|  |  |
| --- | --- |
| **Collection #1: Facing Fear****Collection 1 Academic Vocabulary:** evident, factor, indicate, similar, and specific**Aligned Novel Choice:** *The Miracle Worker* by William Gibson | **Essential Question:** Why is it important to face our fears?**Collection Performance Tasks:** **A** Write a Short Story LAFS.6.W.1.3 a–e, LAFS.6.W.2.4, LAFS.6.W.2.5 **AND/OR****B** Write an Expository Essay LAFS.6.W.1.2 a–e, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.8 |
| **Collection Description:** In this collection, students will explore how people experience fear and how fear affects the brain and the body. |
| **Necessary Tasks:** |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| ***ANCHOR TEXT:* SHORT STORY** “The Ravine” by Graham Salisbury**CLOSE READER:SHORT STORY**“The Jumping Tree”by Rene Saldana Jr. | Describe Stories: Character and Setting LAFS.6.RL.1.3Make Inferences LAFS.6.RL.1.1 | **STRATEGY:**Using Context CluesLAFS.6.L.3.4a, LAFS.6.L.3.4 c, LAFS.6.L.3.4d, LAFS.6.L.3.6**CRITICAL VOCABULARY:**gnarly, rivulet, cascade, precipice | Recognize Variations from Standard English LAFS.6.L.1.1 | Writing Activity: Essay LAFS.6.W.1.2a-f, LAFS.6.W.3.9a |
| **SHORT STORY** “Fine?”by Margaret Peterson Haddix | Describe Stories: Plot and Suspense LAFS.6.RL.1.3, LAFS.6.RL.2.5Explain Point of View LAFS.6.RL.2.6 | **STRATEGY:**Greek Roots LAFS.6.L.3.4, LAFS.6.L.3.4b, LAFS.6.L.3.6**CRITICAL VOCABULARY:**technician, reminisce, emphatic, conscientious | Commas and Dashes LAFS.6.L.1.2a | Writing Activity: Narrative LAFS.6.W.1.3a-e |
| **POEM**“Life Doesn’t Frighten Me”by Maya Angelou | Analyze Structure LAFS.6.RL.2.4, LAFS.6.RL.2.4, LAFS.6.RL.2.6 | none |  none | Speaking Activity: Oral Reading LAFS.6.SL.2.4, LAFS.6.SL.2.6 |
| ***ANCHOR TEXT:*ONLINE ARTICLE**“Fears and Phobias”by kidshealth.org**CLOSE READER:****MAGAZINE ARTICLE**“Face Your Fears: Choking Under Pressure Is Every Athlete’s Worst Nightmare”by Dana Hudepohl | Cite Evidence LAFS.6.RI.1.1Analyze Structure LAFS.6.RI.2.5 | **STRATEGY:**Prefixes That Mean “Not”**CRITICAL VOCABULARY:**activate, trigger, turbulence, immaturity | Subjective and Objective PronounsLAFS.6.L.1.1a | Writing Activity: Summary LAFS.6.W.1.2a-f, LAFS.6.W.2.4 |
| **INFORMATIONAL TEXT**“In the Spotlight”from *Stuff That Scares Your Pants Off!* by Glenn Murphy**CLOSE READER:****MAGAZINE ARTICLE**“Face Your Fears and Scare the Phobias Out of Your Brain”by Jason Koebler | Determine Central Ideas LAFS.6.RI.1.2, LAFS.6.RI.1.3Determine DetailsLAFS.6.RI.1.2, LAFS.6.RI.1.3 | **STRATEGY:**Suffixes That Form NounsLAFS.6.L.3.4a-d, LAFS.6.L.3.6**CRITICAL VOCABULARY:**ambush, aggression, confidence, distract | Possessive Pronouns LAFS.6.L.1.1a | Writing Activity: Letter LAFS.6.LAFS.6.W.3.9b |
| **MEDIA ANALYSIS: ONLINE SCIENCE EXHIBIT**“Wired for Fear”by The California Science Center | Interpret Information LAFS.6.RI.2.4, LAFS.6.SL.1.2 | none | none | Media Activity: Podcast LAFS.6.W.2.6, LAFS.6.SL.1.2, LAFS.6.SL.2.5 |
| **Additional Social Studies/Health Standards:** **HE.6.B.4.2** Practice refusal skills and negotiation skills to reduce health risks Examples: Assertiveness, compromising, and use of “I” messages |
| **Supplemental Tasks:** See pages 2b – 2c in the Teacher’s Edition |

|  |  |
| --- | --- |
| **Collection #2: Animal Intelligence****Collection 2 Academic Vocabulary:** benefit, distinct, environment, illustrate, respond**Aligned Novel Choices:** *Dogsong* by Gary Paulsen or *Bearstone* by Will Hobbs | **Essential Question:** How is intelligence defined among different species?**Collection Performance Task:** **A** Write a Literary Analysis LAFS.6.W.1.2a–f, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.9a, LAFS.6.W.4.10 **AND/OR****B** Write an Expository Essay LAFS.6.W.1.2a–f, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.7, LAFS.6.W.3.8, LAFS.6.W.3.9b, LAFS.6.W.4.10  |
| **Collection Description:** In this collection, students will explore various perspectives on the intelligence of animals. |
| **Necessary Tasks:** |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| ***ANCHOR TEXT:* SHORT STORY**“The Mixer” by P. G. Wodehouse**CLOSE READER: SHORT STORY**“The Pod”By Maureen Crane Wartski | Describe Characters’ Responses LAFS.6.RL.1.3Explain Point of View LAFS.6.RL.2.6 | **STRATEGY:**Greek Suffix *-ize* LAFS.6.L.3.4a-d, LAFS.6.L.3.6**CRITICAL VOCABULARY:**surfeit, criticize, amiable, wallop, mope, morbid | Intensive Pronouns LAFS.6.L.1.1b | Writing Activity: Essay LAFS.6.W.1.2a-f |
| **SPEECH**“Tribute to the Dog”by George Graham Vest | Trace and Evaluate an Argument LAFS.6.RI.2.5, LAFS.6.RI.3.8Analyze the Meanings of Words and Phrases LAFS.6.RI.2.4 | **STRATEGY:**Using a Print or Digital Dictionary LAFS.6.L.3.4, LAFS.6.L.3.6**CRITICAL VOCABULARY:**malice, treacherous, prosperity, embrace | Relative Pronouns *who* and *whom* LAFS.6.L.1.1a | Speaking Activity: Discussion LAFS.6.SL.1.1a, LAFS.6.SL.2.4 |
| **POEM**“Animal Wisdom”by Nancy Wood**POEM**“The Last Wolf”by Mary TallMountain | Determine the Meaning of Words and Phrases LAFS.6.RL.1.1, LAFS.6.RL.2.4 | none |  none | Writing Activity: Essay LAFS.6.W.1.2a-f, LAFS.6.W.4, LAFS.6.W.3.9a |
| ***ANCHOR TEXT:* SCIENCE WRITING**from *How Smart Are Animals?*by Dorothy Hinshaw Patent**CLOSE READER: INFORMATIONAL TEXT**“Can Animals Feel and Think?”By DeShawn Jones | Summarize Text LAFS.6.RI.1.2Determine Author’s Purpose LAFS.6.RI.2.6 | **STRATEGY:**Verify Word MeaningLAFS.6.L.3.4a, LAFS.6.L.3.4c, LAFS.6.L.3.4d**CRITICAL VOCABULARY:**evolve, attribute, phenomenon, inconsistency, complexity, aptitude | Pronoun Number LAFS.6.L.1.1c | Writing Activity: EssayLAFS.6.W.1.2, LAFS.6.W.3.9 |
| **INFORMATIONAL TEXT**from *Animal Snoops: The Wondrous World of Wildlife Spies*by Peter Christie**CLOSE READER: SCIENCE WRITING**“Bats!”By Mary Kay Carson | Analyze Text: Anecdote LAFS.6.RI.1.3Integrate Information LAFS.6.RI.2.5, LAFS.6.RI.3.7 | **STRATEGY:**Synonyms LAFS.6.L.3.4c, LAFS.6.L.3.5, LAFS.6.L.3.6**CRITICAL VOCABULARY:**eavesdrop, foil, predator, stake, intercept, plummet | CapitalizationLAFS.6.L.1.2 | Media Activity: Presentation LAFS.6.W.1.2, LAFS.6.W.2.6, LAFS.6.W.3.7, LAFS.6.SL.2.5 |
| **Additional Social Studies/Health Standards:** **HE.6.C.2.5** Examine how media influences peer and community health behaviors Examples: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety |
| **Supplemental Tasks:** See pages 72b – 72e in the Teacher’s Edition |

|  |  |
| --- | --- |
| **Collection #3: Dealing with Disaster****Collection 3 Academic Vocabulary:** circumstance, constraint, impact, injure, significant**Aligned Novel Choice:** *Life As We Knew It* by Susan Beth Pfeffer | **Essential Question:** What does it mean to be a survivor?**Collection Performance Task:** **A** Create a Multimedia Presentation LAFS.6.W.3.8, LAFS.6.SL.2.4, LAFS.6.SL.2.5, LAFS.6.SL.2.6 **AND/OR****B** Write Narrative Nonfiction LAFS.6.W.1.3a-e, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.2.6 |
| **Collection Description:** In this collection, students will discover how people react in the face of disaster. |
| **Necessary Tasks:** |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| ***ANCHOR TEXT:* INFORMATIONAL TEXT** “Mammoth Shakes and Monster Waves, Destruction in 12 Countries”by Brenda Z. Guiberson**CLOSE READER:BOOK REVIEW**“Moby-Duck”by David Holahan | Analyze Structure: Cause and Effect LAFS.6.RI.2.5, LAFS.6.RI.3.7Determine Meanings of Words and Phrases LAFS.6.RI.2.4 | **STRATEGY:**Greek Affixes LAFS.6.L.3.4a, LAFS.6.3.44b, LAFS.6.L.3.6**CRITICAL VOCABULARY:**rupture, gauge, traumatize, antibiotic, degradation, magnitude | Shifts in Pronoun Person LAFS.6.L.1.1c | Speaking Activity: Discussion LAFS.6.SL.1.1a–d, LAFS.6.SL.2.5 |
| **COMPARE TEXTS** **POEM***from* “After the Hurricane” by Rita Williams-Garcia | Analyze Structure LAFS.6.RL.2.5 | none | none |  |
| **POEM**“Watcher: After Katrina, 2005”by Natasha D. Trethewey | Analyze Structure LAFS.6.RL.2.5 | none | none |  |
| **Compare Texts** | Determine Meanings of Words and Phrases LAFS.6.RL.2.4Compare and Contrast Poetic Forms LAFS.6.RL.3.9 | n/a | n/a | Writing Activity: Poem LAFS.6.W.1.3d |
| **SHORT STORY**“The Banana Tree”by James Berry**CLOSE READER:SHORT STORY**There Will Come Soft Rains”by Ray Bradbury | Determine Meanings: Figurative Language LAFS.6.RL.2.4Determine Meanings: Dialect LAFS.6.RL.2.4 | **STRATEGY:**Use Context Clues LAFS.6.L.3.4a-d, LAFS.6.L.3.6**CRITICAL VOCABULARY:**repress, mock, grimace, venture, bore | Capitalization LAFS.6.L.1.2 | Writing Activity: Description LAFS.6.W.1.3d |
| ***ANCHOR TEXT* :** **HISTORY WRITING**from *A Night to Remember*by Walter Lord**CLOSE READER:NEWSPAPER ARTICLE**“On the Titanic, Defined by What They Wore”by Guy Trebay**DIAGRAM**“The Discovery of the Titanic” | Analyze Text: Narrative Nonfiction LAFS.6.RI.1.3Analyze the Meanings of Words and Phrases LAFS.6.RI.2.4 | **STRATEGY:**Specialized VocabularyLAFS.6.L.3.4a, LAFS.6.L.3.4c, LAFS.6.L.3.4d, LAFS.6.L.3.6**CRITICAL VOCABULARY:**knot, indulge, shudder, jar, ominous | Consistency in Style and Tone LAFS.6.L.2.3b | Writing Activity: Research LAFS.6.W.3.7 |
| **MEDIA ANALYSIS:** **DOCUMENTARY**from *Titanic at 100: Mystery Solved*by James Cameron | Interpret Diverse Media LAFS.6.RI.3.7, LAFS.6.SL.1.2Integrate Information LAFS.6.RI.3.7, LAFS.6.SL.1.2 | none | none | Media Activity: Multimedia PresentationLAFS.6.RI.3.7, LAFS.6.W.2.4, LAFS.6.SL.1.2, LAFS.6.SL.2.5 |
| **Additional Social Studies/Health Standards:** **HE.6.B.3.3** Investigate a variety of technologies to gather health information Examples: thermometer, television, Internet, audio books, and technology tools |
| **Supplemental Tasks:** See pages 138b – 138e in the Teacher’s Edition |

|  |  |
| --- | --- |
| **Collection #4: Making Your Voice Heard****Collection 4 Academic Vocabulary:** appropriate, authority, consequence, justify, legal**Aligned Novel Choices:** *Bat 6* by Virginia Wolff or *The Color of My Words* by Lynn Joseph | **Essential Question:** How crucial is self-expression in dealing with life’s experiences?**Collection Performance Task:** Present an Argument in a Speech LAFS.6.W.1.1a–e, LAFS.6.W.2.5, LAFS.6.W.2.6, LAFS.6.W.3.8, LAFS.6.W.4.10, LAFS.6.SL.2.4 |
| **Collection Description:** In this collection, students will explore the many ways people express their ideas – and themselves |
| **Necessary Tasks:** |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| **SHORT STORY**“My Wonder Horse” by Sabine R. Ulibarrí | Determine Theme LAFS.6.RL.1.2Describe Stories: Conflict LAFS.6.RL.1.3, LAFS.6.RL.2.5 | **STRATEGY:**Interpret Figures of Speech in ContextLAFS.6.L.3.4a, LAFS.6.L.3.4d, LAFS.6.L.3.5a, LAFS.6.L.3.6**CRITICAL VOCABULARY:**lethargy, vigil, mandate, recoil, indignity, indomitable | Improving Expression LAFS.6.L.1.1a | Writing Activity: Essay LAFS.6.W.1.2, LAFS.6.W.3.7 |
| ***COMPARE ANCHOR TEXTS:*****EDITORIAL**“Wild Animals Aren’t Pets”by USA TODAY | Trace and Evaluate an Argument LAFS.6.RI.3.8 |  |  |  |
| **COMMENTARY**“Let People Own Exotic Animals”by Zuzana Kukol**CLOSE READER:INFORMATIONAL TEXT**“Views On Zoos” | Analyze the Meaning of Words and Phrases LAFS.6.RI.1.1, LAFS.6.RI.2.4 |  |  |  |
| ***COMPARE ANCHOR TEXTS*** | Compare and Contrast: Arguments LAFS.6.RI.3.8, LAFS.6.RI.3.9 | **STRATEGY:**Part-to-Whole Analogies LAFS.6.L.3.4a, LAFS.6.L.3.5b, LAFS.6.L.3.6**CRITICAL VOCABULARY:**exotic, dictate, menagerie, regulate  | Spell Words Correctly LAFS.6.L.1.2b | Writing Activity: Essay LAFS.6.W.1.1a–b, LAFS.6.W.3.7 |
| **SHORT STORY**“Eleven”by Sandra Cisneros**CLOSE READER:SHORT STORY**“What Do Fish Have To Do With Anything?”by Avi  | Analyze Word Choice and Tone LAFS.6.RL.2.4Describe Characters’ Responses LAFS.6.RL.1.3 | **STRATEGY:**Denotations and Connotations LAFS.6.L.3.4c, LAFS.6.L.3.5c, LAFS.6.L.3.6**CRITICAL VOCABULARY:**rattle, raggedy, alley, invisible | Punctuating Dialogue LAFS.6.L.1.2 | Speaking Activity: Discussion LAFS.6.SL.1.1a–d |
| **POEMS**“A Voice”by Pat Mora“Words Like Freedom” by Langston Hughes | Determine the Meaning of Figurative Language LAFS.6.RL.2.4Analyze Tone LAFS.6.RL.2.4, LAFS.6.RL.2.6 | none | none | Writing Activity: Poem LAFS.6.W.1.3d |
| **Additional Social Studies/Health Standards:** **HE.6.B.4.3** Demonstrate effective conflict-management and/or resolution strategies Examples: Talk to an adult, anger management, and conflict mediation **HE.6.B.4.4** Compile ways to ask for assistance to enhance the health of self and others Examples: Verbalize, write, and ask others for help |
| **Supplemental Tasks:** See pages 210b – 210e in the Teacher’s Edition |

|  |  |
| --- | --- |
| **Collection #5: Decisions That Matter****Collection 5 Academic Vocabulary:** achieve, individual, instance, outcome, principle**Aligned Novel Choice:** *On My Honor* by Marion Dane Bauer | **Essential Question:** How do our past and present choices affect our future?**Collection Performance Task:** **A** Write a Personal Narrative LAFS.6.W.1.3a–e, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.4.10 **AND/OR****B** Write an Opinion Essay LAFS.6.W.1.1a–e, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.9b, LAFS.6.W.4.10 |
| **Collection Description:** In this collection, students will explore how and why people make certain choices in their lives. |
| **Necessary Tasks:** |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| ***COMPARE ANCHOR TEXTS*****MEMOIR**from *It Worked for Me: In Life and Leadership*by Colin Powell  | Analyze Text: Memoir LAFS.6.RI.1.3 |  |  |  |
| **BIOGRAPHY**from *Colin Powell: Military Leader*by Warren Brown | Analyze Text: Biography LAFS.6.RI.1.3, LAFS.6.RI.2.5 |  |  |  |
| ***COMPARE ANCHOR TEXTS*****CLOSE READER:ESSAY**“Community Hero: Chief Wilma Mankiller”By Susan Abbey**CLOSE READER:AUTOBIOGRAPHY**from *Every Day Is A New Day*by Wilma Mankiller | Analyze Texts: Sources LAFS.6.RI.1.3Compare and Contrast: Memoir and Biography LAFS.6.RI.3.9 | **STRATEGY:**Analogies LAFS.6.L.3.4a, LAFS.6.L.3.5b, LAFS.6.L.3.6**CRITICAL VOCABULARY:**claustrophobic, precarious, prestigious, priority, allure, perseverance | Correct Vague Pronouns LAFS.6.L.1.1d | Speaking Activity: Speech LAFS.6.W.3.9b, LAFS.6.SL.2.4, LAFS.6.SL.2.6 |
| **SHORT STORY**“The First Day of School”by R. V. Cassill | Determine Meanings of Words and Phrases LAFS.6.RL.2.4Describe Stories: Flashback LAFS.6.RL.1.3, LAFS.6.RL.2.5 | **STRATEGY:**Using a ThesaurusLAFS.6.L.3.4a, LAFS.6.L.3.4c, LAFS.6.L.3.6**CRITICAL VOCABULARY:**resentment, lament, stealthily, linger, serene, poised | Varying Sentence Patterns LAFS.6.L.2.3a | Writing Activity: EssayLAFS.6.W.1.2a–b, LAFS.6.W.1.2e–f, LAFS.6.W.3.9, LAFS.6.W.4.10 |
| **POEM**“The Road Not Taken”by Robert Frost | Determine Theme LAFS.6.RL.1.2, LAFS.6.RL.2.4Analyze Structure LAFS.6.RL.2.4, LAFS.6.RL.2.5 |  | none | Speaking Activity: DiscussionLAFS.6.SL.1.1a-b, LAFS.6.SL.1.1d |
| ***ANCHOR TEXT:*POEM**“Paul Revere’s Ride”by Henry Wadsworth Longfellow**CLOSE READER:POEM**“The Light-Ah! The Light”by Joyce Sidman | Analyze Structure LAFS.6.RL.2.5 |  | none | Writing Activity: Analysis LAFS.6.W.1.2a–f, LAFS.6.W.2.4, LAFS.6.W.3.9, LAFS.6.W.4.10Speaking and Listening LAFS.6.RL.3.7, LAFS.6.SL.1.1 |
| **COMPARE MEDIA:** **Covering News Events****NEWS ARTICLE** “On Doomed Flight, Passengers Vowed to Perish Fighting”by Jodi Wilgoren and Edward Wong | Analyze Structure LAFS.6.RI.1.2, LAFS.6.RI.1.3, LAFS.6.RI.2.5, LAFS.6.RI.3.7 |  | none |  |
| **TV NEWSCAST** “Memorial Is Unveiled for Heroes of Flight 93” by CBS News | Interpret Information LAFS.6.SL.1.2 |  | none |  |
| **COMPARE MEDIA** | Integrate Information LAFS.6.RI.3.7, LAFS.6.SL.1.2 |  | n/a | Media Activity: Commentary LAFS.6.W.2.6, LAFS.6.W.3.8, LAFS.6.SL.1.1, LAFS.6.SL.1.2, LAFS.6.SL.2.4, LAFS.6.SL.2.5 |
| **Additional Social Studies/Health Standards:** **HE.6.C.1.2** Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated Examples: Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems HE.6.B.5.1 Investigate health related situations that require the application of a thoughtful decision making process Examples: Peer pressure, exposure to unsupervised firearms, and tobacco use |
| **Supplemental Tasks:** See pages 252b – 252e in the Teacher’s Edition |

|  |  |
| --- | --- |
| **Collection #6: What Tales Tell****Collection 6 Academic Vocabulary:** emphasize, occur, period, relevant, tradition**Aligned Novel Choice:** *Bearstone* by Will Hobbs | **Essential Question:** How can you determine the values of a culture based upon its oral and written collections?**Collection Performance Task A** Write a Literary Analysis LAFS.6.RL.1.1, LAFS.6.W.1.2a–f, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.9a, LAFS.6.W.4.10 **AND/OR****B** Write a Play LAFS.6.RL.3.7, LAFS.6.W.1.3a–e, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.SL.2.6 |
| **Collection Description:** In this collection, students will explore how and why people make certain choices in their lives. |
| **Necessary Tasks:** |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| ***ANCHOR TEXT:*GREEK MYTH**from *Black Ships Before Troy: The Story of the Iliad*by Rosemary Sutcliff**CLOSE READER:MYTH**“Medusa’s Head”by Olivia Coolidge**CLOSE READER:POEM**“Medusa” by Agha Shihid Ali | Describe Stories: Myth LAFS.6.RL.1.3Determine Theme LAFS.6.RL.1.2 | **STRATEGY:**Cause-to-Effect AnalogiesLAFS.6.L.3.4a, LAFS.6.L.3.5b, LAFS.6.L.3.6**CRITICAL VOCABULARY:**weary, summons, conceal, despair, pestilence, brood | Spell Words Correctly LAFS.6.L.1.2b | Writing Activity: Analysis LAFS.6.W.1.2a–b, LAFS.6.W.3.9a, LAFS.6.W.4.10 |
| **POEM**“The Apple of Discord I”by Kate Hovey | Determine the Meanings of Words and Phrases LAFS.6.RL.2.4Compare and Contrast Genres LAFS.6.RL.39 |  | none | Speaking Activity: Speech LAFS.6.SL.2.4, LAFS.6.SL.2.6 |
| **CHINESE FOLK TALE**“Yeh-Shen: A Cinderella Story from China”by Ai-Ling Louie | Describe Stories: Folk Tales LAFS.6.RL.1.3Describe Stories: Foreshadowing LAFS.6.RL.1.3, LAFS.6.RL.2.5 | **STRATEGY:**Using a Glossary LAFS.6.L.3.4a, LAFS.6.L.3.4c, LAFS.6.L.3.6**CRITICAL VOCABULARY:**collapse, banquet, glisten, entrance, undaunted, timid | Spell Words Correctly LAFS.6.L.1.2b | Writing Activity: Narrative LAFS.6.W.1.3a–e |
| ***ANCHOR TEXT:*****DRAMA***The Prince and the Pauper*Novel by Mark Twain, dramatized by Joellen Bland**CLOSE READER:****COMPARING VERSIONS***The Prince and the Pauper***EXCERPT FROM NOVEL**by Mark Twain**DRAMA**by Joellen Bland**GRPHIC STORY**from Marvel Comics | Describe Drama LAFS.6.RL.1.3, LAFS.6.RL.2.5 |  | none | Speaking Activity: Dramatic ReadingLAFS.6.RL.3.7, LAFS.6.SL.1.1, LAFS.6.SL.2.4, LAFS.6.SL.2.6 |
| **ESSAY**“The Role of Myths in Ancient Greece” from *Greek Mythology*by Simone Payment | Analyze Structure LAFS.6.RI.2.5Cite Evidence LAFS.6.RI.1.1 | **STRATEGY:**Latin RootsLAFS.6.L.3.4a-b,LAFS.6.L.3.6**CRITICAL VOCABULARY:**revolutionary, dialect, immortal, monumental, isolate | Parentheses LAFS.6.L.1.2a | Speaking Activity: Discussion LAFS.6.SL.1.1a–d |
| **Additional Social Studies/Health Standards:****SS.6.C.2.1** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.**HE.6.B.4.1** Determine strategies to improve effective verbal and nonverbal communication skills to enhance health Examples: Role playing, short stories, and open-ended scenarios |
| **Supplemental Tasks:** See pages 312b – 312e in the Teacher’s Edition |