### Grade 6 – Advanced Reading - Collection 1 – Facing Fear

#### Central Text Selections

**Anchor Text:**
- Short Story: "The Ravine" by Graham Salisbury
- Short Story: "Fine?" by Margaret Peterson Haddix

**Poem:** "Life Doesn’t Frighten Me" by Maya Angelou

**Informational Text:** In the Spotlight from Stuff That Scares Your Pants Off!, pg. 51

**Online Article:** "Fears and Phobias" by kidshealth.org

**Online Science Exhibit:** Wired for Fear, p. 59

#### Close Reader Selections

**Close Reader:**
- Short Story: "The Jumping Tree" by Rene Saldana, Jr.
- Magazine Article: "Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare" by Dana Hudepohl
- Magazine Article: "Face Your Fears and Scare the Phobias Out of Your Brain" by Jason Koebler

#### EQ:
- How can overcoming fear positively affect one’s life?
- How does fear affect the brain and body?

#### Reading Focus

- Character
- Setting
- Making Inferences
- Rhyme Scheme
- Central/Main Idea Details
- Plot

#### Writing Focus

- Cite Evidence
- Research
- Write
- Revise

#### Listening & Speaking Focus

- Recognize Variations from Standard English (dialect)
- Interpret Information from a Video
- Create a podcast

#### Language Focus

- Commas
- Dashes
- Subjective & Objective Pronouns
- Possessive Pronouns

- Context clues
- Greek roots
- Prefix
- Suffix

#### Jim Burke’s Academic Vocabulary

1. **evident** (evidence, evidently, evidential, evidentiary)
2. **factor** (factorable, factoring, factored, factorability)
3. **indicate** (indication, indicated, indicator, indicative)
4. **similar** (similarly, similarity, similarities)
5. **specific** (specifically, specifics, specification, specificity)

#### Collection 1 Vocabulary.com

#### Extensions (Gifted Resources)

- Describe Plot: Conflict
- Explain Point of View: Interactive Whiteboard Lesson
- Analyze Structure: Rhyme Scheme: Interactive Whiteboard Lesson (Sound Devices)
- Integrate Information
- Write a Summary: Interactive Whiteboard Lesson (Summarizing Text)
- Analyze Style: Interactive Whiteboard Lesson (Word Choice and Tone)
- Analyze Technical Meanings

#### Interventions (ELL Strategies/ESE Strategies)

- Describe Stories: Character Development: Level Up Tutorial
- Describe Stories: Plot: Level Up Tutorial (Plot: Sequence of events, Conflict)
- Analyze Structure: Lyric Poetry
- Cite Evidence: Level Up Tutorial (Reading for details)
- Determine Central Ideas and Details: Level Up Tutorial (Main idea and supporting details)
- Interpret Information: Visual and Sound Elements

#### Additional Suggested Resources

- **CPALMS Collection 1-6 HMH Word Wall**
- **Reading, Writing, and Language Focus Terms**
- **Vocabulary PPTS**
- **Reader’s Theater Passages**
- **Graphic Organizers**
- **Thematic Resources**
- **Quizlet links**
- **Choice Board**

#### Formative and Summative Assessments

**Online Selection Tests**
- Performance Task A: Write a Short Story, p. 63
- Task A: Short Story Rubric, p. 66

**Performance Task B:**
- Write an Expository Essay, p. 67
- Task B: Expository Essay Rubric, p. 70

**Collection Test 1**
- **Vocabulary**
- **Quizzes**
- **Choice Board**

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**Strategies for Gifted Learners - FL Gifted Frameworks**

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Language Arts Florida Standards addressed in this unit are highlighted below:

Reading: Literature

LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LAFS.6.RL.1.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LAFS.6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LAFS.6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.

LAFS.6.RL.3.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

(RL.6.8 not applicable to literature)

LAFS.6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LAFS.6.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Information

**LAFS.RI.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.RI.1.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**LAFS.RI.1.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**LAFS.RI.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**LAFS.RI.2.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**LAFS.RI.2.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**LAFS.RI.3.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**LAFS.RI.3.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**LAFS.RI.3.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**LAFS.RI.4.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing

LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LAFS.6.W.1.1a Introduce claim(s) and organize the reasons and evidence clearly.

LAFS.6.W.1.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

LAFS.6.W.1.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

LAFS.6.W.1.1d Establish and maintain a formal style.

LAFS.6.W.1.1e Provide a concluding statement or section that follows from the argument presented.

LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.6.W.1.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LAFS.6.W.1.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LAFS.6.W.1.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

LAFS.6.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

LAFS.6.W.1.2e Establish and maintain a formal style.

LAFS.6.W.1.2f Provide a concluding statement or section that follows from the information or explanation presented.

LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.6.W.1.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

LAFS.6.W.1.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

LAFS.6.W.1.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

LAFS.6.W.1.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LAFS.W.1.3e Provide a conclusion that follows from the narrated experiences or events.

LAFS.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

LAFS.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

LAFS.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LAFS.W.3.8 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.

LAFS.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.W.3.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

LAFS.W.3.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

LAFS.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

LAFS.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

LAFS.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LAFS.SL.1.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

LAFS.6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.SL.1 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.

LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

Language

LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.6.L.1.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

LAFS.6.L.1.1b Use intensive pronouns (e.g., myself, ourselves).

LAFS.6.L.1.1c Recognize and correct inappropriate shifts in pronoun number and person.*

LAFS.6.L.1.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

LAFS.6.L.1.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

LAFS.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.6.L.1.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

LAFS.6.L.1.2b Spell correctly.

LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vary sentence patterns for meaning, reader/listener interest, and style.*

Maintain consistency in style and tone.*

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimp, economical, unwasteful, thrifty).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
"Life Doesn't Frighten Me"
by Maya Angelou
This poem describes the author's lack of fear in facing life's daily challenges.

"The Ravine" by Graham Salisbury.
This is a short story that describes the dilemma of a young boy when faced with fear. Two weeks and two days after one of his friends tragically dies, he must decide whether to face his fears or embrace his feelings of danger.

"Fine?" by Margaret Peterson Haddix
This short story explains how, after blacking out in school, Bailey is rushed to the hospital and faces a night of being subjected to frightening tests. She must face her fear of possibly dying.

"In the Spotlight"
By Glenn Murphy
This informational text addresses the common fear of public speaking and how to overcome this fear.

"Fears and Phobias"
By kidshealth.org
This online article provides the reader with a scientific method that has proven effective in helping one to overcome specific fears and phobias.

Essential Question:
How can overcoming fear positively affect one's life?

Connection: Both texts describe ways fear can be overcome. In Text 3, the author turned to writing as a form of expression to help overcome her fear. Text 4 uses science as a means to help understand and overcome the physical and emotional responses we call fear.

Connection: In both texts, the fear of dying is prevalent. In Text 1, a young boy’s friend tragically dies and two weeks later he faces the same situation that killed his friend. In Text 2, a young girl must face her fear of dying after she is hospitalized.

Connection: Both texts describe ways fear can be overcome. In Text 3, the author turned to writing as a form of expression to help overcome her fear. Text 4 uses science as a means to help understand and overcome the physical and emotional responses we call fear.

Connection: Both texts focus on how experiences/knowledge can help one to overcome fear. In Text 2, Bailey overcomes her fear of dying when the doctor diagnoses her ailment. In Text 3, overcoming a childhood trauma led the author to become admired as a fearless and inspiring voice.

Connection: Both texts explain that the best way to overcome fear is to face it head on. Text 5 addresses the most common fear people embrace and how practice can eliminate the fear, while Text 1 discusses a justifiable fear that originates from danger.

In this collection, you will explore how people experience fear and how fear affects the brain and body.