

Title: *The Pushcart War*

Suggested Grade Level : 6th grade

Author: Jean Merrill

ISBN: 0440471478

Genre: Realistic Fiction

Text Level: 1020 L

Summary: "The outbreak of a war between truck drivers and pushcart peddlers brings the mounting problems of traffic to the attention of both the city of New York and the world." (Library of Congress)

Note: The struggle between those with power and those without is engaging and motivating. Those involved in the conflict stand firm for their convictions, using a variety of creative problem solving strategies.

Criteria for Selection of Literature to Challenge High Ability Learners

• Books for advanced readers should have strong characters with whom gifted children can relate and/or characters who they can admire and emulate.	X
• The language used in books for the gifted should enrich the text and challenge, stimulate, and stretch the reader.	X
• A text for advanced readers should include complexity in plot structure.	
• Books for advanced readers should be selected from a broad range of genre.	X
• A variety of literary devices should be employed by the authors in books selected for advanced readers.	
• A gifted reader should have access to books with depth.	
• Books with multicultural characters, settings, and themes can permit the advanced reader to look at people and events from differing perspectives and points of view.	

Language Arts Standards for Advanced Learners – Grade 6

COMPREHENSION	.
Describe the meaning of a selected literary passage that uses figurative language (e.g., similes, metaphors, personification, allegory)	X
Determine characteristics of different genre (e.g., fantasy, historical fiction, legends, informational).	
Determine accuracy of informational text by a set of student/teacher determined standards.	
Make assumptions, inferences, predictions, and conclusions based on information in a given passage.	X
Use critical thinking skills in using text to text, text to self, and text to world In responding to a given passage or text.	X
Increase independence in monitoring and clarifying understanding of text.	X

World Class Reader Model

<p>Learning to Read:</p> <ul style="list-style-type: none">• Explore the word choice and word play in the text.• Explore the use of symbolism.• Text structures: captions, journals, letters, italics, etc.	<p>Reading to Learn:</p> <ul style="list-style-type: none">• Learn more about urban traffic congestion, and develop possible solutions.• Research the laws regarding street vendors in your area.
<p>Reading for Leisure:</p> <ul style="list-style-type: none">• <i>The Toothpaste Millionaire</i> by Jean Merrill	<p>Reading to Serve:</p> <ul style="list-style-type: none">• The pushcart war represents well the behavior of bullies. Seek ways to develop and implement anti-bullying programs in your school.

Title: *Westlandia*

Suggested Grade Level: 6th

Author: Paul Fleischman

ISBN: 0763600067

Genre: Informational Fiction and picture book

Text Level: AD/820L

Summary: *Westlandia* addresses two themes, basics of civilization and conflict of a boy who is different than his peers. “School is over, and having learned that every civilization has a staple food crop, Wesley decides to plan a garden and start his own—civilization that is.” Publishers note inside book cover. With his civilization, Wesley addresses the different aspects of a civilization and the vital role of a staple food crop. He also solves the problem of rejection by his peers in an unusual way.

Note: Excellent book to accompany the sixth-grade study of civilizations.

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▪ Books for advanced readers should have strong characters with whom gifted children can relate and/or characters they can admire and emulate.	X
▪ The language used in books for the gifted should enrich the text and challenge, simulate, and stretch the reader.	
▪ A text for advanced readers should include complexity in plot structure.	
▪ Books for advanced readers should be selected from a broad range of genre.	X
▪ A variety of literary devices should be employed by the authors in books selected for advanced readers.	
▪ An advanced reader should have access to books with depth.	
▪ Books with multicultural characters, settings, and themes should permit the advanced reader to look at people and events from differing perspectives and points of view.	X

Utah Language Arts Standards for Advanced Learners – Grade 6

COMPREHENSION	
▪ Describe the meaning of a selected literary passage that uses figurative language (e.g., similes, metaphors, personification, allegory).	
▪ Determine characteristics of different genre (e.g., fantasy, historical fiction, legends, and Informational).	
▪ Determine accuracy of informational text by a set of student/teacher-determined standards.	X
▪ Books for advanced readers should be selected from a broad range of genre.	
▪ Make assumptions, inferences, predictions, and conclusions based on information in a given passage.	
▪ Use critical thinking skills in using text to text, text to self, and text to world in responding to a given passage or text.	X
▪ Increase independence in monitoring and clarifying understanding of text.	

World Class Reader Model

<p>Learning to Read</p> <ul style="list-style-type: none">▪ <i>Westlandia</i> gives a simplified description of the characteristics of a civilization. Using the characteristics identified in <i>Westlandia</i> to understand the non-fiction information in the study of ancient civilizations of Egypt, Greece, and Rome will enhance comprehension of the non-fiction texts.	<p>Reading to Learn</p> <ul style="list-style-type: none">▪ <i>Westlandia</i> is an excellent tool for using schema to compare the ancient civilizations in the sixth-grade social studies program.▪ Students can design their own civilization using the criteria found in <i>Westlandia</i> and applying knowledge gained from studying the ancient civilizations.
<p>Reading for Leisure</p> <ul style="list-style-type: none">▪ “Culturegrams” found on the internet. http://www.culturegrams.com/products/onlineedition.htm▪ DK Books <i>Story of the Nile</i> <i>A Street Through Time</i>	<p>Reading to Serve</p> <ul style="list-style-type: none">▪ Resources are a vital part of service. A staple food crop of a civilization is often used in service to countries that are in need of food. What resources do students have that could be used to give service?

