

**City of Angels School**  
Independent Study – Los Angeles Unified School District  
High School Instructional Framework – Course ID # 230102  
**CCSS Middle School English 6B**

This is the **Second** semester of the **6<sup>th</sup> Grade English** course designed to provide each student with a clear path to achieving the California Common Core State Standards for English Language Arts and Literacy. Emphasis will be placed on the ability of the student to make meaning and reach understanding of complex texts and ideas. This will be accomplished by reading and responding to texts producing original texts, participating in collaborative discussions with the teacher, doing research and delivering presentations, and answering second and third tier Depth of Knowledge questions.

**Work Expectations:** In order to successfully complete this course, students are expected to be working a total of 10 hours per week or 2 hours per day.

**Standards**

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

**Anchor Standards:**

- Career and College Ready Anchor Standards for Reading
- Career and College Ready Anchor Standards for Writing
- Career and College Ready Anchor Standards for Speaking and Listening
- Career and College Ready Anchor Standards for Language

**Texts and Websites**

Savvas, [myPerspectives English Language Arts Grade 6](#) © 2022

**Career and College Readiness Anchor Standards for Reading (Grades 6-12)**

**Key Ideas and Details:**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure:**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**

- Read and comprehend complex literary and informational texts independently and proficiently.

**Career and College Readiness Anchor Standards for Writing (Grades 6-12)****Text Types and Purposes:**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing:**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge:**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing:**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students may access the textbook companion site, Achieve3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

**Grade Distribution:**

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

## **Supplementary Resources for Relearning and Differentiation (available through Savvas App)**

- ELD Support:
  - Accessible Leveled Text (summarized versions of the readings with explanations)
  - Audio reading in multiple languages
  - English Language Support Lessons
- Advanced Learners –
  - Extension Questions
  - Independent Learning additional texts
  - Conventions (additional lessons/mini lessons/interactive lessons)
  - Literary Device (additional lessons/mini lessons/interactive lessons)
  - Novel Correlations/Trade Books
- Struggling Readers:
  - Accessible Leveled Text (summarized versions of the readings with explanations)
  - Audio reading
  - English Language Support Lessons
  - Conventions (additional lessons/mini lessons/interactive lessons)
  - Literary Device (additional lessons/mini lessons/interactive lessons)
- All Readers:
  - Audio Reading
  - Word Study additional lessons
  - Conventions (additional lessons/mini lessons/interactive lessons)
  - Literary Device (additional lessons/mini lessons/interactive lessons)

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **Assignment 1**
  - **Unit Introduction:** Word Network/Vocabulary and Summary
  - **Concept Vocabulary:** Introduce the vocabulary words in the selection
  - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with focus questions (digital version can be typed on).
  - **Comprehension Check:** short answer comprehension questions
  - **Research:** Students are asked to choose something from the reading to research to clarify and explore
- **Assignment 2**
  - **Close Read (second read):** students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
  - **Analyze the Text:** Short answer questions with evidence cited.
- **Assignment 3**
  - **Analyze Craft and Structure:** Literary device lesson
  - **Concept Vocabulary:** A closer look at vocabulary words and word study
- **Assignment 4**
  - **Conventions:** grammar/mechanics practice
  - **Selection Test** is available online digitally or print forms
- **Assignment 5** (teacher discretion)
  - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
  - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.
- **Performance Task/Performance Assessment**
  - Performance Task is a final writing/speaking project based on the readings
  - Performance Assessment is a final writing/speaking project based on the Essential Question

**Optional Novel** (teacher discretion) – One correlated novel chosen from a list of optional offered by Savvas. See myPerspective+ for more options.

\*Multicultural Selection

**Week 1 – Unit 3 Modern Technology**

**Essential Question:** How is modern technology helpful and harmful to society?

- Optional: Novel reading
- Achieve3000: LevelSet assessment
- Achieve3000: Complete two 5-step Lesson articles
- Unit 3 Introduction: “That’s Not Progress!”, pgs. 184 – 190
- Reading #1: “Short Story: Feathered Friend”, pgs. 194 – 205
- Reading #2: “Blog Post: Teens and Technology: Share a Future”, pgs. 206 – 213

<p><b>Week 2 – Unit 3 Modern Technology</b>  <b>Essential Question:</b> How is modern technology helpful and harmful to society?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> <li>• Reading #3: “Blog Post: The Black Hole of Technology”*, pgs. 214 – 223</li> <li>• Reading #4: Video (access on myPerspectives): “The Internet of Things”, pgs. 224 – 227.</li> </ul>
<p><b>Week 3 – Unit 3 Modern Technology - Performance Assessment</b>  <b>Essential Question:</b> How is modern technology helpful and harmful to society?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> <li>• Performance Task: Write an Argument, pgs. 228 – 233. Follow and complete all steps of the Performance Task.</li> </ul>
<p><b>Week 4 – Unit 4 Imagination</b>  <b>Essential Question:</b> Where can imagination lead?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> <li>• Unit 4 Introduction: “The Great Universal Undo”, pgs. 272 – 278</li> <li>• Reading #1: Drama: “The Phantom Tollbooth”, Act 1, pgs. 283 – 311</li> </ul>
<p><b>Week 5 – Unit 4 Imagination</b>  <b>Essential Question:</b> Where can imagination lead?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> <li>• Reading #2: Drama: “The Phantom Tollbooth”, Act 2, pgs. 312 – 345</li> <li>• Reading #3: Multimedia: “<i>from</i> The Phantom Tollbooth”, pgs. 346 – 351</li> </ul>
<p><b>Week 6 – Unit 4 Imagination - Performance Assessment</b>  <b>Essential Question:</b> Where can imagination lead?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> <li>• Performance Task: Write a Fictional Narrative, pgs. 352 – 357. Follow and complete all steps of the Performance Task.</li> </ul>
<p><b>Week 7 – Unit 5 Exploration</b>  <b>Essential Question:</b> What drives people to explore?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> <li>• Unit 5 Introduction: “What on Earth is Left to Explore?”, pgs. 400 – 406</li> <li>• Reading #1: “Memoir: <i>from</i> A Long Way Home”, pgs. 410 – 429</li> </ul>
<p><b>Week 8 – Unit 5 Exploration</b>  <b>Essential Question:</b> What drives people to explore?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step Lesson articles</li> </ul>

- Reading #2: Video (access on myPerspective): “BBC Science Club: All About Science”, pgs. 430 – 433
- Reading #3: “News Article: Mission Twinpossible”, pgs. 445 – 451

**Week 9 – Unit 5 Exploration**

**Essential Question:** What drives people to explore?

- Optional: Novel reading
- Achieve3000: Complete two 5-step Lesson articles
- Performance Task: Write an Argument, pgs. 434 – 439. Follow and complete all steps of the Performance Task.

**Week 10 – Final Project**

Discuss with your teacher about your final assignment.  
Novel Study (see attached Book Report Activities Guide)  
-OR-  
Final (see attached Culminating Project Activities Guide)

- Novel Reading suggested title: *Anything but Typical* by Nora Raleigh Baskin (see attached for student materials)

# Not Your Grandma's Book Report

(10 Creative Ways to Respond to Literature)

## I. Design and Make Your Own Tee Shirt

1. Illustrate a scene or character from the book on a t-shirt.
2. Write a short summary of the scene and explain why it is important to the story.
3. If you choose to illustrate a character, write a description of the character and why he or she is important to the story.

## II. Book Mobile (from items related to the story)

1. Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn.
2. Write a key that explains each object and why you chose it.

## III. "WANTED" Posters (for two characters in the book)

1. Choose two characters from the book for which you will make posters.
2. Research sample wanted posters.
3. Information to include in your poster:
4. The "crime,"
5. Physical description
6. Where the character was last seen
7. Reward amount.

## IV. Design a New Cover Jacket (for the book)

1. Front cover: Draw and color an illustration for the book.
2. Inside front flap: Write descriptions of the main characters.
3. Inside back flap: Write a description of the setting and a short summary of the book.
4. Back cover: Write five (5) to ten (10) quotes from the book that are important to understanding the story.

## V. Create a Collage (to represent the book)

1. Your collage should include at least ten (10) photos or illustrations.
2. Write a key describing each item on the collage.

## VI. Create a Graphic Novel (Comic Book) Version (of your book)

1. Use 8 ½ x 11 inch paper or 8 ½ x 11 inch paper (folded in half) to create your graphic novel
2. Illustrations should be colored pencil/ink

## VII. Letter to the Author

1. Write a letter to the author that explains your reaction to her/his book.
2. Your letter must include:
  - All elements of a friendly letter (date, greeting, body, closing, & signature).
  - Your opinion of the book and reasons for your opinion
  - The character in the book you are most like and why
  - Your favorite part of the book
  - At least two (2) questions you have about the book
  - Include your home or school address in the letter.
  - Include an addressed envelope with your return address & the author's address. (Check the back of the book or author's Web site for author's address. You may also send the letter directly to the publisher, which should be on the copyright page of the book.

### **VIII. Interview with a Character**

1. Pretend you are a journalist interviewing a character in your book. Write ten (10) questions to ask the character.
2. Then answer each question as you think the character would respond.

### **IX. Illustrated Timeline**

1. Choose at ten (10) important events from the story.
2. Write a description of each event.
3. Draw a color illustration for each event.
4. The events must be in the order in which they occurred in the book.

### **X. Create a CD Album Cover (with liner notes)**

1. Create an album/CD cover for your book (research CD cases) and include the book title somewhere in your design.
2. In your liner notes (research liner notes) select ten (10) song titles that represent characters, events, or settings in the book.
3. Below the song titles, write a short summary of the book



# Culminating Project Activities

Review one (1) of your fictional works from this semester's assigned readings and then choose from one (1) of the following projects:

## **I. Letter of Advice**

1. Write a letter to one of the characters giving advice about the main conflict in the story

## **II. New Day – You Write It!**

1. Re-write a scene from the story, giving it a new ending

## **III. Character Play List**

1. Create a music play list for a character in the story.
2. The play list must have no fewer than four (4) songs and you must explain for choices of music for this character.

## **IV. Social Media Profile**

1. Create an online media (instagram/Facebook/Snapchat/Tik Tok/Twitter/YouTube) profile for one (1) character in one of the stories

## **V. Acrostic Character Poem**

1. Write an acrostic poem for a character in one of your readings from the text Units or from your independent novel.
2. Write your character's name down vertically.
3. Brainstorm words or phrases that describe your character.
4. Place your brainstormed words or phrases on the lines that begin with the letters of your character's name.
5. Fill in the rest of the lines to create a poem.

Here is an example:

**S**he's a lover of fun and fantasy

**C**urious about her world

**O**uts wrongdoers handily

**U**neasy with anything 'girled'

**T**he epitome of equality and gallantry

## **VI. Character Rap**

1. Write a rap song about a character in one of your readings
2. Your rap must have at least three (3) stanzas

## **VII. Reading Movie Poster**

1. Create a movie poster for one of the stories.
2. The poster must include: i) the author, ii) film title, iii) film slogan, one (1) film star you've chosen to portray the main character, and iv) the director - YOURSELF

## Anything but Typical

Nora Raleigh Baskin

### ABOUT THE AUTHOR

Nora Raleigh Baskin was born on May 18, 1961 in Brooklyn, NY. Her mother was a clinical psychologist and her father is an artist. Her mother died when Baskin was three years old, an event which informed the writing of her first novel, *What Every Girl (except me) Knows*. Her novel *In the Company of Crazies* features illustrations by her father, Henry P. Raleigh.

She is the author of the middle grade novels *Ruby on the Outside*, *Almost Home*, *Basketball (or Something Like It)*, *In the Company of Crazies*, *The Truth About My Bat Mitzvah*, and *Runt*. She has also written the YA novels *Subway Love*, *Surfacing*, *All We Know of Love*, *Anything but Typical*, and *The Summer Before Boys*. In her books, she has addressed problems like coming to terms with the death of a parent, coping with divorced parents, and depression. She often draws on her own experiences to produce her works, as in *The Truth About My Bat Mitzvah*, which derives from her feelings about her Jewish heritage, and *Almost Home*, which is based on her experience of growing up in a complicated and often divided family (Baskin had three stepmothers).

Baskin first began writing in fifth grade, and by high school she was working on her first (unpublished) novel about a Jewish girl escaping from Nazi Germany. Baskin has said, “Writing was my way of articulating all the emotions and all the drama I found myself exploring during those years... I think I was trying to make sense of all the confusion and unanswered questions. And I believed I could find some kind of truth if I put it down on paper. I was young, and I believed in words—as my father would say. Now, I’m not so young (not as young) but I still believe in words.”

Before writing books, she worked as a nursery school teacher. She has two sons, Sam and Ben. She now teaches creative writing at her alma mater, SUNY Purchase.

### BACKGROUND

*Anything But Typical* addresses the subject of autism spectrum disorder, which affects as many as 1 in 68 children in the United States, and is characterized by difficulties in communication and understanding social cues. While Baskin does not have autism spectrum disorder herself, she did extensive research for the novel, talking to people with insider knowledge of ASD, and reading many autobiographies and memoirs by people who have this diagnosis.

*Anything But Typical* won the Schneider Family Book Award, and was also included on over a dozen Best Books lists and awards shortlists. *Booklist* said that *Anything But Typical* “shows that the distinction between ‘normal’ and ‘not normal’ is whisper-thin but easily amplified to create the chasm between ‘different’ and ‘defective’.”

#### QUICK GUIDE

As you read *Anything But Typical*, keep the following literary elements in mind:

- **IRONY** occurs when there is an incongruity between one idea and another, often creating a kind of humor—as when someone makes a speech about the evils of hunger while enjoying a good meal.
- **CHARACTERIZATION** is the way or ways in which a writer reveals information about a character. In **direct characterization**, a writer makes direct statements about a character’s appearance, personality, and actions. In **indirect characterization**, a writer suggests information about a character through what the character says and does or what other characters say about him or her.
- **SYMBOL** is a literary device in which an object or image stands for a deeper concept.

- **CONFLICT** is a struggle between opposing forces in a narrative. External conflict occurs between characters or between a character and a larger force, such as nature or society. Internal conflict occurs within a character who faces opposing ideas, feelings, or choices.
  - **STORY WITHIN A STORY** is a fiction technique in which stories are told or read by characters of a novel or story; these stories help to illuminate the main plot.
- 

## VOCABULARY

1. **neurotypical** *adj.* not on the autism spectrum
2. **confluence** *n.* coming together, flowing together
3. **validate** *v.* demonstrate or prove that something is true
4. **typical** *adj.* having the usual qualities of a kind of person or thing
5. **self-sufficient** *adj.* needing no outside help in satisfying one's basic needs
6. **adjudicate** *v.* make a judgment or a decision about a problem or dispute
7. **schwa** *n.* neutral vowel sound, as in the sound of a in the word alone or the e in father
8. **abstract** *adj.* existing as an idea but having no physical existence
9. **chromosome** *n.* a threadlike structure in the nucleus of living cells which contains genes
10. **gene** *n.* a unit of heredity, passed on from parent to offspring, which can determine a characteristic or characteristics in the offspring
11. **fontanel** *n.* a soft area in the skull of an infant, where the bones have not yet fully formed
12. **diphthong** *n.* two vowel sounds joined together in one syllable, as in the words boy or howl.
13. **careen** *v.* to go forward quickly in an uncontrolled fashion; hurtle
14. **halogen** *n.* special light bulb that glows white
15. **lexicon** *n.* vocabulary
16. **probation** *n.* trial period
17. **appendectomy** *n.* operation to remove the appendix
18. **incident** *n.* event, occurrence
19. **placate** *n.* make (someone) less angry
20. **mezzanine** *n.* a low story between two others in a building, usually between the ground floor and the second floor

## CHAPTERS 1–10

### Discussion Questions

1. How does Jason appear to other people, and how is this different from how he feels inside?
  2. What do you think Jason means when he says there is only one kind of plot: “Stuff happens”?
  3. When Aaron Miller helps Jason get the computer he wants in the library, how does the scene serve as **indirect characterization** of Aaron?
  4. What does Jason’s **story within a story** about a man with a tumor in his throat tell you about his feelings?
  5. Why does Jason find it easy to be with his brother Jeremy?
  6. In chapters 4 and 5, Jason talks about learning what a lie is, and how he doesn’t understand why people don’t always say what they mean. How is this an **irony**, given Jason’s problems with communication?
  7. What does PhoenixBird’s **story within a story** hint about her feelings?
  8. When Jason’s mother is leaving for the parents’ date night and she begins to cry because she feels that Jason doesn’t love her, what is the **irony** in the situation?
  9. When Jason breaks the potter’s wheel, and the other kids throw clay around the room, why does everyone assume he threw the clay?
  10. Why doesn’t Jason like art class?
- WRITING ACTIVITY Jason compares his strange behavior with the strange (but neurotypical) behavior of other children in his kindergarten. Given that all little kids do odd things, why might it be tougher for Jason to deal with?

---

 CHAPTERS 11-20
**Discussion Questions**

1. When Jason kicks Seth, do you think it is justified? Why or why not?
2. How is Bennu's dwarfism a **symbol** for Jason's situation?
3. Why does Jason name the dwarf Bennu?
4. Why does Jason find his father easier to be with than his mother?
5. In chapter 15, what lesson does Jason want to teach Jeremy, when Jeremy is crying because he can't have the plate with the dividers?
6. How does the story about how Jason adopted the dog Lester serve as **indirect characterization** of Jason?
7. Why is language arts Jason's favorite class?
8. Why does Jason choose his father to go to Dallas with him? Why does it upset his mother?
9. Why is Jason upset when he learns that Rebecca is going to the Storyboard convention?
10. Why do you think Jason can't tell his parents why he doesn't want to go to the convention anymore?

WRITING ACTIVITY Can you have a real friendship with someone who doesn't fully know who you are?

---

 CHAPTERS 21-32
**Discussion Questions**

1. What is the **irony** in the fact that a public announcement is made that Jason has won a competition to go to the Storyboard convention?
2. When Aaron suggests that in the **story within a story** about Bennu, Bennu might not recognize himself in the mirror after being cured, what does this imply?
3. Why does Jason imagine Rebecca having a purplish stain on her face when he daydreams about the convention?
4. How does Jason help his mother when they arrive in Dallas?
5. When Jason meets Rebecca and can't even look at her, how is this an example of **internal conflict**?
6. Why does Jason stop wanting to write after he first meets Rebecca?
7. Why does the instructor say that the most important part of the body for a writer is the bottom?
8. What is the main thing Jason learns in the Turning Facts into Fiction class?
9. Why is it important to Jason that he sees Hamilton as a dwarf?
10. What are the main things Jason achieves at the convention in Dallas?

WRITING ACTIVITY Write the scene where Jason and Rebecca first meet from Rebecca's point of view.

---

 PULLING IT ALL TOGETHER

WRITING In *Anything But Typical*, Jason's problems help him to understand other people, and to be brave. Do you think having serious problems helps you to grow as a person? How?

PANEL DISCUSSION Jason's mother complains that Jason is judged as having a disability, but the kids who bully him are not. Are there "normal" behaviors that you think should be labeled as disabilities? Is someone with an official "disability" always less able?

---

 SENSITIVE ISSUES

Some students may be disturbed by the novel's depiction of bullying, as well as the dismissive attitude some of Jason's teachers display towards him.

\*May customize the test to suit your needs by modifying questions and answer spaces as necessary.

Name:

Date:

**TRADE BOOK TEST**

## Anything but Typical

Nora Raleigh Baskin

### A. Thinking About *The Anything But Typical*

Choose the best answer.

- Where is the Storyboard convention held?  
 a. Dallas  
 b. Connecticut  
 c. New Haven  
 d. on-line
- What is the name of the dwarf in Jason's story?  
 a. PhoenixBird  
 b. Bennu  
 c. Aaron  
 d. Hamilton
- Who does Jason kick?  
 a. his friend Aaron  
 b. his art teacher  
 c. his cousin Seth  
 d. the librarian
- Jane was Jason's...  
 a. babysitter.  
 b. friend from Storyboard.  
 c. cousin.  
 d. one-to-one.
- Jason's mother's weakness is that she...  
 a. loses her temper.  
 b. gets lost easily.  
 c. is afraid of airplanes.  
 d. is allergic to dogs.
- Rebecca smells like...  
 a. strawberries.  
 b. fresh-cut grass.  
 c. cologne.  
 d. dogs.
- Jason daydreams that Rebecca will be...  
 a. autistic.  
 b. a boy.  
 c. a dwarf.  
 d. blind.

Name:	Date:
-------	-------

8. Hamilton says the most important part of the body for a writer is...
- a. the heart.
- b. the brain.
- c. the stomach.
- d. the bottom.
9. Jason's favorite class is...
- a. art.
- b. math.
- c. language arts.
- d. PE.
10. At the end, what does Rebecca turn out to want?
- a. to be Jason's girlfriend
- b. to exchange stories with Jason
- c. to be a cheerleader
- d. to become autistic

**B. Recognizing Literary Elements and Techniques**

Answer each question below with the best term from the following list:  
*irony, motif, symbol, foreshadowing, mood.*

11. The story of Bennu is an example of which literary element?
- \_\_\_\_\_
12. When Jason makes a character in his story a dwarf to represent his feelings about autism, this is an instance of which literary element?
- \_\_\_\_\_
13. What literary element is represented by the comparisons between what Jason's mother and Jason's father can and can't do?
- \_\_\_\_\_
14. Jason's story about the man who is so afraid of dying that he makes a suit to protect him from everything, only to suffocate in the suit is an example of what literary element?
- \_\_\_\_\_
15. When Jason is being treated rudely by Seth and then kicks him, it is a result of which literary element?
- \_\_\_\_\_

Name:	Date:
-------	-------

**C. Essay Questions**

Write your answers in the space provided. Continue on another page if necessary.

16. Write a brief essay about how Jason uses Bennu’s story to express his feelings about himself. Draw examples from the text to support your assertions.
- 

17. Discuss the idea in *Anything But Typical* that being “deficient” may make you more aware of the feelings of others. Support your assertions with examples from the text.
- 

18. **Satire** Hamilton says, “Our stories, our fiction, our words will be as close to truth as can be. And no one can take that away from you.” Write an essay explaining what this means. Do you believe it’s true?
-