|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 6, Unit 1 | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | |
| Title and Author | | Genre | | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | | Word Study | | | Conventions or Author’s Style | | Writing to Sources | Speaking and Listening |
| from Brown Girl Dreaming  Jacqueline Woodson | | Memoir | | Memoir and Poetry | Words that appeal to the senses:  squish  humming  twist  twirl  shushes  feathery | | Onomatopoeia | | | Conventions: Common, Proper, and Possessive Nouns  noun  common noun  proper noun  possessive nouns | | Poem | Partner Discussion |
| Standards | |  | | RI.5  RI.6 |  | | RL.4 | | | L.2  L.3  L.5 | | W.3  W.3.b  W.3.d  W.9  W.9.a | SL.1  SL.1.a  SL.1.b  SL.1.c  SL.1.d |
| Gallery of Calvin and Hobbes Comics  Bill Watterson | | Comic Strip | |  | Media Vocabulary  panel  encapsulation  speech balloon | |  | | |  | |  | Research and Discuss: Class Discussion |
| Standards | |  | |  |  | |  | | |  | |  | W.7  SL.1  SL.1.a  SL.1.c  SL.1.d  SL.2 |
| Performance Task: Writing Focus | | | | | | | | | | | | | |
| Write a Nonfiction Narrative Prompt: When did you have to use your imagination to find another way to do something? Language Development: Author’s Style: Voice | | | | | | | | | Standards: W.3, W.3.a-e, L.3, L.3.a, W.4, W.5, W.6 | | | | |
| Small-Group Learning | | | | | | | | | | | | | |
| Title and Author | | | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | | Concept / Media Vocabulary | | | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| Declaration of the Rights of the Child  The United Nations General Assembly | | | Public Document | Use a Dictionary | Development of Ideas | | | Words related to laws and rights:  entitled  enactment  compulsory | | | Latin root  -puls- | Conventions: Pronoun Case  pronoun  pronoun case  nominative (or) subjective case  objective case  possessive case | Writing to Sources  Informational article, essay |
| Standards | | |  | L.4 | RI.3  RI.5 | | |  | | | L.4  L.4.b | L.1  L.1.a | W.2 |
| Michaela DePrince: The War Orphan Who Became a Ballerina  William Kremer | | | Magazine Article | Context Clues | Biographical Writing  narrative nonfiction  direct quotations | | | Words that relate to difficulties or to difficult situations, such as war:  antagonism  refugee  distraught | | | Synonyms and Antonyms | Conventions: Reflexive and Intensive Pronouns  reflexive pronoun  intensive pronoun | Speaking and Listening: Oral presentation  personality profile  Informative report |
| Standards | | |  | L.4  L.4.a | RI.3  RI.5 | | |  | | | L.4  L.4.c  L.4.d  L.5  L.5.b | L.1  L.1.b | SL.1, SL.4 |
| from Bad Boy  Walter Dean Myers | | | Memoir | Context Clues | Central Idea  Author’s purpose | | | Words that convey states of mind, or attitudes, of different kinds and intensities:  respected  desperate  disgusted | | | Latin root  -spec- | Conventions: Adjectives and Adverbs  adjective  adverb | N/A |
| Standards | | |  | L.4  L.4.a | RI.1  RI.2  RI.5 | | | L.4  L.4.c | | | L.4.b | L.1 |  |
| I Was a Skinny Tomboy Kid  Alma Luz Villanueva | | | Poetry | Context clues | Theme | | | Words that convey feelings or states of being:  clenched  stubborn  tenseness | | | Anglo-Saxon Suffix -ness | Author’s Style: Figurative Language  simile  metaphor  personification | Writing to Compare:  compare-and-contrast essay |
| Standards | | |  | L.4  L.4.a | RI.1  RI.2  RI.5 | | | L.4 | | | L.6.4  L.6.4.b | L.5  L.5.a | RL.9  RI.9  W.2  W.2.a–c  W.6.5  W.9  W.9.a-b  L.1  L.1.b |
| Performance Task: Speaking and Listening | | | | | | | | | | | | | |
| Present a Retelling Prompt: Deliver a retelling of the childhood challenges presented in either the magazine article, the memoir excerpt, or the poem from this section. | | | | | | Standards: SL.4, SL.5, SL.6 | | | | | | | |
| Performance-Based Assessment | | | | | | | | | | | | | |
| Writing to Sources: Nonfiction Narrative Writing Prompt: When did a challenge lead to a triumph? Speaking & Listening Outcome: Recitation | | | | | | Standards: W.6.3.a-e, SL.6.4, SL.6.6 | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 6, Unit 2 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| from My Life with the Chimpanzees  Jane Goodall | Memoir | Author’s Purpose  Memoir | Words used to describe the chimpanzees’ behavior:  vanished  miserable  irritable  threateningly  impetuous  dominate | | Latin suffix -able | Conventions: Commas, Parentheses, and Dashes  comma  nonessential  nonrestrictive  element  parentheses  dashes | How-to essay | Class Discussion |
| Standards |  | RI.1  RI.6 |  | | L.4  L.4.b  L.5  L.5.b | L.2  L.2.a | W.2  W.2.a–d | SL.1  SL.1.a-d |
| Hachiko: The True Story of a Loyal Dog Pamela S. Turner | Historical Fiction | Historical Fiction  Setting  Conflict  Theme | Words that show how people act and react to one another:  timidly  anxious  patiently  thoughtfully  silently | | Anglo-Saxon Suffix -ly | Conventions: Spelling and Capitalization  irregular plurals  capitalization | Story adaption | Partner Discussion |
| Standards |  | RL.2  RL.3  RL.5 |  | | L.4  L.4.b | L.2  L.2.b  L.5  L.5.b | W.3  W.3.a,  W.9  W.9.a, | SL.1  SL.1.a-b  SL.4  W.6.7 |
| Performance Task: Writing Focus | | | | | | | | |
| Write an Explanatory Essay  Prompt: What qualities do Goodall and Turner believe people and animals share?  Language Development: Conventions | | | | | Standards: W.2, W.2.a-f, W.4, W.5, W.6, W.6.7, W.6.8, W.10, L.1, L.1.a, L.1.e | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| A Blessing  James Wright | Poetry | Context Clues | | Elements of Poetry:  lyric poem  sound devices  repetition  alliteration  figurative language  simile  tone | Words that relate to emotions:  shyly  loneliness  blossom | Multiple meaning words | Conventions: Verbs and Verb Tenses  verb  action verb  linking verb  tense  past tense  present tense  future tense | N/A |
| Standards |  | L.4  L.4.a | | RL.4 |  | L.4  L.4.c | L.1 |  |
| Predators  Linda Hogan | Poetry | Context Clues | | Poetic Structures  stanza  line  stanza structure  two lines  eight lines  four lines  six lines | Words related to plants and gardening:  wild  cultivate  domesticated | Latin Root -dom- | Author’s Style: Word Choice and Tone  Diction  Denotation  Connotations | Writing to Compare: Comparison-and-contrast essay |
| Standards |  | L.4  L.4.a | | RL.5 |  | L.4  L.4.b | L.5  L.5.c  RL.4 | W.2  W.2.a-b  W.2.f  W.5  W.9  W.9.a |
| Monkey Master  Waldemar Januszczak | ESSAY | Using a Specialized Dictionary | | N/A | Words that have to do with art or the critique of art:  purist  aesthetic  abstract | Greek Suffix: -ist | N/A | Research and Discuss: Group discussion |
| Standards |  | L.4  L.4.c | |  |  | L.4.b  L.4.d  L.4  L.4.d |  | W.7  W.8  SL.1  SL.1.c |
| Black Cowboy, Wild Horses  Julius Lester | SHORT STORY | Context Clues | | Plot  plot  exposition  conflict  rising action  climax  falling action  resolution | Words that describe movement:  milled  skittered  quivering | Multiple-Meaning Words | Conventions: Perfect Tenses of Verbs  perfect tense  present perfect  past perfect  future perfect | Speaking and Listening:  Informative multimedia presentation |
| Standards |  | L.4  L.4.a | | RL.3 |  | L.4 | L.1 | W.7  W.8  SL.1  Sl.1.b  SL.5, SL.6.4, SL.6.6 |
| Performance Task: Speaking & Listening Focus | | | | | | | | |
| Deliver an Informative Presentation  Prompt: How can the bonds between people and animals be surprising? | | | | | Standards: SL.6.1, SL.4, SL.5, SL.6.6 | | | |
| Performance-Based Assessment | | | | | | | | |
| Writing to Sources: Explanatory Essay  Prompt: How can animals and people help one another?  Speaking & Listening Outcome: Informative Presentation | | | | | Standards: W.2, W.10, SL.4, SL.6.6 | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 6, Unit 3 | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | |
| Title and Author | Genre | | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | | Word Study | | Conventions or Author’s Style | | Writing to Sources | | Speaking and Listening |
| Feathered Friend  Arthur C. Clarke | Short Story | | Determine Theme  theme  implied theme  setting | | Words related to feelings of sadness, suffering, and regret:  pathetically  distressed  mournfully  apology  lamented | | | Greek root -path- | | Conventions: Compound Words | | Argumentative Essay | | Multimedia Presentation |
| Standards |  | | RL.1  RL.2  RL.5 | |  | | | L.4  L.4.b | | L.5  L.1 | | W.1  W.1.a–c  W.1.e  W.7 | | SL.4  SL.5  SL.6.6 |
| Teens and Technology Share a Future  Stefan Etienne | Blog Post | | Author’s Perspective: Argument  argument  claim  perspective | | Technical Vocabulary  microchips  trigonometry  pixels | | | Greek Suffix -metry | | Conventions: Appositives and Appositive Phrases  appositive  appositive phrase | | N/A | | N/A |
| Standards |  | | RI.6  RI.6.1  RI.6.5 | |  | | | L.4  L.4.b | | L.2 | |  | |  |
| The Black Hole of Technology  Leena Khan | Blog Post | | Persuasive Techniques  claim  repetition  appeal to emotion  appeal to reason | | Words that relate to eating and taking in nutrients:  devouring  absorbing  process  consumed  digesting | | | Multiple-Meaning Words | | Conventions: Independent and Dependent Clauses  clause  independent clause  dependent/subordinate clause  relative clauses  nonrestrictive | | Writing to Compare: Argumentative Essay | | N/A |
| Standards |  | | RI.4  RI.8 | |  | | | RI.4  L.4  L.4.d | | L.1  L.2  L.2.a | | RI.8  RI.9  W.1  W.1.a-b  W.1.e,  W.9  W.9.b | |  |
| The Internet of Things  IBM Social Media | Video | | N/A | | Media Vocabulary  images or graphics  animation  audio  voiceover  narrator | | | N/A | | N/A | | Objective Summary | | Oral Report  Fact  Opinion  Talking points |
| Standards |  | |  | | L.6 | | |  | |  | | W.2 | | SL.2  SL.4  SL.6.6 |
| Performance Task: Writing Focus | | | | | | | | | | | | | | |
| Writing an Argument  Prompt: Do electronic devices and online access really improve our lives?  Language Development: Style, Transitions | | | | | | | Standards: W.1, W.1.a-e, W.5, W.6, W.9, W.9.a-b, W.10, L.6.1 | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | | |
| Title and Author | | Genre | | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | | | Concept / Technical / Media Vocabulary | | Word Study | | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| The Fun They Had  Isaac Asimov | | SHORT STORY | | Context Clues  synonyms  restatement of an idea | | Science Fiction Writing  themes | | | Words used to describe an attitude or behavior:  loftily  sorrowfully  nonchalantly | | Anglo-Saxon Suffix -ful | | Conventions: Action Verbs and Linking Verbs  Verb  Action verb  Linking verb | Writing to Sources: Dialogue  scene with dialogue |
| Standards | |  | | L.4  L.4.a | | RL.2  RL.5 | | |  | | L.4  L.4.b | | L.1 | W.3  W.3.a  W.3.b  W.3.d, W.6.5 |
| Is Our Gain Also Our Loss?  Cailin Loesch | | Blog Post | | Base Words | | Development of Ideas: Reflective Writing | | | Words related to time conditions:  gradually  nostalgic  continuation | | Latin suffix -ation | | Conventions: Comparative and Superlative Degrees:  Adjective  Adverb  Comparative degree  Superlative degree | Speaking and Listening: Group Discussion |
| Standards | |  | | L.4 | | RI.1  RI.3  RI.5 | | |  | | L.4  L.4.b | | L.1 | SL.1  SL.1.a-b |
| Bored…And Brilliant? A Challenge to Disconnect From Your Phone  NPR / All Things Considered | | Podcast | | N/A | | N/A | | | Media Vocabulary  podcast  host  interview | | N/A | | N/A | Research: Multimedia Slide Show, Brochure |
| Standards | |  | |  | |  | | | L.6 | |  | |  | W.2  W.8  SL.5  SL.6.4, SL.6.6 |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | |
| Deliver a Multimedia Presentation  Prompt: Do the benefits of technology outweigh its disadvantages? | | | | | | | Standards: W.1.a–b, W.7, SL.3, SL.4, SL.5 | | | | | | | |
| Performance-Based Assessment | | | | | | | | | | | | | | |
| Writing to Sources: Argument  Prompt: Do we rely on technology too much?  Speaking and Listening Outcome: Oral Presentation | | | | | | | Standards: W.1, W.9, W.9.a-b, W.10, SL.4, SL.5 | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 6, Unit 4 | | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | | |
| Title and Author | | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | | | Word Study | | Conventions or Author’s Style | | Writing to Sources | | Speaking and Listening |
| The Phantom Tollbooth, Act I  Susan Nanus | | Drama | Dramatic Structures | Concept Vocabulary  Words relate to people’s level of knowledge and how they use their minds  ignorance  surmise  presume  speculate  consideration  misapprehension | | | Denotation and Nuance | | Conventions: Sentence Parts and Types  sentence  simple subject  complete subject  simple predicate  complete predicate  compound subject | | N/A | | N/A |
| Standards | |  | RL.3  RL.5–6 | L.6.4 | | | L.5, L.5.c | | L.1 | |  | |  |
| The Phantom Tollbooth, Act II  Susan Nanus | | DRAMA | Stage Directions | Words that relate to conflict, lack of trust, and feelings of doubt:  suspiciously  obstacle  pessimistic  malicious  insincerity  compromise | | | Latin suffix -ity | | Conventions: Sentence Structure  clause  independent  main  dependent  subordinate | | Narrative Retelling | | Dramatic Reading |
| Standards | |  | RL.5 | L.4 | | | L.4.b | | L.1  L.3  L.3.a | | W.3  W.3.a-b | | SL.6  SL.6.1, SL.6.4 |
| The Phantom Tollbooth | | Multimedia | N/A | Media Vocabulary  stage directions (in audio)  dialogue (in audio)  light and shadow (in images) | | | N/A | | N/A | | Writing to Compare: Comparison-and-Contrast Essay | | N/A |
| Standards | |  |  | L.6 | | |  | |  | | RL.7  W.2  W.2.a-e, W.6.5  SL.2, SL.6.1 | |  |
| Performance Task: Writing Focus | | | | | | | | | | | | | |
| Write a Fictional Narrative  Prompt: One day in the Kingdom of Wisdom . . .  Language Development: Conventions: Combining Sentences for variety | | | | | | Standards: W.3, W.6.3.a-e, W.4, W.6.5, W.10, SL.4, SL.6 | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | |
| Title and Author | Genre | | Pre-reading Vocabulary Skill | | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | | Word Study | | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| from Alice’s Adventures in Wonderland  Lewis Carroll | NOVEL EXCERPT | | Context Clues | | Characterization  characterization  direct characterization  indirect characterization  make inferences | Words that have to do with Alice’s thirst for exploration and new experiences:  Peeped  Wondered  Curiosity | | Word Relationships | | Conventions: Conjunctions and Interjections  conjunctions  coordinating conjunctions | | Research Report | |
| Standards |  | | L.4.a | | RL.1  RL.3 | L.4 | | L.5  L.5.b | | L.1, L.2 | | W.2  W.2.a  W.7  W.8 | |
| “Jabberwocky” from Through the Looking Glass  Lewis Carroll | Poetry | | Context Clues  synonyms  restatement of an idea | | Sound Devices  sound devices  onomatopoeia  alliteration  consonance | Words that relate to the boy’s battle victory:  slain  beware  foe | | Anglo-Saxon Word Origins | | Author’s Style: Invented Language  syntax | | Speaking and Listening: Dramatic Reading, Multimedia Presentation  dramatic poetry reading  multimedia presentation | |
| Standards |  | | L.4.a | | RL.4 |  | | L.4 | | RL.4  L.1.e  L.5.b | | SL.1.a–b  SL.2  SL.4  SL.5 | |
| The Importance of Imagination  Esha Chhabra | Reflective Essay | | Context Clues  synonyms  restatement of an idea | | Author’s Influences  author’s influences  reflective essay  central idea  make inferences | Concept Vocabulary  Words have to do with limits  parameters  template  model | | Greek Prefix: para- | | Conventions: Pronoun-Antecedent Agreement  pronoun  antecedent  agreement in number  agreement in person  clear/unclear antecedent | | Writing to Sources: Essay  comparison-and-contrast essay  cause-and-effect essay | |
| Standards |  | | L.4.a | | RI.2  RI.3 | L.4 | | L.4.b | | L.1  L.1.c–d | | W.2  W.2.a–c  W.5 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | |
| Perform a Fictional Narrative  Prompt: When Alice finally gets through the tiny door… | | | | | | Standards: W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, SL.6.1, SL.6.1.b, SL.6.4, SL.6.5 | | | | | | | |
| Performance-Based Assessment | | | | | | | | | | | | | |
| Writing to Sources: Fictional Narrative  Prompt: What might happen if a fictional character were to come into the real world?  Speaking and Listening: Storytelling | | | | | | Standards: W.3, W.4, W.10, SL.4, SL.6 | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 6, Unit 5 | | | | | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | | | | | |
| Title and Author | Genre | | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | Word Study | | Conventions or Author’s Style | | Writing to Sources | | Speaking and Listening |
| from A Long Way Home  Saroo Brierley | Memoir | | Central Ideas:  Autobiographical Writing | | Concept Vocabulary  Words that relate to the idea of  searching or exploring.  deliberate thorough intensity  quest obsessive relentlessly | | Latin Suffix: -ive | | Author’s Style  Word Choice and Mood | | Write an argument | | Create an annotated map |
| Standards |  | | RI.6.2, RI.6.5 | | L.6.4 | | L.6.4.b | | RI.6.3 | | W.6.3.a-e | | SL.6.1. c-d,  SL.6.2,  SL.6.5 |
| BBC Science Club: All About Exploration  narrated by Dara Ó Briain | Media | |  | | Media Vocabulary  cut-out animation  object animation  real-time animation | |  | |  | | Research  Create a storyboard | |  |
| Standards |  | |  | | L.6 | |  | |  | | W.6.2  W.6.2.b, W.6.7, SL.6.4, SL.6.5 | |  |
| Performance Task: Writing Focus | | | | | | | | | | | | | |
| Write an Argument  Prompt: Can anyone be an explorer?  Language Development: Conventions: Word Choice for Style and Tone | | | | | | Standards: W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.9.b, W.6.10, L.6.1.e, L.6.3.b | | | | | | | |
| Small-Group Learning | | | | | | | | | | | | | |
| Title and Author | | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | | Concept / Technical / Media Vocabulary | | Word Study | | Conventions or Author’s Style | | Writing to Sources / Speaking and Listening / Research | |
| Mission Twinpossible  TIME For Kids | | News Article | Infer meaning | Central Idea:  Make Inferences | | Technical Vocabulary:  program manager sample group endurance test | | latin Root: -dur- | | Conventions: Prepositions and Prepositional Phrases  Object of the preposition | | Research  How-to Guide | |
| Standards | |  | L.6.4.d | RI.6.1,  RL.6.3,  RL.6.5 | | L.6.6 | | L.6.4.b, L.6.4.c | | L.6.1 | | W.6.2.a-c,  W.6.7,  W.6.8 | |
| from Tales From the Odyssey  Mary Pope Osborne | | Epic | Context Clues  synonyms  contrast of ideas | Universal Theme  epic | | Words that relate to the goddess Athena in some way and the revenge she takes on Odysseus and his men:  Invaded  violent  offended  wrath | | Latin Root: -vad- | | Conventions:  Participial and Gerund Phrases  participial phrase  gerund  gerund phrase | |  | |
| Standards | |  | L.6.4.a | RL.6.2, RL.6.5 | | L.6.4 | | L.6.4.b | | L.6.1 | |  | |
| To the Top of Everest  Samantha Larson | | Blog | Context Clues | Central Idea | | Concept Vocabulary  Words describe the difficult trip that Larson and the group take.  expedition trek journeys destination | | latin Root: -ped- | | Conventions: Subject Complements  subject complement  predicate nominative  predicate  adjective | | Writing to Compare: Essay  comparison-and-contrast essay | |
| Standards | |  | L.6.4.a | RI.6.2, RI.6.3 | | L.6.4 | | L.6.4.b, L.6.4.c, L.6.4.d | | L.6.1 | | W.6.2.a-c, W.6.5, W.6.9.b | |
| from Lewis & Clark  Nick Bertozzi | | Graphic Novel/Media |  |  | | Media Vocabulary  penciler  inker  letterer | |  | |  | | Research:  Create an annotated timeline | |
| Standards | |  |  |  | | L.6.6 | |  | |  | | RI.6.7, W.6.7, W.6.8, SL.6.2, SL.6.4, SL.6.5 | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | |
| Present an Advertisement  Prompt: Why should we explore new frontiers? | | | | | | Standards: W.6.1, W.6.1.b, W.6.4, SL.6.2, SL.6.4, SL.6.5, SL.6.6 | | | | | | | |
| Performance-Based Assessment | | | | | | | | | | | | | |
| Writing to Sources: Argument  Prompt: should kids today be encouraged to become explorers?  Speaking and Listening: Speech | | | | | | Standards: W.6.1, W.6.4, L.6.3.b, SL.6.4, SL.6.6 | | | | | | | |