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| **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.1.3  Make Inferences LAFS.6.RL.1.1 | **STRATEGY:**  Using Context Clues  LAFS.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.2.5  Explain 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.1.1  Analyze Structure LAFS.6.RI.2.5 | **STRATEGY:**  Prefixes That Mean “Not”  **CRITICAL VOCABULARY:**  activate, trigger, turbulence, immaturity | | Subjective and Objective Pronouns  LAFS.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.1.3  Determine Details  LAFS.6.RI.1.2, LAFS.6.RI.1.3 | **STRATEGY:**  Suffixes That Form Nouns  LAFS.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 | | | | | |

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| **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.1.3  Explain 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.3.8  Analyze 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.1.2  Determine Author’s Purpose  LAFS.6.RI.2.6 | **STRATEGY:**  Verify Word Meaning  LAFS.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:  Essay  LAFS.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.1.3  Integrate 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 | | Capitalization  LAFS.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 | | | | | |

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| **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.3.7  Determine 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.2.4  Compare 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.2.4  Determine 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.1.3  Analyze the Meanings of Words and Phrases  LAFS.6.RI.2.4 | **STRATEGY:**  Specialized Vocabulary  LAFS.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.1.2  Integrate Information  LAFS.6.RI.3.7, LAFS.6.SL.1.2 | none | | none | Media Activity:  Multimedia Presentation  LAFS.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 | | | | | |

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| **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.1.2  Describe Stories: Conflict  LAFS.6.RL.1.3, LAFS.6.RL.2.5 | **STRATEGY:**  Interpret Figures of Speech in Context  LAFS.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.2.4  Describe 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.2.4  Analyze 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 | | | | | |

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| **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.1.3  Compare 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.2.4  Describe Stories: Flashback  LAFS.6.RL.1.3, LAFS.6.RL.2.5 | **STRATEGY:**  Using a Thesaurus  LAFS.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:  Essay  LAFS.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.2.4  Analyze Structure  LAFS.6.RL.2.4, LAFS.6.RL.2.5 |  | | none | Speaking Activity:  Discussion  LAFS.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.4.10  Speaking 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 | | | | | |

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| **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.1.3  Determine Theme  LAFS.6.RL.1.2 | **STRATEGY:**  Cause-to-Effect Analogies  LAFS.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.2.4  Compare 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.1.3  Describe 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 Reading  LAFS.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.2.5  Cite Evidence  LAFS.6.RI.1.1 | **STRATEGY:**  Latin Roots  LAFS.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 | | | | | |