><u>Write a series of poems:</u> Choose a character from the novel. Write at least three poems that reveal what the character was like at the beginning, middle, and end of the novel. The poems should reflect the traits of the character and one of the themes in the novel.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>
<p style="text-align: center;">Plot Development</p> <p><u>Narrative:</u> Write an alternate ending to the story using details about the characters and events from the passage. You may choose to use dialogue in your new ending.</p>	<p style="text-align: center;">Character Analysis</p> <p><u>Character Collage:</u> Cut out pictures from magazines to showcase how the character changed throughout the text. Paste together the images and words from the magazines to create a larger picture that reflects the character's traits and the lesson the character learned in the text.</p>

Day 20

- ☐ 1. Continue working on your product from Day 19.

☐ 2. Fluency Practice

- ☐ Read the passage out loud.
- ☐ Rate yourself using the checklist.
- ☐ Read to someone else.
- ☐ Ask the person you read with to rate you using the checklist.

- ☐ 3. Reflect. Did you meet your goal? _____