Module 1-Week 1 & 2 (COLLECTION 5)
"Decisions That Matter"

Week Overview:
ANCHOR TEXT: "Paul Revere's Ride" (Narrative poem) TE p. 285
SUPPORTING TEXT: "The Road Not Taken" (poem) TE p. 281
Note: Suggested Week 1 as introduction

SUPPORTING TEXT: "The First Day of School" (Short Story) TE pg. 271
Note: The Supporting text is optional, but the Vocabulary Strategy and Language
Conventions listed below are required to teach

- Vocabulary Strategy: Using a Thesaurus p.279
- Language Convention: Varying Sentence Patterns p. 280

CLOSE READER SELECTION: "The Light-Ah! The Light" (poem) TE p. 292c
Note: Suggested Week 1
PERFORMANCE TASK A: Write a Personal Narrative pp. 303-306

Lesson Details:
ANCHOR TEXT: "Paul Revere's Ride" (Narrative poem) TE p. 285, 45 minutes
See Documents and Online Links #1, 2, 4, 5, 7, 8

Teach:
- Analyze Structure:
  - Narrative Poetry TE p. 285 (RL.6.1, RL.6.5) See Documents and Online Links #7, 8
  - Cite text TE pp. 286, 287 (RL.6.1, RL.6.5)
  - Climax and foreshadowing TE p. 289 (RL.6.1, RL.6.3, RL.6.5) See Documents and Online Links #9, #10
  - Rhyme TE p. 289 (RL.6.1, RL.6.3, RL.6.5) See Documents and Online Links #11, 12
  - Elements of Plot TE p. 290 (RL.6.3, RL.6.5) See Documents and Online Links #13 - 16
  - Elements of a Narrative TE p. 291 (RL.6.5)
- Analyze Meaning: Mood TE p. 286 (RL.6.1, RL.6.4)
- Describe Stories: Plot TE p. 287 (RL.6.1, RL.6.3)
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|      | **Compare and Contrast: Stories and Poems TE p. 288** (RL.6.1, RL.6.9)  
See Documents and Online Links #13 - 18 | # 18 - Level Up Tutorial Worksheet - Elements of Poetry |
|      | **Practice & Apply:** | # 19 - The Road Not Taken - Read Aloud Video |
|      | ● Analyze the Text TE p. 292 (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5)  
See Documents and Online Links #2 | # 20 - Road Not Taken - Read Aloud Powerpoint |
|      | ● Speaking and Listening TE p. 292 (RL.6.7, SL.6.1) | # 21 - The Road Not Taken Collaborative Guide |
|      | **Selection-Based Performance Task:** | # 22 - Deepening Text Analysis Through Student Talk (Teacher Video) |
|      | ● Writing Activity: TE p. 292 (W.6.2a-f, W.6.4, W.6.9, W.6.10) | # 23 - Thesaurus Activity 1 |
|      | **SUPPORTING TEXT:** "The Road Not Taken" TE p. 281, 45 minutes  
See Documents and Online Links #3, 6, 11, 12, 17, 18, 19 | # 24 - Thesaurus Activity 2 |
|      | **Teach:** | # 25 - Thesaurus Activity 3 |
|      | ● Analyze Structure:  
  ○ Rhyme TE p. 281 (RL.6.1, RL.6.4, RL.6.5)  
See Documents and Online Links #11, 12 | # 26 - Poetry Jigsaw Vocabulary Activity Cards |
|      |  ○ Meter TE p. 282 (RL.6.4, RL.6.5) | # 27 - Poetry Jigsaw Vocabulary Answers |
|      |  ○ Rhyme and Meter (rhyme scheme) TE p. 283 (RL.6.4, RL.6.5) | # 28 - Level Up Tutorial Instructions |
|      | ● Determine Theme TE pp. 282 (symbol), 283 (RL.6.2, RL.6.4) | # 29 - Level Up Tutorial Powerpoint |
|      | **Practice & Apply:** | # 30 - Level Up Tutorial List By Category |
|      | ● Analyzing the Text TE p. 284 (RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10)  
See Documents and Online Links #3 | # 31 - Level Up Tutorial List Alphabetically |
|      | **Selection-Based Performance Task:** | **SUPPORTING TEXT:** "The First Day of School" (Short Story) TE pg. 271 |
|      | ● Speaking Activity: Discussion TE p. 284 (SL.6.1a, SL.6.1b, SL.6.1d) | **Teach:** |
### Module 1-Week 3 & 4 (Collection 5)

**Week Overview:**
- **ANCHOR TEXT:** "from It Worked for Me": In Life and Leadership (Memoir) TE p. 253; AND "Military Leader" (Biography) TE p. 260
- **SUPPORTING TEXTS:** None
- **CLOSE READER SELECTION:** “Community Hero: Chief Wilma Mankiller” (Biography) TE p. 270c; “from Every Day is a New Day” (Autobiography) TE p. 270e

**PERFORMANCE TASK A:** Write a Personal Narrative pp. 303-306

### Lesson Details:

- **ANCHOR TEXT:** "from It Worked for Me": In Life and Leadership (Memoir) TE p. 253
- See Documents and Online Links #1, 3, 5, 8, 15, 16

**Teach:**
- Analyze Text: Memoir
  - First-person point of view TE p. 253 (RI.6.1, RI.6.3)
  - Memoir TE pp. 254-259 (RI.6.1, RI.6.2, RI.6.3)

**Practice & Apply:**
- Analyze Text: Memoir (elements) TE p. 259 (RI.6.3)
- Analysing the Text TE p. 259 (RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.10) See Documents and Online Links #5

**Selection-Based Performance Task:**

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**Documents and Online Links**

# 1 - From It Worked for Me: In Life and Leadership Collaborative Guide
# 2 - From Colin Powell Military Leader Guided Reader
# 3 - From It Worked for Me In Life and Leadership Guided Reader.
# 4 - Analyzing the Text Questions worksheet Wk 3-4-Colin Powell
# 5 - Analyzing the Text Questions worksheet Wk 3-4-from It Worked For Me
# 6 - Analyzing the Text Questions worksheet Wk 3-4-Both Texts.
# 7 - Critical Vocab Questions worksheet Wk 3-4-Both Texts.
# 8 - Decisions That Matter-HRW FYI articles
# 9 - Vague Pronouns worksheet
# 10 - Faulty Pronoun worksheet
# 11 - Level Up Tutorial- Primary and Secondary Sources
# 12 - Level Up Tutorial Worksheet - Primary and Secondary Sources
# 13 - Vague Pronouns video lesson PPT
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<td># 14 - Vague Pronoun video worksheet</td>
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<td># 15 - Colin Powell Mini Biography Video Link</td>
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<td># 16 - Colin Powell Powerpoint Slide Video Link</td>
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<td># 17 - From Colin Powell: Military Leader Collaborative Guide</td>
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<td># 18 - Level Up Tutorial: First Person Point of View</td>
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<td># 19 - Level Up Tutorial Worksheet: First Person Point of View</td>
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<td># 20 - Vocabulary Strategies: Analogies Powerpoint</td>
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- **Speaking Activity: Speech TE p. 268 (W.6.9b, SL.6.5, SL.6.6)**

**ANCHOR TEXT:** "from Colin Powell: Military Leader"(Biography) TE p. 260
See Documents and Online Links #2, 4, 8, 15, 16, 17

**Teach:**

- **Analyze Text: Biography**
  - Biography TE pp. 260, 262, 263, 264 (RI.6.1, RI.6.3)
  - Chronological order and sequence TE pp. 261, 266 (RI.6.3, RI.6.5)
- **Primary and Secondary Sources, TE pp. 264, 267 (RI.6.1, RI.6.3, RI.6.5)** See Documents and Online Links #11, # 12
- **Compare and Contrast: Biography and Memoir TE pp. 263, 265 (RI.6.1, RI.6.9)**

**Practice & Apply:**

- **Analyzing the Text TE p. 266 (RI.6.3, RI.6.5)** See Documents and Online Links #4
- **Analyzing the Text TE p. 268 [both selections] (RI.6.3, RI.6.6, RI.6.7, RI.6.9)** See Documents and Online Links #6
- **Critical Vocabulary TE p. 269 [both selections] (L.6.4a, L.6.5b, L.6.6)** See Documents and Online Links #7
- **Vocabulary Strategy: Analogies [item-to-category ] TE p. 269 (L.6.5b)**
- **Language Conventions: Correct Vague Pronouns TE p. 270 (L.6.1d)** See Documents and Online Links #9, #10, #13, #14

**Selection-Based Performance Task:**

- **Speaking Activity: Speech TE p. 268 (W.6.9b, SL.6.4, SL.6.6)**
**PERFORMANCE TASK A: Write a Personal Narrative TE p. 303-306** (W.6.3a-e, W.6.4, W.6.5, W.6.10)

- **Note:** Begin Performance Task in Week 4 after completing the selections of "from It Worked for Me": A Life and Leadership (Memoir) and "Military Leader" (Biography). Continue PT writing into Week 5

**Plan:**

- **Establish the Situation:**
  - Consider how the decision or experience is important to you. Is it important now, or was it important in the past?
  - Determine whether you have a story to tell about your decision and experience.
  - Identify the feelings you have about the decision or experience.
  - Think about how your decision changed your feelings or ideas.
  - Specify the most important thing you want the reader to know about your decision.

- **Organize Your Ideas**
  - **Brainstorm Details**
  - **Consider Your Purpose and Audience**

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**Module 1-Week 6 (Collection 5)-Reteach/Assess**  
(Week 6, 1 Week)

**ADMINISTER:** Common Assessment #1 (Collection 5)

- **Note:** Suggested to administer CA #1 on Monday-Tuesday.

Choose 3 days of lessons from the following choices based on student needs:

**Reteach:**
### Module 2-Week 1 (Collection 2)

#### Module 2-Week 1 (COLLECTION 2)

**“Animal Intelligence”**

**Week Overview:**
**ANCHOR TEXT:** "How Smart Are Animals?" TE p. 105

- **Note:** Anchor Text is optional but the Language Conventions listed below are required to teach
- **Language Conventions:** Pronoun Number [pronoun must agree with its antecedent] TE p. 116 (L.6.1c)
- **Vocabulary Strategy:** Verifying Word Meaning [context clues and use of a dictionary] TE p. 115 (L.6.4)

**SUPPORTING TEXTS:** "Animal Snoops": The Wondrous World of Wildlife TE pp. 117-124
**SUPPORTING TEXTS:** "Animal Wisdom" (Poem) TE pp. 99-101 and "The Last Wolf" (Poem) TE pp. 102

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**Documents and Online Links**

- # 1 - Animal Wisdom and The Last Wolf Collaborative Guide
- # 2 - Analyzing the Text worksheet Wk. 1-Animal Snoops
- # 3 - Critical Vocabulary worksheet Wk. 1-Animal Snoops
- # 4 - Pronoun agreement worksheet #1
- # 5 - Pronoun agreement worksheet #2
- # 6 - Pronoun agreement worksheet #3
**Unit**

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<td>CLOSE READER SELECTION: None</td>
<td># 7 - Grammar Notes: Lesson 5: Using Pronoun-Antecedent Agreement(PowerPoint Presentation)</td>
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<tr>
<td><strong>PERFORMANCE TASK A:</strong> Write a Literary Analysis TE pp. 129-132</td>
<td># 8 - Grammar Notes: Lesson 5: Using Pronoun-Antecedent Agreement(Practice Worksheet)</td>
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<tr>
<td><strong>Lesson Details:</strong></td>
<td># 9 - Grammar Notes: Lesson 5: Using Pronoun-Antecedent Agreement(On Your Own Worksheet)</td>
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<td><strong>ANCHOR TEXT:</strong> “How Smart Are Animals?” TE pp. 105-113 180 minutes</td>
<td># 10 - Grammar Notes: Lesson 5: Using Pronoun-Antecedent Agreement(Review Worksheet)</td>
</tr>
<tr>
<td>• Note: Anchor Text is optional but the Language Conventions listed below are required to teach.</td>
<td># 11 - Grammar Notes: Lesson 14: Using Capital Letters(PowerPoint Presentation)</td>
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<tr>
<td><strong>Teach:</strong></td>
<td># 12 - Grammar Notes: Lesson 14: Using Capital Letters(Practice Worksheet)</td>
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<tr>
<td>• Determine Author's Purpose TE pp. 105, 107, 108, 109, 112 (RI.6.1, RI.6.6)</td>
<td># 13 - Grammar Notes: Lesson 14: Using Capital Letters(On Your Own Worksheet)</td>
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<tr>
<td>• Summarize Text TE pp. 106, 107, 109, 110, 111, 113 (RI.6.1, RI.6.2)</td>
<td># 14 - Grammar Notes: Lesson 14: Using Capital Letters(Review Worksheet)</td>
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<tr>
<td>• Draw Conclusions TE pp. 106, 108, 110 (RI.6.1, RI.6.2)</td>
<td># 15 - Interactive Whiteboard Lesson: Reading Informational Text (Presentation)</td>
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<td><strong>Practice &amp; Apply:</strong></td>
<td># 16 - Interactive Whiteboard Lesson: Reading Informational Text (Lesson)</td>
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<td>• Analyze the Text TE p. 114 (RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.10)</td>
<td># 17 - Level Up Tutorial: Informational Text</td>
</tr>
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<td>• Critical Vocabulary TE p. 115 (L6.4a, L6.4c, L6.4d, L6.6)</td>
<td>#18 - Level Up Tutorial: Informational Text Worksheet</td>
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<tr>
<td>• Pronoun Number [pronoun must agree with its antecedent] TE p. 116 (L.6.1c) (See Documents and Online Links #4-10)</td>
<td># 20 - Animal Snoops The Wondrous World of Wildlife Brainstorm</td>
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<tr>
<td>• Language Conventions:</td>
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<td>• Language Conventions: Pronoun Number [pronoun must agree with its antecedent] TE p. 116 (L.6.1c) (See Documents and Online Links #4-10)</td>
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<td><strong>Selection-Based Performance Task:</strong></td>
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<td>• Writing Activity: Essay TE p.114 (W.6.2, W.6.9)</td>
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**SUPPORTING TEXT:** "Animal Snoops: The Wondrous World of Wildlife"(Informational Text) TE pp. 117-124, 180 min (See Documents and Online Links #19 - 21)
• Analyze Text: Anecdote TE pp. 117, 118, 119, 120, 121, 122, 123, 125 (RI.6.1, RI.6.3, RI.6.4)
• Integrate Information: Text Features (heading, photo, caption) TE pp. 117, 119, 120, 121, 125 (RI.6.4, RI.6.5, RI.6.7) (See Documents and Online Links #15 - 18)
• Analyze Structure p. 118 (RI.6.1, RI.6.5)

Practice & Apply:
• Analyze the Text TE p. 126 (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7) (See Documents and Online Links #2)
• Critical Vocabulary TE p. 127 (L.6.4c, L.6.5, L.6.6) (See Documents and Online Links #3)
• Vocabulary Strategy: Synonyms [use a thesaurus] TE p. 127 (L.6.4c)
• Language Convention: Capitalization [proper adjectives formed from proper nouns] TE p. 128 (L.6.2) (See Documents and Online Links #11-14)

Selection-Based Performance Task:
• Media Activity: Presentation, TE p. 126 (W.6.2, W.6.6, W.6.7, SL.6.5)

SUPPORTING TEXT: "Animal Wisdom" (Poem) TE pp. 99-101 and "The Last Wolf" (Poem) TE pp. 102; 135 minutes (See Documents and Online Links #1)

Teach:
• Determine Meanings of Words and Phrases TE pp. 100, 101, 102, 103 (RL.6.1, RL.6.4, L.6.5a, SL.6.1)

Practice & Apply:
• Analyze Text TE p. 104 (RL6.1, RL6.2, RL6.4, RL6.10)

Selection-Based Performance Task:
• Writing Activity: Essay TE p. 104 (W.6.2a-f, W.6.4, W.6.9a)
# Module 2-Week 2 (Collection 2)
(Week 8, 1 Week)

## Week Overview:
- **ANCHOR TEXT:** None (Taught in Week 3)
- **SUPPORTING TEXT:** "Tribute to the Dog" (Speech) TE pp. 93-94
- **CLOSE READER SELECTION:** "Can Animals Feel and Think" TE pp. 25-28
- **CLOSE READER SELECTION:** "The Pod" TE pp. 19-24
- **PERFORMANCE TASK A:** Write a Literary Analysis TE pp. 129-132

## Lesson Details:
- **SUPPORTING TEXT:** "Tribute to the Dog" (Speech) TE pp. 93-94, 45 minutes
(See Documents and Online Links #1, 18)

### Teach:
- Trace and evaluate an argument:
  - Speech, argument, claim, reasons, evidence TE pp. 93, 95 (RI.6.1, RI.6.5, RI.6.8) (See Documents and Online Links #5-12)
  - Counterargument TE p. 93 (RI.6.1, RI.6.5, RI.6.8)
  - Evaluate TE p. 94 (RI.6.1, RI.6.5, RI.6.8)
- Analyze Language
  - Persuasive techniques and emotional appeal TE p. 94 (RI.6.1, RI.6.4) (See Documents and Online Links #11, 12)
- Analyze the Meanings of Words and Phrases TE p. 95 (RI.6.4)

### Practice & Apply:
- Analyzing the Text TE p. 96 (RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.8) (See Documents and Online Links #3)
- Critical Vocabulary TE p. 97 (L.6.4, L.6.4c, L.6.6) (See Documents and Online Links #4)
- Vocabulary Strategy: Using Print or Digital Dictionary TE p. 97 (L.6.4a, L.6.4c)
- Language Convention: Relative Pronouns [ who and whom ] TE p. 98 (L.6.1a) (See Documents and Online Links #2, 14-167)

### Selection-Based Performance Task:
### Module 2-Week 3 (COLLECTION 2)

**Week Overview:**

**ANCHOR TEXT:** "The Mixer" TE pp. 73-88  
**CLOSE READER SELECTION:** "Bats!" TE pg. 128c  
**SUPPORTING TEXTS:** None  
**PERFORMANCE TASK A:** Write a Literary Analysis TE pp. 129-132

**Lesson Details:**

**ANCHOR TEXT:** "The Mixer" TE pp. 73-88, 180 minutes  
(See Documents and Online Links #1, 4, 11)

**Teach:**

- **Describe Character’s Responses**  
  - Character and plot (characters responses) TE pp. 73, 74, 76, 78, 80, 81, 82, 84, 86, 88, 89 (RL.6.1, RL.6.3)  
- **Explain Point of View**  
  - Narrator (first-person point of view) TE pp. 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 85, 87, 89 (RL.6.1, RL.6.6)  
  - Unreliable narrator TE p. 78 (RL.6.1, RL.6.6)

**Practice & Apply:**

- **Analyze the Text TE p. 90** (RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10) (See Documents and Online Links #2)  
- **Critical Vocabulary TE p. 91** (L.6.4, L.6.4b, L.6.6) (See Documents and Online Links #3)  
- **Vocabulary Strategy: Greek Suffixes [ -ize ] TE p. 91** (L.6.4a, L.6.4b) (See Documents and Online Links #5-7)  
- **Language Conventions: Intensive Pronouns p. 92** (L.6.1b) (See Documents and Online Links #8-9)

**Selection-Based Performance Task:**
Module 2-Week 4 & 5 (Collection 2)-Performance Task
(Week 10, 2 Weeks)

ADMINISTER: Common Assessment #2 (Collection 2)-Week 5

Note: Suggested to administer CA #2 on Monday-Tuesday

Week 4 & 5:
PERFORMANCE TASK A: Write a Literary Analysis TE p. 129-132 (W.6.2a-f [W.6.2b], W.6.4, W.6.5, W.6.9a, W.6.9b, W.6.10) (See Documents and Online Links #1-2)

Plan:

- Gather Information: Review "The Mixer". Jot down information about the dog's personality and character traits and how these influence how he narrates the story
  - Describe the personality of the dog in "The Mixer." What character traits are revealed through the dog's thoughts and actions?
  - How does the dog view the other characters in the story?
  - Explain the struggle or conflict that the dog faces. Tell how the dog responds to the conflict.
  - Analyze the dog's actions. What influences these actions? What do the actions tell you about the dog?
  - Identify whether the dog changes or grows as a result of the story's events. How is the dog different at the end of the story?
- Organize Your Ideas
- Consider Your Purpose and Audience

Documents and Online Links

# 1 - "The Mixer"- Essay Outline
# 2 - SBAC Sample Generic 4 Point Informative Writing Rubric
Module 2-Week 5 (COLLECTION 2)-Reteach/Assess/Extend

"Animal Intelligence"

OPTIONAL - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 06 ELA - Read Lit (IAB)

ADMINISTER: Common Assessment #2 (Collection 2)
Note: Suggested to administer on Mon-Tuesday.

Choose 3 days of lessons from the following choices based on student needs:

Reteach:

- Explain Narrator and Point of View TE p. 92a (RL.6.6)
  - Level Up Tutorials: Point of View, Third-Person Point of View, Narrator and Speaker (see resources) (See Documents and Online Links #3-8)
- Trace Elements of an Argument TE p. 98a (RI.6.8)
  - Level Up Tutorials: Elements of an Argument, Analyzing Arguments, Evidence, Persuasive Techniques (see resources) (See Documents and Online Links #9-12)
- Summarize Text TE p. 116a (RI.6.2)
  - Level Up Tutorial: Summarizing
- Analyze Text: Anecdote TE p. 128a (RI.6.3)

Extend:

- Analyze Language: Irony TE p. 92a (RL.6.1)
- Persuasive Techniques TE p. 98a (RI.6.4) (See Documents and Online Links #15-16)
- Analyze Structure: Poetry TE p. 104a (RL.6.5)
- Determine Meanings: Imagery TE p. 104a (RL.6.4) (See Documents and Online Links #1-2)
- Draw Conclusions TE p. 116a (RI.6.1, RI.6.2)
- Taking Notes TE p. 128a (RL.6.1, RL.6.4)

Documents and Online Links:
- # 1 - Level Up Tutorial- Imagery
- # 2 - Level Up Tutorial- Imagery worksheet companion
- # 3 - Level Up Tutorials - Point of View
- # 4 - Level Up Tutorial- Point of View worksheet companion
- # 5 - Level Up Tutorial- Third Person Point of View
- # 6 - Level Up Tutorial- Third Person Point of View worksheet companion
- # 7 - Level Up Tutorial - Narrator and Speaker
- # 8 - Level Up Tutorial Worksheet - Narrator and Speaker
- # 9 - Level Up Tutorial- Element of an Argument
- # 10 - Level Up Tutorial- Element of an Argument worksheet companion
- # 11 - Level Up Tutorial- Analyzing Arguments
- # 12 - Level Up Tutorial Worksheet - Analyzing Arguments
- # 13 - Level Up Tutorial- Evidence
- # 14 - Level Up Tutorial Worksheet - Evidence
- # 15 - Level Up Tutorial - Persuasive Techniques
- # 16 - Level Up Tutorial Worksheet - Persuasive Techniques
Module 3-Week 1 (Collection 4)
(Week 12, 1 Week)

Week Overview:
ANCHOR TEXT: "My Wonder Horse" (Short Story) TE pp. 211-218
SUPPORTING TEXT: "Eleven" (Short Story) TE pp. 233-240 [Exemplar]

- Note: Supporting Text is optional but the Language Conventions listed below are required to teach.

SUPPORTING TEXT: "A Voice" (Poem) p. 241 AND "Words Like Freedom" (Poem) TE p. 241
CLOSE READER: "What Do Fish Have to Do with Anything?" TE pp. 240b-240k, (student pp. 69-84)
PERFORMANCE TASK A: Present an Argument in a Speech TE pp. 247-250

Lesson Details:
ANCHOR TEXT: "My Wonder Horse" (Short Story) TE pp. 211-218, 135 minutes
(See Documents and Online Links #1)

Teach:

- Determining Theme TE pp. 211, 213, 218, 219 (RL.6.1, RL.6.2, RL.6.4) (See Documents and Online Links #10, #11)
- Describe Stories: Conflict TE pp. 212, 213, 215, 216, 219 (RL.6.1, RL.6.3, RL.6.5) See Documents and Online Links #12, #13)
- Analyzing Language-figurative language TE p. 214 (RL.6.1, RL.6.3, RL.6.4, L.6.5a) (See Documents and Online Links #8, #9)

Practice & Apply:

- Analyzing the Text TE p. 220 (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5) (See Documents and Online Links #2)
- Critical Vocabulary TE p. 221 (L.6.4a, L.6.4d) (See Documents and Online Links #3, 22, 23)
- Vocabulary Strategy: Interpret Figures of Speech in Context [simile, metaphor, personification] TE p. 221 (L.6.5a, L.6.6) (See Documents and Online Links #7-8)
## Unit 5: Language Conventions

### Text Support

- **Language Conventions: Improving Expression [formal and informal language]** TE p. 222 (L.6.1.e) (See Documents and Online Links #16-19)

### Selection-Based Performance Task:

- **Writing Activity: Informative Essay** TE p.220 (W.6.2, W.6.6, W.6.7) (See Documents and Online Links #4, #5)

### SUPPORTING TEXT: “Eleven” (Short Story) TE pp. 233-240 [Exemplar]

- **Note:** Supporting Text is optional but the **Language Conventions** listed below are required to teach.

### Practice & Apply:

- **Critical Vocabulary** TE p. 239 (L.6.4c, L.5.6c, L.6.6)
- **Vocabulary Strategy: Denotations and Connotations** TE p. 239 (L.6.5c) (See Documents and Online Links #14, #15)
- **Language Conventions: Punctuation Dialogue** TE p.240 (L.6.2)

### SUPPORTING TEXT: “A Voice” (Poem) pp. 241-244, **AND** “Words Like Freedom” (Poem) pp. 241-244, 135mins

### Teach:

- **Figurative Language** TE pp. 242, 243, 245 (RL.6.1, RL.6.4)
- **Tone** TE pp. 242, 243, 244, 245 (RL.6.1, RL.6.4)

### Practice & Apply:

- **Analyzing The Text** TE p. 246 (RL.6.1, RL.6.3, RL.6.4)

### Selection-Based Performance Task:

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<tr>
<td>5</td>
<td><strong>Language Conventions: Improving Expression [formal and informal language]</strong> TE p. 222 (L.6.1.e) (See Documents and Online Links #16-19)</td>
<td># 19 - Formal and Informal Sort Activity</td>
</tr>
<tr>
<td></td>
<td><strong>Writing Activity: Informative Essay</strong> TE p.220 (W.6.2, W.6.6, W.6.7) (See Documents and Online Links #4, #5)</td>
<td># 20 - Level Up Tutorial: Symbol</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Supporting Text is optional but the <strong>Language Conventions</strong> listed below are required to teach.</td>
<td># 21 - Level Up Tutorial Worksheet: Symbol</td>
</tr>
<tr>
<td></td>
<td><strong>Language Conventions: Punctuation Dialogue</strong> TE p.240 (L.6.2)</td>
<td># 22 - My Wonder Horse Jigsaw Vocabulary Activity Cards</td>
</tr>
<tr>
<td></td>
<td>**“A Voice” (Poem) pp. 241-244, <strong>AND</strong> “Words Like Freedom” (Poem) pp. 241-244, 135mins</td>
<td># 23 - My Wonder Horse Jigsaw Vocabulary Answers</td>
</tr>
</tbody>
</table>

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Note: Supporting Text is optional but the Language Conventions listed below are required to teach.
### Module 3-Week 2 (Collection 4)  
(Week 13, 1 Week)

<table>
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<tr>
<th>Module 3-Week 2 (COLLECTION 4)</th>
<th>&quot;Making Your Voice Heard&quot;</th>
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<tr>
<td><strong>Week Overview:</strong></td>
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<td><strong>ANCHOR TEXT:</strong></td>
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<tr>
<td>• &quot;Wild Animals Aren't Pets&quot; (Editorial) TE pp. 223-226;</td>
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<tr>
<td>• &quot;Let People Own Exotic Animals&quot; (Commentary) TE pp. 227-232</td>
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<tr>
<td><strong>SUPPORTING TEXTS:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>CLOSE READER SELECTION:</strong></td>
<td>&quot;Views on Zoos&quot; (Informational Text) TE pp. 232b-232f (student pp. 63-68)</td>
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<tr>
<td>• Note: Included in &quot;Views on Zoos&quot; is the following: &quot;Sonia's Blog&quot;/</td>
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<tr>
<td>&quot;Association of Zoos and Aquariums&quot;/ &quot;Innocent and Imprisoned</td>
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<td>[news article].</td>
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<tr>
<td><strong>PERFORMANCE TASK A:</strong></td>
<td>Present an Argument in a Speech TE pp. 247-250</td>
</tr>
</tbody>
</table>

**Lesson Details:**

<p>| <strong>ANCHOR TEXT:</strong> | &quot;Wild Animals Aren't Pets&quot; (Editorial) TE pp. 223-226 (See Document and Online Links # 1-2, #7, #9) |
|<strong>Teach:</strong> | |
| • Trace and Evaluate an Argument: | |
| o Argument, claim, and support TE p. 223 (RI.6.1, RI.6.8) (See Document and Online Links # 11-13) | |
| o Trace an argument TE pp. 224, 225, 226 (RI.6.1, RI.6.8) (See Document and Online Links # 11-13) | |
| o Counterarguments and paraphrasing TE p. 224 (RI.6.1, RI.6.8) (See Document and Online Links # 11-13) | |</p>
<table>
<thead>
<tr>
<th>Unit</th>
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<tr>
<td></td>
<td>Evaluate an Argument TE p. 225 (RI.6.1, RI.6.8) (See Document and Online Links #11-13)</td>
<td>📦 # 13 - Interactive Whiteboard Lesson: Evaluating an Argument (Presentation)</td>
</tr>
</tbody>
</table>

**Practice & Apply:**

- Analyzing the Text TE p. 226 (RI.6.1, RI.6.2, RI.6.5, RI.6.8) (See Document and Online Links #3)

**ANCHOR TEXT:** "Let People Own Exotic Animals" (Commentary) TE pp. 227-232 (See Document and Online Links #9)

**Teach:**

- Trace and Evaluate an Argument:
  - Argument, support, claim TE p. 227 (RI.6.1, RI.6.8) (See Document and Online Links #11-13)
- Analyze Language:
  - Persuasive techniques TE p. 227 (RI.6.4)
  - Loaded language-connotations TE pp. 227, 228 (RI.6.1, RI.6.4) (See Document and Online Links #8, 11-13)
- Compare and Contrast Arguments: TE pp. 228, 230 (RI.6.1, RI.6.4, RI.6.8, RI.6.9)

**Practice & Apply:**

- Analyze the Text TE p. 229 (RI.6.1, RI.6.2, RI.6.3, RI.6.4) (See Document and Online Links #4)
- Analyze the Text [both selections] TE p. 230 (RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.9) (See Document and Online Links #5)
- Critical Vocabulary [both selections] TE p. 231 (L.6.4a) (See Document and Online Links #6)
- Analogies [part-to-whole] TE p. 231 (L.6.5b, L.6.6)
- Language Conventions: Spell Words Correctly [advice/advise, lie/lay, passed/past, than/then, two/too/to, their/there/they're] TE p. 232 (L.6.2b)

**Selection-Based Performance Task:**
Module 3-Week 3 & 4 (Collection 4)-Perf. Task
(Week 14, 2 Weeks)

Module 3-Week 4 (COLLECTION 4)-Performance Task
"Making Your Voice Heard"

PERFORMANCE TASK A: Present an Argument in a Speech TE pp. 247-250
See Documents and Online Links #1

Note: Speaking & Listening Skills SL.6.3: Delineate a speaker's argument
(evaluate another's argument) and specific claims, distinguishing claims that are
supported by reasons and evidence from claims that are not.

Plan:

- Choose Your Position: Think about both sides of this argument:
Should people own exotic animals" Then take the position you can
argue most effectively
- Gather Information: Review "Wild Animals Aren't Pets: and "Let
People Own Exotic Animals."
  - Focus on the reasons and evidence used in each argument
to support the claim
  - Make a list of reasons you have taken the position you
chose. Note evidence, such as facts, quotes, and examples,
that will support your reasons.
  - Review other texts in the collection. Look for additional
evidence that will help support your claim.
  - Understand counterclaims that might keep your audience
from agreeing with you. Consider this information as it
relates to your position.
- Organize Your Ideas
- Consider Your Purpose and Audience

Novel Unit 1
(Week 16, 2 Weeks)

NOVEL: Choose one novel from the following list:
(See Documents and Online Links #1-5)
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<td># 1 - Novel Chart Listings.doc</td>
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<td># 3 - Journal Prompts &amp; Text Dependent Questions for Characterization.doc</td>
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<td># 5 - Graphic Organizers to Teach Plot.docx</td>
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<td># 7 - Level-Up Tutorial: Short Stories and Novels</td>
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<td>Cave of the Moving Shadow</td>
<td># 9 - Level-Up Tutorial Worksheet: Plot Stages</td>
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<td>Chu Ju House</td>
<td># 11 - Level-Up Tutorial: Plot: Sequence of Events</td>
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<td>Homeless Bird</td>
<td># 13 - Level-Up Tutorial Worksheet: Conflict</td>
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<td>Julia of the Wolves</td>
<td># 15 - Level-Up Tutorial Worksheet: Setting</td>
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<td>The Halloween Tree</td>
<td># 17 - Level-Up Tutorial: Setting Worksheet: Effect on Plot</td>
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<td>A Wrinkle in Time</td>
<td># 19 - Level-Up Tutorial Worksheet: Setting and Mood</td>
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<td>Esperanza Rising</td>
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<td>Myths &amp; Legends From Ancient Greece and Around the World</td>
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<td>Pictures of Hollis Woods</td>
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<td>The Egypt Game</td>
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<td>The Golden Goblet</td>
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</table>

**Purpose of Unit:**

- Students will be able to analyze characterization
- Students will be able to analyze character motivation and how it advances the plot

**Learning Plan:**

- **Analyze Characterization** (RL.6.1, RL.6.3, W.6.1, W.6.2) *(See Documents and Online Links #2-3, #20 - #29)*
- **Trace Plot Development** (RL.6.1, RL.6.3, RL.6.5) *(See Documents and Online Links #4-5, #8-19)*

**Evidence of Learning:**

- Compare and Contrast of multiple characters (traits, motivation, evolution, influence on plot)
- Written analysis of the development of one character over the course of the novel
- Plot Mountain that traces the development of characters as a parallel to major events in the novel
### CA # 3/1st Semester Final
*(Week 18, 1 Week)*

**ADMINISTER:** Combined Common Assessment # 3/End of Semester Exam

### Module 4-Week 1 (Collection 3)
*(Week 19, 1 Week)*

**Week Overview:**

**ANCHOR TEXT:** "A Night To Remember" TE pp. 185-192

(The Anchor text is optional, but the bold **Vocabulary Strategy** and **Language Conventions** listed below are required to teach)

**SUPPORTING TEXTS:**

"On Doomed Flight, Passengers Vowed to Perish Fighting" (News Article) TE pp. 293-298

---

### Resources

- **# 21 - Level-Up Tutorial Worksheet: Methods of Characterization**
- **# 22 - Level-Up Tutorial: Character Traits**
- **# 23 - Level-Up Tutorial Worksheet: Character Traits**
- **# 24 - Level-Up Tutorial: Character Motivation**
- **# 25 - Level-Up Tutorial Worksheet: Character Motivation**
- **# 26 - Level-Up Tutorial: Characters and Conflict**
- **# 27 - Level-Up Tutorial Worksheet: Characters and Conflict**
- **# 28 - Level-Up Tutorial: Making Inferences About Characters**
- **# 29 - Level-Up Tutorial Worksheet: Making Inferences About Characters**

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### Documents and Online Links

- **# 1 - “On Doomed Flight, Passengers Vowed to Perish Fighting” & "Memorial ...Brainstorm**
- **# 2 - Analyzing the Media Questions worksheet Wk 1-On Doomed-Collection 5 (Mod 3)**
- **# 3 - Analyzing the Media Questions worksheet Wk 1-Memorial clip-Collection 5 (Mod.3)**
<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Memorial Is Unveiled for Heroes of Flight 93&quot; (TV Newscast) TE p. 300</td>
<td># 4 - Media Scope-goes with On Doomed Flight</td>
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<tr>
<td></td>
<td>Note: This is found in Collection 5</td>
<td># 5 - On Doomed Flight Guided Reader</td>
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<td><strong>CLOSE READER SELECTION:</strong></td>
<td># 6 - Interactive Whiteboard Lesson: Citing Evidence(Lesson Plan)</td>
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<td></td>
<td>&quot;On the Titanic Defined by What They Wore&quot; (Newspaper Article), TE pp. 196b-196g (student pages 53-60)</td>
<td># 7 - Interactive Whiteboard Lesson: Citing Evidence(Presentation)</td>
</tr>
<tr>
<td></td>
<td>“There Will Come Soft Rains” TE pp. 184b-184i (student pages 43-52)</td>
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<tr>
<td><strong>PERFORMANCE TASK A:</strong></td>
<td>Create a Multimedia Presentation TE pp. 201-204</td>
<td></td>
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<tr>
<td><strong>Lesson Details:</strong></td>
<td><strong>ANCHOR TEXT:</strong> “A Night To Remember” TE pp. 185-192</td>
<td></td>
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<td></td>
<td>(The Anchor text is optional, but the bold Vocabulary Strategy and Language Conventions listed below are required to teach)</td>
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<tr>
<td><strong>Teach:</strong></td>
<td>Analyze Narrative Nonfiction TE pp. 185, 193 (RI.6.1, RI.6.3)</td>
<td></td>
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<td></td>
<td>Analyze Meaning: Style TE pp. 185, 186, 187 [imagery], 189, 190 (RI.6.1, RI.6.4)</td>
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<td>Formulate Research Questions TE pp. 186, 191</td>
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<td>Analyze Text TE pp. 188, 189, 190, 192 (RI.6.1, RI.6.3)</td>
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<td>Analyze Meaning: Tone TE pp. 191, 192 (RI.6.1, RI.6.3, RI.6.4)</td>
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<tr>
<td><strong>Practice &amp; Apply:</strong></td>
<td>Analyze the Text TE p. 194 (RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.10)</td>
<td></td>
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<td></td>
<td>Critical Vocabulary TE p. 195 (L.6.4a, L.6.4c, L.6.4d, L.6.6)</td>
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<td><strong>Vocabulary Strategy: Specialized Vocabulary in a specific occupation of sailing [ crow’s nest, bridge, bow, windjammer ]</strong> TE p. 195 (L.6.4c, L.6.4d)</td>
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<td><strong>Language Conventions: Consistency in Style and Tone</strong> TE p. 196 (L.6.3b)</td>
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<tr>
<td><strong>SUPPORTING TEXTS:</strong></td>
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</table>
• "On Doomed Flight, Passengers Vowed to Perish Fighting" (News Article) TE pp. 293-298 (See Documents and Online Links #1, 4-5)

Teach:

• Analyze Text
  o 5 W's and H questions TE pp. 294, 295 (RI.6.1, RI.6.3)
  o Analyze Text TE p. 298 (RI.6.1, RI.6.3)
• Analyze Structure TE pp. 294, 297 (RI.6.1, RI.6.3, RI.6.5)
• Analyze Meaning TE p. 295 (RI.6.1, RI.6.4)
• Integrate Information [ graphics ] TE p. 296 (RI.6.1, RI.6.7)
• Make Inferences TE p. 296 (RI.6.1) (See Documents and Online Links #6-7)

Practice & Apply:

• Analyzing the Media [5 W's and H Questions] TE p. 299 (RI.6.2, RI.6.3, RI.6.5, RI.6.7) (See Documents and Online Links #2-3)

SUPPORTING TEXT: "Memorial Is Unveiled for Heroes of Flight 93" (TV Newscast) TE p. 300, 135 minutes (both selections)

Teach:

• View the Newscast TE p. 300
• Review the 5 W's and H of news reports and how this newscast presents the answer to those questions TE p. 299 [Analyze Structure]
• SL.6.2: Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Practice & Apply:

• Interpret Information TE p. 301 (SL.6.2)
• Analyzing the Media TE p. 301 (SL.6.2) (See Documents and Online Links #2-3)
Module 4-Week 2 (COLLECTION 3)  
(Week 20, 1 Week)

Week Overview:
**ANCHOR TEXT:** "Mammoth Shakes and Monster Waves" TE pp. 139-152  
**SUPPORTING TEXTS:** "The Banana Tree", TE pp. 171-180  
(The Supporting text is optional, but the bold **Vocabulary Strategy** and **Language Conventions** listed below are required to teach)  
**CLOSE READER:** "Moby Duck" TE pp. 156b-156g, (student pages 37-42)  
**PERFORMANCE TASK A:** Create a Multimedia Presentation TE pp. 201-204

Lesson Details:

**Module 4-Week 2 (COLLECTION 3)**  
"Dealing with Disaster"

- Integrate Information [both selections] TE p. 302 (RI.6.7, SL.6.2)  

**Selection-Based Performance Task:**

- Media Activity: Commentary TE p. 302 (W.6.6, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5)

Documents and Online Links:

- # 1 - Mammoth Shakes and Monster Waves Collaborative Guide
- # 2 - Level Up Tutorial- Greek & Latin Word Roots
- # 3 - Level Up Tutorial Worksheet - Greek & Latin Word Roots
- # 4 - Level Up Tutorial- Using Context Clues
- # 5 - Level Up Tutorial Worksheet -
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<td><strong>Selection-Based Performance Task:</strong>&lt;br&gt;&lt;ul&gt;&lt;li&gt;Speaking Activity: Discussion TE p. 154 (SL.6.1a-d, SL.6.5)&lt;/li&gt;&lt;/ul&gt;</td>
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<tr>
<td><strong>SUPPORTING TEXT:</strong> &quot;The Banana Tree&quot;, TE pp. 171-180 (The Supporting text is optional, but the bold Vocabulary Strategy and Language Conventions listed below are required to teach)</td>
<td><strong>Teach:</strong>&lt;br&gt;&lt;ul&gt;&lt;li&gt;Determine Meaning: Figurative Language&lt;br&gt;○ Personification TE pp. 171, 174, 179 (RL.6.1, RL.6.4, L.6.5a)&lt;/li&gt;&lt;/ul&gt;</td>
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<td>Unit</td>
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<td># 23 - Grammar Notes: Lesson 14: Using Capital Letters (Practice Worksheet)</td>
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<td># 24 - Grammar Notes: Lesson 14: Using Capital Letters (On Your Own Worksheet)</td>
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<td># 25 - Grammar Notes: Lesson 14: Using Capital Letters (Review Worksheet)</td>
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<td># 26 - Mammoth Shakes and Monster Waves Guided Reader</td>
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<td># 27 - Figurative Language Powerpoint</td>
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<td># 28 - Metaphor Practice</td>
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<td># 30 - Simile Practice</td>
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<td># 31 - Cloze Reading Mammoth Shakes and Monster Waves</td>
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<td># 32 - Cloze Reading Mammoth Shakes and Monster Waves Key</td>
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<td># 33 - Context Scavenger Hunt Mammoth Shakes and Monster Waves</td>
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<td># 34 - Context Scavenger Hunt Mammoth Shakes and Monster Waves Key</td>
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<td># 35 - Nonsense Paragraph Vocab Activity Mammoth Shakes and Monster Waves</td>
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<td># 36 - Nonsense Paragraph Vocab Activity Mammoth Shakes and Monster Waves Key</td>
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<td># 37 - Picture Perfect Vocab Activity Mammoth Shakes and Monster Wave</td>
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<td># 38 - Picture Perfect Vocab Activity Mammoth Shakes and Monster Waves Key</td>
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<td># 39 - What Did You Hear Context Clues Activity Mammoth Shakes and</td>
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**Identifying Figurative Language [metaphor] TE pp. 175 (RL.6.1, RL.6.4, L.6.5a)
- Simile TE pp. 176, 180 (RL.6.1, RL.6.4, L.6.5a)
- Metaphor TE p. 178 (RL.6.1, RL.6.4, L.6.5a)
- Figurative Language [imagery, personification] TE p. 181

**Determine Meaning: Dialect**
- Dialect and Dialogue TE pp. 172, 173, 175, 177, 179 181 (RL.6.4)
- Determine Meaning: Imagery TE pp. 177, 180 (RL.6.1, RL.6.4)

**Practice & Apply:**
- Analyzing the Text TE p. 182 (RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10)
- Critical Vocabulary TE p. 183 (L.6.4, L.6.4a, L.6.6)
- Vocabulary Strategy: Use Context Clues (Determine the correct meaning of multiple-meaning words) TE p. 183 (L.6.4, L.6.4a) (Documents and Online Links #2-7)
- Language Conventions: Capitalization: Proper Nouns TE p. 184 (L.6.2) (Documents and Online Links #22-25)

**Selection-Based Performance Task:**
- Writing Activity: Description TE p. 182 (W.6.3d)
Module 4-Week 3 (Collection 3) (Week 21, 1 Week)

**Module 4-Week 3 (COLLECTION 3) Week 3**

**Week Overview:**

ANCHOR TEXT: None

SUPPORTING TEXTS: from "After the Hurricane" (Poem) TE pp. 157-164; AND "Watcher, After Katrina, 2005" (Poem) TE pp. 166-167

PERFORMANCE TASK A: Create a Multimedia Presentation TE pp. 201-204

**Lesson Details:**

SUPPORTING TEXTS: from "After the Hurricane" (Poem) TE pp. 157-164

(See Documents and Online Links #1, 7-8)

**Teach:**

- Analyze Structure
  - Form [free verse] TE pp. 158, 165 (RL.6.1, RL.6.5)
  - Rhythm TE pp. 161, 163 (RL.6.1, RL.6.5)

- Analyze Structure: Repetition TE p. 160 (RL.6.1, RL.6.4, RL.6.5)

- Explain Point of View TE pp. 158, 162, 164 (RL.6.1, RL.6.6)

- Determine Meaning: Tone TE pp. 159, 164 (RL.6.1, RL.6.4) (See Documents and Online Links #2-3)

**Practice & Apply:**

- Analyzing the Text, TE pp. 165 (RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6) (See Documents and Online Links #4)

**Documents and Online Links**

- # 1 - "After the Hurricane" & "Watcher, After Katrina Brainstorm
- # 2 - Level Up Tutorial - Tone
- # 3 - Level Up Tutorial Worksheet - Tone
- # 4 - Analyzing the Text Questions worksheet Wk 3-Hurricane poem
- # 5 - Analyzing the Text Questions worksheet Wk 3-Watcher poem
- # 6 - Analyzing the Text Questions worksheet Wk 3-Both Poems
- # 7 - Hurricane Katrina Video (5:13 min)
- # 8 - From After the Hurricane and Watcher SAI Guided Reader
SUPPORTING TEXT: "Watcher, After Katrina, 2005" (Poem) TE pp. 166-167
(See Documents and Online Links #1, #7-8)

Teach:

- Analyze Structure [form, line, stanza, line break, traditional] TE pp. 166, 167, 168 (RL.6.1, RL.6.5)
- Determine Meanings of Words and Phrases [alliteration] TE p. 166 (RL.6.1, RL.6.4)

Practice & Apply:

- Analyzing the Text TE p. 168 (RL.6.1, RL.6.2, RL.6.4, RL.6.5) See Documents and Online Links #5
- Analyzing the Text [both poems] TE pp. 170 (RL.6.1, RL.6.4, RL.6.5, RL.6.6, RL.6.9) (See Documents and Online Links #6)

Selection-Based Performance Task:

- Writing Activity: Poem, p. 170 (W.6.3d)

Module 4-Week 4 (Collection 3)-PT Research (Week 22, 1 Week)

Module 4-Week 4 (COLLECTION 3)-Performance Task
"Dealing with Disaster"

Note:

- Monday-Tuesday: Complete Support Text "from Titanic at 100: Mystery Solved"
- Wednesday-Friday: Begin Performance Task (Research) and will continue Performance Task into Weeks 5-6

Week Overview:
ANCHOR TEXT: None
SUPPORTING TEXTS: "from Titanic at 100: Mystery Solved" [Media Analysis] TE pp. 197-198
Note: Complete Mon-Tues.
CLOSE READER: None
PERFORMANCE TASK A: Create a Multimedia Presentation TE pp. 201-204
Note: Begin research of a disaster for multimedia presentation Wed-Fri.

Document and Online Links

# 1 - Titanic Wk 4- Interpret Diverse Media Lesson worksheet
# 2 - Analyzing the Text Questions worksheet Wk 3-Titanic at 100
# 3 - Videos - Titanic at 100: Mystery Solved
# 4 - Works Cited Example
# 5 - Essay Errors to Avoid: MLA Format(Video)
# 6 - Using Critical Thinking to Find Trustworthy Websites
<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Details:</td>
<td>SUPPORT TEXT: &quot;from Titanic at 100: Mystery Solved&quot; [Media Analysis] (See Documents and Online Links #1, 3) TE p. 197-198</td>
<td># 7 - Media Scope Resource for Performance Task</td>
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<td>Note: Complete Mon-Tues.</td>
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<td>Teach:</td>
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<tr>
<td></td>
<td>• Interpret Diverse Media [ documentary ] TE pp. 197, 198, 199 (RI.6.7, SL.6.2)</td>
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<td></td>
<td>• Integrate Information [ integrate ] TE pp. 197, 199 (RI.6.7, SL.6.2)</td>
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<tr>
<td>Practice &amp; Apply:</td>
<td></td>
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<tr>
<td></td>
<td>• Analyze Media TE p. 200 (RI.6.7) (See Documents and Online Links #2)</td>
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<tr>
<td>Selection-Based Performance Task:</td>
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<td></td>
<td>• Media Activity: computer Presentation (W.6.4, SL.6.2, SL.6.5)</td>
<td></td>
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<tr>
<td>PERFORMANCE TASK A: Create a Multimedia Presentation TE pp. 201-204 (W.6.6, W.6.7, W.6.8, SL.6.4, SL.6.5, SL.6.6)</td>
<td>Note: Begin research Wed-Fri.</td>
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<td>Note:</td>
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<tr>
<td>W.6.8 Standard: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
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<tr>
<td>Plan:</td>
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<td></td>
<td>• Gather Information: Review the events described in &quot;Mannoth Shakes and Monster Waves.&quot; Look for information related to the tsunami survivors. What did they do? Why? What can you learn about preparedness from their stories?</td>
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<tr>
<td></td>
<td>• Do Further Research: Consider research questions such as these:</td>
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</tr>
</tbody>
</table>
| Module 4- Week 5  
(Collection 3)-Per.Task  
(Week 23, 1 Week) | Module 4-Week 5 (COLLECTION 3)-Performance Task  
"Dealing with Disaster" |
|---|---|
| ADMINISTER: Common Assessment #4 (Collection 3) | PERFORMANCE TASK A: Create a Multimedia Presentation TE pp. 201-204  
(W.6.6, W.6.7, W.6.8, SL.6.4, SL.6.5, SL.6.6)  
(See Documents and Online Links #1-4) |
| Note: Complete multimedia presentation(s) | Note:  
W.6.8 Standard: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| PLAN: | |
| • Gather Information: Review the events described in "Mannoth Shakes and Monster Waves." Look for information related to the tsunami survivors. What did they do? Why? What can you learn about preparedness from their stories? | |
| • Do Further Research: Consider research questions such as these:  
  o Can this disaster be detected?  
  o What are the warning signs?  
  o What can you do before, during, and after the disaster? | |

Documents and Online Links
- # 1 - Video - The Science of Tsunamis
- # 2 - Performance Task A outline
- # 3 - Interactive Whiteboard Lesson: Cite Evidence (Presentation)
- # 4 - Interactive Whiteboard Lesson: Cite Evidence (Lesson Plan)
- # 5 - SBAC Sample Generic 4 Point Informative Writing Rubric
- # 6 - Media Scope Resource for Performance Task
Find facts, details, and examples to explain and support your points.
Identify multimedia components—such as graphics, maps, videos, or sound—that emphasize your points.

- Organize Your Ideas
- Consider Your Purpose and Audience

Module 4-Week 6 (COLLECTION 3)-Reteach/Assess/Extend
“Dealing with Disaster”

Choose 3 days of lessons from the following choices based on student needs:

Reteach

- Cause and Effect TE p. 156a (RI.6.5)
  - Level Up Tutorial: Cause and Effect Organization (See Documents and Online Links #1, 2)
- Compare Poetic Forms TE p. 170a (RL.6.5)
  - Level Up Tutorial: Elements of Poetry (See Documents and Online Links #3, 4)
- Determine Meaning: Figurative Language TE p. 184a (RL.6.4, L.6.5a)
  - Level Up Tutorial: Figurative Language (See Documents and Online Links #5, #6)
- Analyze Meaning: Style TE p. 196a (RI.6.4)
  - Level Up Tutorials: Author's Style, Tone, Imagery (See Documents and Online Links #7-12)
- Create A Written Outline TE p. 200a (W.6.4, W.6.7)

Extend:

- Discussion Etiquette TE p. 156a (SL.6.1a-d)
- Analyze Structure: Meter TE p. 170a (RL.6.4, RL.6.5)
- Draw Conclusions TE p. 184a (RL6.1)
- Formulate Research Questions TE p. 196a
- Draw Conclusion TE p. 302a (RI.6.1)
- Evaluate Sources TE p. 302a (RI.6.7, W.6.8, SL.6.2)

Documents and Online Links

# 1 - Level Up Tutorial: Cause and Effect Organization
# 2 - Level Up Tutorial Worksheet: Cause and Effect Organization
# 3 - Level Up Tutorial: Elements of Poetry
# 4 - Level Up Tutorial Worksheet: Elements of Poetry
# 5 - Level Up Tutorial: Figurative Language
# 6 - Level Up Tutorial Worksheet: Figurative Language
# 7 - Level Up Tutorials: Author's Style
# 8 - Level Up Tutorials Worksheet: Author's Style
# 9 - Level Up Tutorials: Tone
# 10 - Level Up Tutorials Worksheet: Tone
# 11 - Level Up Tutorials: Imagery
# 12 - Level Up Tutorials Worksheet: Imagery
# 13 - Level Up Tutorial: Navigating and Evaluating Websites
# 14 - Level Up Tutorial Worksheet:
### Module 4- Week 6 (Collection 3)-PT Presentations (Week 24, 1 Week)

**PERFORMANCE TASK A**: Create a Multimedia Presentation TE pp. 201-204 (W.6.6, W.6.7, W.6.8, SL.6.4, SL.6.5, SL.6.6) (See Documents and Online Links #1-2)

**Note:** Present multimedia presentations

**Note:**
W.6.8 Standard: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Plan:**

- **Gather Information**: Review the events described in "Mannoth Shakes and Monster Waves." Look for information related to the tsunami survivors. What did they do? Why? What can you learn about preparedness from their stories?

- **Do Further Research**: Consider research questions such as these:
  - Can this disaster be detected?
  - What are the warning signs?
  - What can you do before, during, and after the disaster?
  - Find facts, details, and examples to explain and support your points.

**Navigating and Evaluating Websites**
- # 15 - Interactive Whiteboard Lesson: Cite Evidence (Presentation)
- # 16 - Interactive Whiteboard Lesson: Cite Evidence (Lesson Plan)

**Documents and Online Links**
- # 1 - Video-The Science of Tsunamis
- # 2 - Performance Task A outline
- # 3 - Six Traits of Listening and Speaking (Speaking and Listening Skills Website)
Module 5-Week 1 & 2 (Collection 1)
(Week 25, 2 Weeks)

**Week Overview:**
ANCHOR TEXT: "The Ravine" TE pp. 3-12
SUPPORTING TEXT: "Life Doesn't Frighten Me" (Poem) TE pp. 37-38

- Note: Suggested to start the week with supporting text (poem).

CLOSE READER: None
PERFORMANCE TASK B: Write an Expository Essay (Research) TE p 67
(See Documents and Online Links #11)

Lesson Details:
ANCHOR TEXT: "The Ravine" TE pp. 3-12, 135 min (See Documents and Online Links #1, 7, 13)

**Teach:**
- Describe Stories: Character and Setting
  - Characters and Setting TE p. 3, 5, 13 (RL.6.1, RL.6.3)
  - Summarize TE p. 9 (RL.6.1, RL.6.2, RL.6.3)
- Making Inferences TE pp. 3, 5, 8, 10, 12, 13 (RL.6.1)
- Describe Stories: Character
  - Traits, motivations, development TE pp. 4, 7, 8, 11 (RL.6.1, RL.6.3) (See Documents and Online Links #2-5)
  - Character development TE p. 6 (RL.6.1, RL.6.3)
- Analyzing Language:
  - Dialect TE p. 4 (RL.6.4, L.6.1e)
  - Repetition TE pp. 6, 7 (RL.6.4, L.6.1e)
  - Simile TE p. 9 (RL.6.4)

**Document and Online Links**
- # 1 - The Ravine Brainstorm
- # 2 - Level Up Tutorial- Character Traits
- # 3 - Level Up Tutorial Worksheet - Character Traits
- # 4 - Level Up Tutorial- Character Motivation
- # 5 - Level Up Tutorial Worksheet - Character Motivation
- # 6 - WordSharp Vocabulary Tutor Lessons
- # 7 - Video - "Fear"
- # 8 - Analyzing the Text Questions worksheet Wk 1-2 -Ravine
- # 9 - Critical Vocabulary Questions worksheet Wk 1-2-Life Doesn't Frighten Me
- # 10 - Analyzing the Text Questions worksheet Wk 1-2-Life Doesn't Frighten Me
- # 11 - Outline for Expository Essay Collection 1
- # 12 - Analyze Literature Critically Using the SIFT Method (Teacher Video and Resources)
- # 13 - Life Doesn't Frighten Me Guided Reader
- # 14 - Cloze Reading The Ravine
## Practice & Apply:

- **Analyzing The Text TE p. 14** (RL.6.1, RL.6.3, RL.6.5) *(See Documents and Online Links #8)*
- **Critical Vocabulary TE p. 15** (L.6.4a, L.6.4c, L.6.4d, L.6.6) *(See Documents and Online Links #9)*
- **Vocabulary Strategy: Using Context Clues [winced, scoffed, parallel]** TE p. 15 (L.6.4a) *(See Documents and Online Links #6)*
- **Language Conventions: Recognize Variations from Standard English [dialect]** TE p. 16 (L.6.1e)

## Selection-Based Performance Task:

- **Writing Essay:** TE pg. 14 *(W.6.2a-f, W.6.9a)*

## SUPPORTING TEXT: "Life Doesn't Frighten Me" (Poem) TE pp. 37-38

### Teach:

- **Analyzing Language:**
  - Lyric poem and speaker TE pp. 37, 39 (RL.6.1, RL.6.4, RL.6.5, RL.6.6)
  - **Tone** TE p. 38 *(RL.6.1, RL.6.4)* *(See Documents and Online Links #24 - 25)*
- **Analyze Structure:**
  - Repetition TE pp. 37, 39 (RL.6.1, RL.6.4, RL.6.5, RL.6.6)
  - Rhyme Scheme TE pp. 37, 39 (RL.6.1, RL.6.4, RL.6.5, RL.6.6)
  - **Couplet** TE pp. 37, 39 (RL.6.1, RL.6.4, RL.6.5, RL.6.6)
  - Length of lines in a poem TE p. 38 *(RL.6.5)*

## Practice & Apply:

- **Analyzing Text TE p. 40** *(RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6)* *(See Documents and Online Links #10)*

## Selection-Based Performance Task:

- **Speaking Activity: Oral Reading** TE pg. 40 *(SL.6.4, SL.6.6)*
Module 5-Week 3 (Collection 1)
(Week 27, 1 Week)

Week Overview:
ANCHOR TEXT: "Fears and Phobias" TE pp. 41-46
SUPPORTING TEXTS: "Fine?" TE pp. 17-32

- Note: The Supporting text is optional, but the Vocabulary Strategy and Language Conventions listed below are required to teach.

CLOSE READER SELECTION: "The Jumping Tree" TE pp. 16b-16g
PERFORMANCE TASK B: Write an Expository Essay (Research) TE p 67
(See Documents and Online Links #6)

Lesson Details:
ANCHOR TEXT: "Fears and Phobias" TE pp. 41-46, 135 min (See Documents and Online Links #1-2, 14-23)

Teach:
- Cite Evidence TE pp. 41, 43, 44, 47 (RI.6.1, RI.6.3, RI.6.5)
- Analyzing Structure:
  - o Text features TE p. 41 (RI.6.1, RI.6.5)
  - o Headings TE pp. 41, 47 (RI.6.1, RI.6.5)
  - o Subheadings TE pp. 41, 43, 46, 47 (RI.6.1, RI.6.5)
  - o Sidebar TE pp. 42, 47 (RI.6.5)
- Analyze Language:
  - o Quotation marks TE p. 42 (RI.6.4)
  - o Boldface type TE p. 44 (RI.6.1, RI.6.4)
  - o Repetition TE p. 45 (RI.6.1, RI.6.4)
  - o Scientific technical terms TE p. 45 (RI.6.1, RI.6.4)

Practice & Apply:
- Analyze Text TE p. 48 (RI.6.1, RI.6.3, RI.6.5, RI.6.6) (See Documents and Online Links #4)
- Critical Vocab TE p.49 (L.6.4a, L.6.4b, L.6.4d, L.6.6) (See Documents and Online Links #5)
- Vocabulary Strategy: Prefixes that mean "not" [ in-, mis-, non-, un- ] TE p. 49 (L.6.4b) (See Documents and Online Links #3, 7-8)

Documents and Online Links
# 1 - Fears and Phobias Brainstorm
# 2 - Videos - "Fear"
# 3 - WordSharp Vocabulary Tutor Lessons
# 4 - Analyzing the Text Questions worksheet Wk 3-Fears and Phobias
# 5 - Critical Vocabulary Questions worksheet-Wk 3-Fears and Phobias
# 6 - Outline for Expository Essay Collection 1
# 7 - Prefix: dis-, non-, un- worksheet
# 8 - Prefix: mis-, un-, in- worksheet
# 9 - Grammar Notes: Lesson 9: Using Pronouns Correctly(PowerPoint Presentation)
# 10 - Grammar Notes: Lesson 9: Using Pronouns Correctly(Practice Worksheet)
# 11 - Grammar Notes: Lesson 9: Using Pronouns Correctly(On Your Own Worksheet)
# 12 - Grammar Notes: Lesson 9: Using Pronouns Correctly(Review Worksheet)
# 13 - Interacting with Complex Text: Jigsaw Project (Teacher Video EL Strategies)
# 14 - Cloze Reading Fears and Phobias
# 15 - Cloze Reading Fears and Phobias Ke
# 16 - Fears and Phobias Jigsaw Vocabulary Activity Cards
# 17 - Fears and Phobias Jigsaw Vocab Ke
**Unit Support**

<table>
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<th>Teach:</th>
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<tbody>
<tr>
<td><strong>Language Conventions: Subjective and Objective Pronouns</strong> TE p. 50 (L.6.1a) (See Documents and Online Links #9-12)</td>
</tr>
<tr>
<td><strong>Selection-Based Performance Task:</strong></td>
</tr>
<tr>
<td>• Writing Activity: Summary, TE p. 48 (W.6.2, W.6.4)</td>
</tr>
<tr>
<td><strong>SUPPORTING TEXTS:</strong> &quot;Fine?&quot; TE pp. 17-32, 135 minutes</td>
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<tr>
<td>(The Supporting text is optional, but the Vocabulary Strategy and Language Conventions listed below are required to teach)</td>
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<tr>
<td><strong>Teach:</strong></td>
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<tr>
<td>• Describe Stories: Plot and Suspense:</td>
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<tr>
<td>- Plot TE p. 17 (RL.6.1, RL.6.3, RL.6.5)</td>
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<tr>
<td>- Conflict TE p. 17 (RL.6.1, RL.6.3, RL.6.5)</td>
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<td>- Suspense TE pp. 17, 33 (RL.6.1, RL.6.3, RL.6.5)</td>
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<tr>
<td>- Flashback TE pp. 19, 25 (RL.6.1, RL.6.2, RL.6.3, RL.6.5)</td>
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<td>- Plot/Rising Action TE pp. 21, 33 (RL.6.1, RL.6.3, RL.6.5)</td>
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<td>- Climax/Prediction TE pp. 28, 30, 33 (RL.6.1, RL.6.3, RL.6.5)</td>
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<td>- Falling Action TE pp. 31, 33 (RL.6.1, RL.6.2, RL.6.3, RL.6.5)</td>
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<td>- Resolution TE p. 32 (RL.6.1, RL.6.3, RL.6.5)</td>
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<tr>
<td>• Explain Point of View:</td>
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<tr>
<td>- Point of View TE p. 18 (RL.6.6)</td>
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<td>- First-person point of view TE p. 18 (RL.6.6)</td>
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<tr>
<td>- Third-person point of view TE pp. 18, 19, 20, (RL.6.6)</td>
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<tr>
<td>- Third-person omniscient TE pp. 22, 26, 27, 28, 33 (RL.6.1, RL.6.6)</td>
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<tr>
<td>• Describe Stories: Plot</td>
</tr>
<tr>
<td>- Exposition TE p. 18 (RL.6.1, RL.6.3, RL.6.5)</td>
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<td>- Rising Action TE p. 24 (RL.6.3, RL.6.5)</td>
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<tr>
<td>- Plot develops the main character TE p. 29 (RL.6.1, RL.6.2, RL.6.3)</td>
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<tr>
<td>• Describe Stories: Setting TE p. 23 (RL.6.1, RL.6.5)</td>
</tr>
<tr>
<td>• Analyze Language:</td>
</tr>
<tr>
<td>- Sensory Details TE pp. 25, 31 (RL.6.1 RL.6.4)</td>
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</tbody>
</table>

**Practice & Apply:**
Unit | Text Support | Resources
--- | --- | ---
 | Analyzing the Text TE p. 34 (RL.6.1, RL.6.3, RL.6.5, RL.6.6) | 
 | Critical Vocabulary TE p. 35 (L.6.4, L.6.4b, L.6.6) | 
 | Vocabulary Strategy: Greek Roots [ tech ] TE pg. 35 (L.6.4b) | 
 | Language Conventions: Commas and Dashes TE p. 36 (L.6.2a) (See Documents and Online Links #24-25) | 

**Selection-Based Performance Task:**

- Writing Activity: Narrative (W.6.3a-e)

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**Module 5-Week 4 (COLLECTION 1) (Week 28, 1 Week)**

**Week Overview:**

**ANCHOR TEXT:** None

**SUPPORTING TEXTS:**

- "In the Spotlight" TE pp. 51-54
- "Wired for Fear" [Media Analysis] TE p. 59-60
- Note: This supporting text can be moved to Week 5 (Mon-Tues.) if needed

**CLOSE.READER.SELECTION:** "Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare" TE pp. 50b-50e

**PERFORMANCE TASK B:** Write an Expository Essay (Research) TE p. 67 (See Documents and Online Links #6)

**Lesson Details:**

**SUPPORTING TEXTS:** "In the Spotlight" TE pp. 51-54 (See Documents and Online Links #1)

**Teach:**

- Determine Central Idea [central or main idea] TE pp. 51, 55 (RI.6.1, RI.6.2)
- Analyze Structure [supporting details] TE p. 51 (RI.6.1, RI.6.5)

---

**Document and Online Links**

- # 1 - In the Spotlight Brainstorm
- # 2 - Wordsharp Vocabulary Tutor Lesson: Word Structure: Suffixes
- # 3 - Video: Media Analysis: "Wired for Fear"
- # 4 - Analyzing the Text Questions worksheet Wk 4-In the Spotlight
- # 5 - Critical Vocabulary Questions worksheet-Wk 4-In the Spotlight
- # 6 - Outline for Expository Essay Collection 1
- # 7 - Analyzing the Text Questions worksheet Wk 4-Wired for Fear
- # 8 - Suffix: -ance, -ence, -ant word chart
- # 9 - Suffix: -ance, -ant, -ence, -ent worksheet
- # 10 - Grammar Notes: Lesson 9: Using Pronouns(PowerPoint Presentation)
- # 11 - Grammar Notes: Lesson 9: Using Pronouns(Practice Worksheet)
- Determine Details [examples] TE pp. 52, 55 (RI.6.1, RI.6.2, RI.6.3)
- Determine Central Idea and Details TE pp. 53, 54 (RI.6.1, RI.6.2, RI.6.3)
- Analyze Language [subheads] TE p. 53 (RI.6.4)

**Practice & Apply:**

- Analyzing Text TE p. 56 (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6) (See Documents and Online Links #4)
- Critical Vocabulary TE p. 57 (L.6.4a, L.6.4b, L.6.4c, L.6.4d, L.6.6) (See Documents and Online Links #5)
- Vocabulary Strategy: Suffixes that Form Nouns [-ance, -ence, ant] TE p. 57 (L.6.4b, L.6.4c, L.6.6) (See Documents and Online Links #2-9)
- Language Conventions: Possessive Pronouns TE p. 58 (L.6.1a) (See Documents and Online Links #10-13)

**Selection-Based Performance Task:**

- Writing Activity: Letter TE p.56 (W.6.2a-f, W.6.9)

**SUPPORTING TEXTS:** "Wired for Fear" [Media Analysis] TE p. 59-60 (See Document and Online Links #4, 15-16)

- **Note:** This supporting text can be moved to Week 5 (Mon-Tues.) if needed.

**Teach:**

- Analyze Technical Meaning TE p. 59 (RI.6.4)
- Interpret Information TE pp. 60, 61 (RI.6.1, RI.6.4, RI.6.6, SL.6.2)
  - Visual elements TE p. 60
  - Sound elements TE p.60
  - Still TE p. 60
  - Animation TE p. 60
  - Narration TE p. 60
  - Subtitles TE p. 60
  - Purpose TE p. 60

**Practice & Apply:**

- # 12 - Grammar Notes: Lesson 9: Using Pronouns (On Your Own Worksheet)
- # 13 - Grammar Notes: Lesson 9: Using Pronouns (Review Worksheet)
- # 14 - Informational Text & Media Analysis (Student Tutorial Video)
- # 15 - Edpuzzle Video Lesson: Wired for Fear from Goose Bumps! The Science of Fear
- # 16 - Edpuzzle Video Lesson: Wired for Fear from Goose Bumps! The Science of Fear (Lesson Plan)
- # 17 - Cloze Reading In the Spotlight
- # 18 - Cloze Reading In the Spotlight Key
- # 19 - Context Scavenger Hunt In the Spotlight
- # 20 - Context Scavenger Hunt In the Spotlight Key
- # 21 - Picture Perfect Vocabulary In The Spotlight
- # 22 - Picture Perfect Vocabulary In The Spotlight Key
- # 23 - In The Spotlight Jigsaw Vocabulary Activity Cards
- # 24 - In The Spotlight Jigsaw Vocabulary Key
Module 5-Week 5 (Collection 1)-PT Research
(Week 29, 1 Week)

Week Overview:

ANCHOR TEXT: None
SUPPORTING TEXTS: "Wired for Fear" [Media Analysis] TE p. 59-60

CLOSE READER SELECTION: None
PERFORMANCE TASK B: Write an Expository Essay, TE p. 67 (W.6.2a-f, W.6.4, W.6.5, W.6.8, W.6.9b)

Lesson Details:

SUPPORTING TEXTS: "Wired for Fear" [Media Analysis] TE p. 59-60 (See Documents and Online Links # 1)

Teach:

- Analyze Technical Meaning TE p. 59 (RI.6.4)
- Interpret Information TE pp. 60, 61 (RI.6.1, RI.6.4, RI.6.6, SL.6.2)
  - Visual elements TE p. 60
Practice & Apply

- **Analyzing the Media** TE p. 62 (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7)

Selection-Based Performance Task:

- Media Activity: Podcast TE p. 62 (SL.6.2, SL.6.5)

**PERFORMANCE TASK B:** Write an Expository Essay, TE p. 67 (W.6.2a-f, W.6.4, W.6.5, W.6.8, W.6.9b) (See Documents and Online Links # 2)

**Plan:**

- **Determine Your Topic:** Review the selections in the collection. Make a list of the different types of fears you read about. Choose the fear that you want to learn more about.

- **Gather Information**
  - What causes this type of fear?
  - What happens to our bodies and emotions in response to this fear?
  - What methods can be used to overcome this fear?

- **Do Research:**
  - Search for unique or little-known facts. Make sure facts are credible. If possible, back up facts with research or endorsements from experts.
  - Cite real-life examples of people living with this fear and explain how they overcame it.
  - Explore and provide links to websites that can be used as resources for understanding this fear.
  - Identify any visuals, such as pictures or graphs, that illustrate your ideas.
Module 5-Week 6 & 7 (Collection 1)-Per. Task
(Week 30, 2 Weeks)

PERFORMANCE TASK B: Write an Expository Essay, TE p. 67 (W.6.2a-e, W.6.4, W.6.5, W.6.8) (See Documents and Online Links #1)

Plan:

- **Determine Your Topic:** Review the selections in the collection. Make a list of the different types of fears you read about. Choose the fear that you want to learn more about.
- **Gather Information**
  - What causes this type of fear
  - What happens to our bodies and emotions in response to this fear
  - What methods can be used to overcome this fear
- **Do Research:**
  - Search for unique or little-known facts. Make sure facts are credible. If possible, back up facts with research or endorsements from experts.
  - Cite real-life examples of people living with this fear and explain how they overcame it.
  - Explore and provide links to websites that can be used as resources for understanding this fear.
  - Identify any visuals, such as pictures or graphs, that illustrate your ideas.
- **Organize Your Ideas**
- **Consider Your Purpose and Audience**
- **W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

Documents and Online Links

# 1 - Outline for Expository Essay
# 2 - SBAC Sample Generic 4 Point Informative Writing Rubric
### Module 5-Week 7 (COLLECTION 1)-Reteach/Assess/Extend

**"Facing Fear"**

**OPTIONAL** - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 06 ELA - Read Info (IAB)

**OPTIONAL** - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 06 ELA - Edit & Revise (IAB)

**ADMINISTER:** Common Assessment 5 (Collection 1)

Choose 3 days of lessons from the following choices based on student needs:

**Reteach:**

- **Describe Stories:** Character Development TE p. 16a (RL.6.3)
  - Level Up Tutorial: Character Traits (See Documents and Online Links #1, #2)
  - Level Up Tutorial: Character motivation (See Documents and Online Links #3, #4)
  - Level Up Tutorial: Making Inferences About Characters (See Documents and Online Links #5, #6)

- **Describe Stories:** Plot TE p. 36a (RL.6.3)
  - Level Up Tutorial: Plot Stages (See Documents and Online Links #7, #8)
  - Level Up Tutorial: Plot: Sequence of Events (See Documents and Online Links #9, #10)
  - Level Up Tutorial: Conflict (See Documents and Online Links #11, #12)

- **Analyze Structure:** Lyric Poetry TE p. 40a (RL.6.4, RL.6.5, RL.6.6)
- **Cite Evidence** TE p. 50a (RL.6.1)
  - Level Up Tutorial: Reading for Details (See Documents and Online Links #13, #14)

- **Determine Central Idea and Details** TE p. 58a (RL.6.2)
  - Level Up Tutorial: Main Idea and Supporting Details (See Documents and Online Links #15, #16)

- **Interpret Information:** Visual and Sound Elements TE p.62b (SL.6.2)

**Extend:**

- **Describe Plot:** Conflict TE p. 16a (RL.6.3)

### Document and Online Links

- # 1 - Level Up Tutorial: Character Traits
- # 2 - Level Up Tutorial Worksheet: Character Traits
- # 3 - Level Up Tutorial: Character motivation
- # 4 - Level Up Tutorial Worksheet: Character motivation
- # 5 - Level Up Tutorial: Making Inferences About Characters
- # 6 - Level Up Tutorial Worksheet: Making Inferences About Characters
- # 7 - Level Up Tutorial: Plot Stages
- # 8 - Level Up Tutorial Worksheet: Plot Stages
- # 9 - Level Up Tutorial: Plot - Sequences of Events
- # 10 - Level Up Tutorial Worksheet: Plot - Sequences of Events
- # 11 - Level Up Tutorial: Conflict
- # 12 - Level Up Tutorial Worksheet: Conflict
- # 13 - Level Up Tutorial: Reading for Details
- # 14 - Level Up Tutorial Worksheet: Reading for Details
- # 15 - Level Up Tutorial: Main Idea and Supporting Details
- # 16 - Level Up Tutorial Worksheet: Main Idea and Supporting Details
- # 17 - Interactive Whiteboard Lesson: Sound Devices in Poetry(Presentation)
- # 18 - Interactive Whiteboard Lesson: Sound Devices in Poetry(Lesson Plan)
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<td># 19 - Interactive Whiteboard Lesson: Word Choice and Tone(Presentation)</td>
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<td># 20 - Interactive Whiteboard Lesson: Word Choice and Tone(Lesson Plan)</td>
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**Module 6-Week 1 (Collection 6)**  
(Week 32, 1 Week)

**Week Overview:**

**ANCHOR TEXT:** "from Black Ships Before Troy: The Story of the Iliad" (Greek Myth), TE pp. 313-326

- **Note:** Lines 1-35 of this selection are essential to read for the purpose of comparing the myth of Eris in this selection with the poem "Apple of Discord"

**SUPPORTING TEXTS:** "The Apple of Discord" (poem) TE pp. 331-332

**CLOSE READER SELECTION:** "Medusa's Head" TE pp. 330b-330i, AND "Medusa" (poem) TE pp. 330i-300k

**PERFORMANCE TASK A:** Write a Literary Analysis TE pp. 373-376

**PERFORMANCE TASK B:** Write a Play TE pp. 377-380

**PERFORMANCE TASK C:** Novel

**Lesson Details:**

**ANCHOR TEXT:** "from Black Ships Before Troy: The Story of the Iliad" (Greek Myth) TE pp. 313-326, (See Documents and Online Links # 1 - 2)

- **Note:** Lines 1-35 of this selection are essential to read for the purpose of comparing the myth of Eris in this selection with the poem "Apple of Discord"
• Describe Stories: Myth TE pp. 313, 314, 315, 317, 318, 321, 322, 323, 324, 327 (RL.6.1, RL.6.3) (See Documents and Online Links # 4 - 5)
• Determine Theme [summarize]: TE pp. 316, 319, 320, 325, 327 (RL.6.2)
• Make Inferences TE p. 320 (RL.6.1)
• Determine Meanings: Figurative Language [simile] TE p. 326 (RL.6.1, RL.6.4)

Practice & Apply:
• Analyze the Text TE p. 328 (RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.6.2a-f, W.6.9, W.6.10) (See Documents and Online Links # 6)
• Critical Vocabulary TE p. 329 (L.6.4a, L.6.5b, L.6.6)
• Vocabulary Strategy: Cause-to-Effect Analogies TE p. 329 (L.6.5b) (See Documents and Online Links # 9)
• Language Conventions: Spell Words Correctly [suffix -ing, ed] TE p. 330 (L.6.2b)

Selection-Based Performance Task:
• Writing Activity: Analysis TE p. 328 (W.6.2a-f, W.6.9a, W.6.10)

SUPPORTING TEXTS: "The Apple of Discord" (poem) TE pp. 331-332, 90 minutes (See Documents and Online Links # 1, 3, 8)

Teach:
• Compare & Contrast Genres pp. 331, 332, 333 (RL.6.1, RL.6.9)
• Determine Meanings: Tone [parody] TE pp. 332, 333 (RL.6.1, RL.6.4)

Practice & Apply:
• Analyzing Text TE p. 334 (RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10) (See Documents and Online Links # 7)

Selection-Based Performance Task:
Module 6-Week 2 (COLLECTION 6)  
“What Tales Tell”

**Week Overview:**

**ANCHOR TEXT:** "The Prince and the Pauper" (Dramatization) TE pp. 345-360

- *Note: Begin in week 2, and finish in week 3 if needed.

**SUPPORT TEXT:** None

**CLOSE READER SELECTION:** "Comparing Versions of the Prince and the Pauper" TE pp. 362c-362j (student pp. 115-128)

- **“Note: This Close Reader includes: “Tom’s Meeting With the Prince” (from the Novel by Mark Twain) / “from The Prince and the Pauper” (Dramatization) / “from The Prince and the Pauper” (Graphic Story).**

**PERFORMANCE TASK A:** Write a Literary Analysis TE pp. 373-376  
**PERFORMANCE TASK B:** Write a Play TE pp. 377-380  
**PERFORMANCE TASK C:** Novel

**Lesson Details:**

**ANCHOR TEXT:** The Prince and the Pauper (Dramatization) TE pp. 345-360  
(See Documents and Online Links #1)

- Note: Begin in week 2, and finish in week 3 if needed

**Teach:**

- **Describe Drama:**  
  - Cast of characters TE p. 346 (RL.6.1, RL.6.3, RL.6.5)  
  - Stage Directions TE p. 346 (RL.6.1, RL.6.3, RL.6.5)  
  - Determine Meaning TE p. 347 (RL.6.4)
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- **Analyze Tone TE p. 350** (RL.6.1, RL.6.4) *(See Documents and Online Links #4-5)*
- **Determine Theme TE p. 357** (RL.6.2)

**Practice & Apply:**

- **Analyze the Text TE p. 362** (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.7)
- Critical Vocabulary: None
- Language Conventions: None

**Selection-Based Performance Task:**

- **Speaking Activity: Dramatic Reading TE p. 362** (RL.6.7, SL.6.1, SL.6.4, SL.6.6)

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**Module 6-Week 3**

(Collection 6)

(Week 34, 1 Week)

**Week Overview:**

ANCHOR TEXT: The Prince and the Pauper (Dramatization) TE pp. 345-360

- **Note:** Begins in week 2 and continues into week 3 if needed.

CLOSE READER: None

**Supporting Texts:**

- "Yeh-Shen"- A Cinderella Story From Japan TE pp. 335-340
- "The Role of Myths in Ancient Greece" TE pp. 363-368 *(Note: The text selection is optional but the Language Conventions listed below in bold are mandatory to teach.)*

**Performance Task A:** Write a Literary Analysis TE pp. 373-376
**Performance Task B:** Write a Play TE pp. 377-380
**Performance Task C:** Novel

**Lesson Details:**

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**Document and Online Links**

- # 1 - Level Up Tutorial- Myths, Legends, & Tales
- # 2 - Level Up Tutorial Worksheet - Myths, Legends, & Tales
- # 3 - Analyzing the Text Questions Worksheet - Yeh Shen
- # 4 - Parentheses (Lesson Plan)
- # 5 - Parentheses (PowerPoint Presentation)
ANCHOR TEXT: The Prince and the Pauper (Dramatization) TE pp. 345-360

- Note: Begins in week 2 and continues into week 3 if needed.

Teach:

- Describe Drama: (See Documents and Online Links #1-2)
  - Cast of characters TE p. 346 (RL.6.1, RL.6.3, RL.6.5)
  - Stage Directions TE p. 346 (RL.6.1, RL.6.3, RL.6.5)
- Determine Meaning TE p. 347 (RL.6.4)
- Analyze Tone TE p. 350 (RL.6.1, RL.6.4)
- Determine Theme TE p. 357 (RL.6.2)

Practice & Apply:

- Analyze the Text TE pp. 362 (RL.6.1, 6.2, 6.3, 6.4, 6.5, 6.7)
- Critical Vocabulary: None
- Language Conventions: None

Selection-Based Performance Task:

- Speaking Activity: Dramatic Reading p. 362 (RL.6.7, SL.6.1, SL.6.4, SL.6.6)

SUPPORTING TEXTS: "Yeh-Shen"- A Cinderella Story From Japan TE pp. 335-340, 135 minutes

Teach:

- Describe Stories: Folk Tales
  - Folk Tales are stories TE pp. 335, 341 (RL.6.1, 6.3)
  - Plot and Conflict TE p. 336 (RL.6.1, 6.3)
  - Traits and Motivation TE p. 339 (RL.6.1, 6.3)
  - Resolution and Climax TE p. 340 (RL.6.3, RL.6.5)
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<td><strong>Make Inferences TE p. 338 (RL.6.1)</strong></td>
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**Practice & Apply:**

- **Analyzing Text TE p. 342 (RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.9)** *(See Documents and Online Links #3)*
- **Critical Vocabulary TE p. 343 (L.6.4a, L.6.4c, L.6.6)**
- **Vocabulary Strategy: Using a Glossary TE p. 343 (L.6.4c)** *(See Documents and Online Links #4)*
- **Language Conventions: Spell Words Correctly [-ing, -ed ] TE p. 344 (L6.2b)**

**Selection-Based Performance Task:**

- **Writing: Narrative TE p. 342 (W6.3a-e)**

**SUPPORTING TEXT:** "The Role of Myths in Ancient Greece" TE pp. 363-368

- **Note:** The text selection is optional but the Language Conventions listed below in bold are mandatory to teach.

**Teach:**

- **Analyze Structure:**
  - Essay TE p.363 (RL.6.1, RL.6.5, RL.6.6)
  - Pattern of Organization, Central Idea, Supporting details TE pp. 365, 368, 369 (RL.6.1, RL.6.2, RL.6.5)
  - Headings TE p. 376 (RL.6.1, RL.6.5)
- **Cite Evidence TE pp. 364, 366, 369 (RL.6.1, RL.6.2)**
- **Integrate Information TE p.366 (RL.6.7)**

**Practice & Apply:**

- **Analyzing the Text TE p. 370 (RL.6.1, RL.6.2, RL.6.3, RL.6.5)**
- **Critical Vocabulary TE p. 371 (L.6.4a)**
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<td><strong>Language Conventions: Parentheses [ used to set off useful but less important information ] TE p. 372 (L.6.2a)</strong> (See Documents and Online Links #5-6)</td>
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<td><strong>Selection-Based Performance Task:</strong></td>
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<td>• Speaking Activity: Discussion TE p. 370 (SL.6.1a-d)</td>
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<tr>
<td>Module 6-Week 4-6 (Collection 6)- Per. Task</td>
<td><strong>Module 6-Week 4-6 (COLLECTION 6) “What Tales Tell”</strong> Choose from one of the following Performance Tasks or Novels.</td>
<td><strong>Documents and Online Links</strong></td>
</tr>
<tr>
<td>(Week 35, 3 Weeks)</td>
<td><strong>PERFORMANCE TASK A:</strong> Write a Literary Analysis TE pp. 373-376 (RL.6.1, W.6.2a-f, W.6.4, W.6.5, W.6.9a, W.6.10)</td>
<td># 1 - Novel Chart Listing</td>
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<td><strong>Plan:</strong></td>
<td># 2 - Graphic Organizers to Teach Characterization</td>
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<td>• Analyze the Story: Reread the excerpt from “Black Ships Before Troy.”</td>
<td># 3 - Graphic Organizers to Teach Plot</td>
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<td>o Identify the events leading up to the Trojan War. What was its main cause?</td>
<td># 4 - Graphic Organizers to Teach Setting</td>
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<td>o Think about the characters’ personalities. How are the characters described? What do they say and do? What effect do they have on others?</td>
<td># 5 - Graphic Organizers to Teach Summary</td>
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<td>o Consider the setting. How does the time period and place reflect the values and qualities of the culture?</td>
<td># 6 - Graphic Organizers to Teach Theme</td>
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<td>• Develop a Controlling Idea:</td>
<td># 7 - Journal Prompts &amp; Text Dependent Questions for Characterization</td>
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<td>• Consider Audience and Purpose</td>
<td># 8 - Journal Prompts &amp; Text Dependent Questions for LANGUAGE</td>
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<td><strong>PERFORMANCE TASK B:</strong> Write a Play TE pp. 377-380 (RL.6.7, W.6.3a-e, W.6.4, W.6.5, W.6.6, SL.6.6)</td>
<td># 9 - Journal Prompts &amp; Text Dependent Questions for PLOT</td>
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<td><strong>Plan:</strong></td>
<td># 10 - Journal Prompts &amp; Text Dependent Questions for THEME</td>
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<td>• Choose a Section: Review the selections in the collection.</td>
<td># 11 - SBAC Sample Generic 4 Point Narrative Rubric</td>
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<td>• Understand the Story:</td>
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<td>• Organize Your Ideas:</td>
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Consider Your Purpose and Audience

**NOVEL:** Choose one novel from the following list: *(See Documents and Online Links #1)*

- Cave of the Moving Shadow
- Chu Ju House
- Homeless Bird
- Julia of the Wolves
- The Halloween Tree
- A Wrinkle in Time
- Esperanza Rising
- Myths & Legends From Ancient Greece and Around the World
- Pictures of Hollis Woods
- The Egypt Game
- The Golden Goblet

**Purpose of Unit:**

- Students will be able to analyze characterization
- Students will be able to analyze character motivation and how it advances the plot

**Learning Plan:**

- Analyze Characterization(RL.6.1, RL.6.3, W.6.1, W.6.2)
- Trace Plot Development(RL.6.1, RL.6.3, RL.6.5)

**Evidence of Learning:**

- Compare and Contrast of multiple characters (traits, motivation, evolution, influence on plot)
- Written analysis of the development of one character over the course of the novel
- Plot Mountain that traces the development of characters as a parallel to major events in the novel
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| Module 6 (Collection 6)  
- Reteach  
(Week 36, 1 Week) | **COLLECTION 6 "What Tales Tell", Week 5**  
**Reteach:**  
- **Describe Stories: Myth TE p. 330a (RL.6.3)**  
  - Level Up Tutorial: Myths, Legends, and Tales (See Documents and Online Links #3-4)  
- **Determine Meaning of Words and Phrases: Parody TE p. 334a (RL.6.4, W.6.3a, W.6.4)**  
  - Level Up Tutorial: Tone (See Documents and Online Links #5-6)  
- **Describe Stories: Foreshadowing TE p. 344a (RL.6.3)**  
  - Level Up Tutorial: Suspense and Foreshadowing (See Documents and Online Links #9-10)  
- **Describe Elements of Drama TE p. 362a (RI.6.1, RL.6.3, RL.6.5, RL.6.7)**  
  - Level Up Tutorial: Elements of Drama (See Documents and Online Links #7-8)  
- **Analyzing Structure TE p. 372b (RI.6.1, RL.6.5)**  
  - Level Up Tutorial: Main Idea and Supporting Details (See Documents and Online Links #1-2)  
  - Level Up Tutorial: Reading for Details (See Documents and Online Links #11-12)  
**Extend:**  
- **Understand Archaic Language TE p. 330a (RL.6.4)**  
- **Analyze Language: Symbol TE p. 334a (RL.6.4, RL.6.5)**  
- **Summarize Text**  
- **Describe Drama: Characterization TE p. 362a (RL.6.3)**  
- **Summarize Text TE p. 372a (RL.6.2)**  
- **Paraphrase Text TE p. 372a (RL.6.2)**  
- **Generate Discussion Questions TE pg. 372b (SL.6.1c)**  
| Documents and Online Links |
| # 1 - Level Up Tutorial: Main and Supporting Details |
| # 2 - Level Up Tutorial Worksheet: Main and Supporting Details |
| # 3 - Level Up Tutorial-Myths, Legends, Tales |
| # 4 - Level Up Tutorial Worksheet - Myths, Legends, Tales |
| # 5 - Level Up Tutorial - Tone |
| # 6 - Level Up Tutorial Worksheet - Tone |
| # 7 - Level Up Tutorial - Elements of Drama |
| # 8 - Level Up Tutorial Worksheet - Element of Drama |
| # 9 - Level Up Tutorial- Suspense and Forshadowing |
| # 10 - Level Up Tutorial Worksheet - Suspense and Forshadowing |
| # 11 - Level Up Tutorial - Reading For Details |
| # 12 - Level Up Tutorial Worksheet - Reading For Details |

| Semester Finals-2nd Semester  
(Week 38, 1 Week) | **2nd Semester Final**  
Administer the 2nd Semester End of Semester Exam |
| Documents and Online Links |
| Atlas Version 8.2  
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