

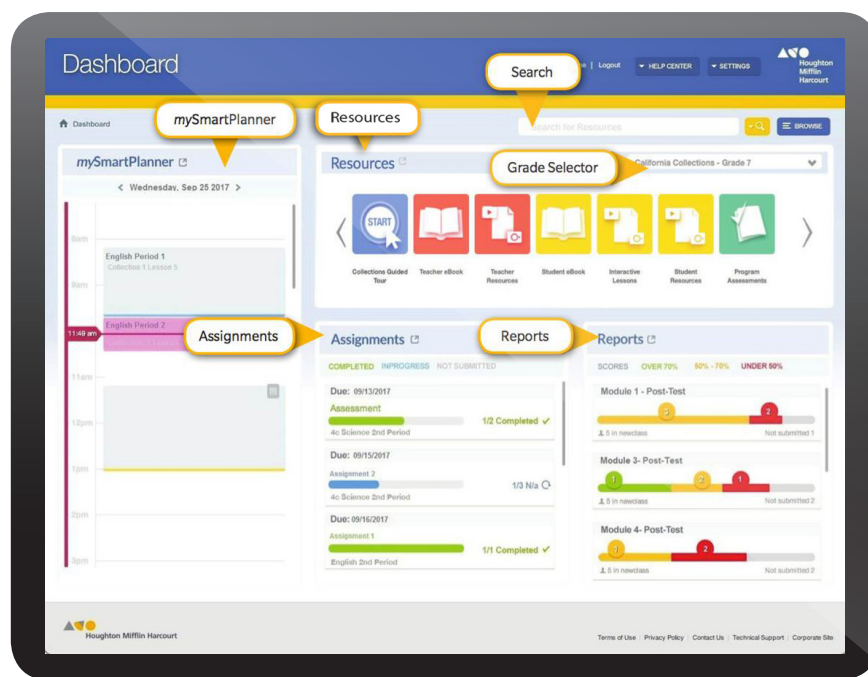
CALIFORNIA collections



Designed for today's digital natives,
California Collections merges tools that students
use with new ones that will make learning
a lifelong endeavor. **Explore now!**


California Collections Online Program Highlights

- Your personalized Smart Teacher Dashboard is organized into four main sections: **mySmartPlanner**, **Resources**, **Assignments**, and **Reports**.




All the tools you need in one easy-to-access location.


Resources



Collections Guided Tour




Teacher eBook




Leveled Readers




Teacher Resources



Student eBook



Interactive Lessons



Student Resources

Guided Tour
Watch these videos FIRST!



Teacher eBook & Resources
Interactive, collaborative lessons, including integrated and designated EL support, videos, at-point-of-use PD, and planning tools.

Student eBook & Resources
Interactive, collaborative materials, including videos, tutorials, online lessons, note-taking and word processing tools, Close Reader, and additional texts.

For a more detailed, step-by-step guide to **California Collections**, select the Guided Tour icon on the Dashboard.

Sign up for an evaluation account now.

Visit learn.hmhco.com/CASuccess

1. Select **SAMPLE NOW**
2. Enter Sample Word: **CAELA17**
3. Complete the form 
4. Write down **Username** and **Password**
5. **Bookmark** the login page for easy return 

California Collections - Grade 6


Program Assessments


Continuum Assessments


Professional Development


FYI Site


myNotebook

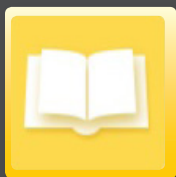

myWriteSmart

Assessments
California Collections includes a wide variety of assessments that include automatic scoring and reporting, performance tasks, and adapted question types.

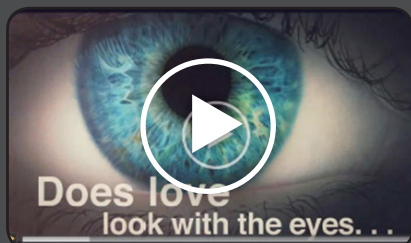
Professional Development
Instructional practice with podcasts, videos, articles, and other resources by ELD and ELA experts.

Collaboration Resources
These allow students and teachers to stay connected in the 21st-century classroom.

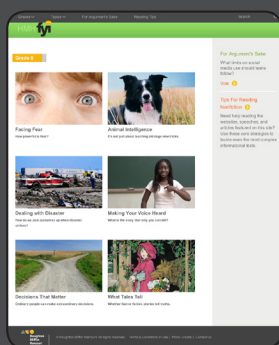
Keep Students Engaged with Tools That Encourage Learning



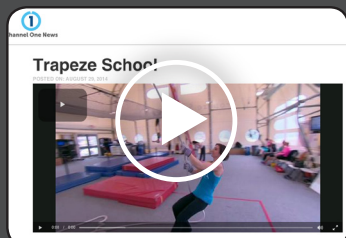
Student eBook



- Stream to Start™ Videos open each collection with engaging content to clarify the topic.



- For Your Information website, hmfyi.com, offers curated and contemporary nonfiction.

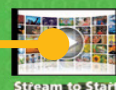


- Channel One News® provides engaging, current media about the world in which students live and additional information on related topics.

COLLECTION 1 Facing Fear



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



COLLECTION **PERFORMANCE TASK** Preview

After reading this collection, you will have the opportunity to complete two performance tasks:

- In one, you will present a response to one of the selections from the collection.
- In the second, you will write an informative essay about fear using information found in selections from the collection and your own research.

ACADEMIC VOCABULARY

Study the words and their definitions in the chart below. You will use these words as you discuss and write about the texts in this collection.

Word	Definition	Related Forms
evident	easily seen or understood; obvious	evidence, evident
factor	someone or something that has an effect on an event, a process, or a situation	factorable
indicate	to point out; also, to serve as a sign or symbol of something	indication, indicator, indicative
similar	alike in appearance or nature, though not identical; having features that are the same	similarly, similarity
specific	concerned with a particular thing; also, precise or exact	specifically, specifics, specification

Credits



- Embedded Questions** allow students to answer questions directly in the eBook and save to **myNotebook** for accessing as they complete collections and unit level performance tasks, or students can send answers directly to the teacher.



Graham Salisbury (b. 1944) was born in Pennsylvania but grew up in Hawaii. Growing up with a distant mother and without a father, who was killed in World War II, Salisbury lacked guidance. His characters explore choices similar to those he faced—making and keeping friends and learning honesty and courage. Their struggles, like Salisbury's, also take place in a Hawaiian setting. Among his many writing awards are the Boston Globe/Horn Book award and a School Library Journal Best Book of the Year award.

The Ravine

Short Story by Graham Salisbury

SETTING A PURPOSE As you read, pay attention to how a tragic event affects Vinny. Write down any questions you have while reading.

When Vinny and three others dropped down into the ravine,¹ they entered a jungle thick with tangled trees and rumors of what might have happened to the dead boy's body.

The muddy trail was slick and, in places where it had fallen away, flat-out dangerous. The cool breeze that swept the Hawaiian hillside pastures above died early in the descent.



As you read, save new words to **myWordList**.

A

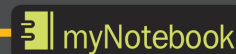


Text in Focus thought-provoking videos cement understanding of each text with visual and graphic explanations.



Xplor eMagazine extends reading with multi-genre selections aligned to **California Collections'** topics.

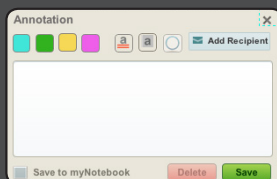
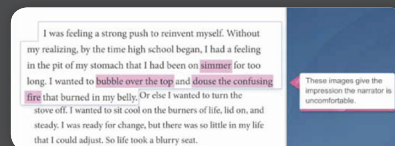
Grades 6–8



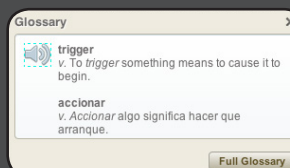
myNotebook is a repository for personalized notes used for reflection and review and writing to sources.



Close Read Screencasts exhibit meaning-making modeled conversations about text.



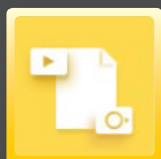
Digital Annotation Tools encourage personalized analysis, synthesis, and note-taking.



English/Spanish Glossary at point of use in the eBook supports access to complex text.

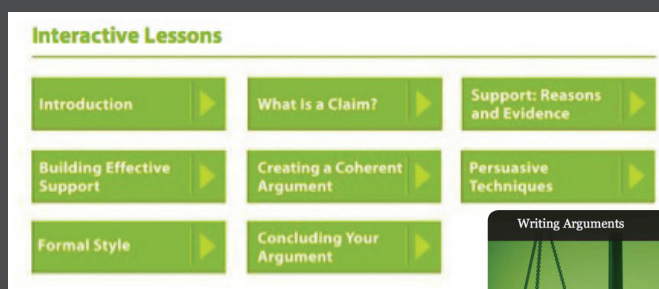
Achieve Performance Task SUCCESS with Dynamic Tools

Students access dynamic tools, such as *myWriteSmart*, *myNotebook* and interactive lessons, from their Student Dashboard or directly at point of use in their Student Edition.



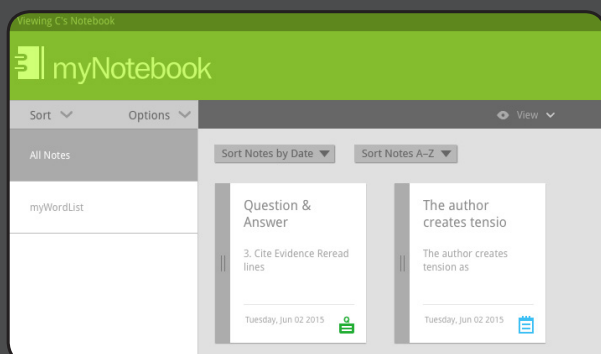
Interactive Writing, Speaking & Listening Lessons

Dynamic lessons with models, feedback, and practice grow writing, speaking, and listening skills.



myNotebook

myNotebook allows students to collect and organize text evidence into their writing.



COLLECTION 1
PERFORMANCE TASK B

Interactive Lessons

To help you complete this task, use:
• Using Informative Texts
• Using Textual Evidence

Write an Informative Essay

In "Fears and Phobias" and other lessons in this collection, you learned about fear. Now use the texts you have read and your own research to write an informative essay about a fear.

A successful informative essay

- provides an introduction that catches the reader's attention and clearly states the topic
- logically organizes main ideas and supporting evidence
- includes evidence such as facts, definitions, examples, and quotations
- uses appropriate transitions to connect ideas
- provides a conclusion that supports the topic

Mentor Text Notice how this introduction from "In the Spotlight" catches the reader's attention and also states the topic.
"Some of us are fine with the idea of standing in front of huge crowds of people. But others would happily bungee off a 200-foot bridge . . . rather than experience the sheer terror of facing an audience. . . . If that sounds like you, then you are one of the world's many, many sufferers of glossophobia—the fear of speaking (or trying to speak) in public."

PLAN

Determine Your Topic Review the selections in the collection. Choose the fear that you want to learn more about.

Gather Information Jot down important facts, examples, and definitions, including

- what causes this type of fear
- what happens to our bodies in response to this fear
- what methods can be used to overcome this fear

Do Research Use print and digital sources to find additional definitions, information, and quotations from experts.

- Search for little-known facts. Make sure facts are credible.
- Cite real-life examples of people living with this fear.

W.6.2a–f, W.6.4, W.6.5, W.6.8
ELA PI.6.4, PI.6.10, PI.6.12, PI.6.1, PI.6.2, PI.6.6

fyi
hmbfyi.com
Visit hmbfyi.com to explore your topic and enhance your research.

myNotebook
Use the annotation tools in your eBook to find evidence to support your ideas. Save each piece of evidence to your notebook.

ACADEMIC VOCABULARY
As you write about fear, be sure to use the academic vocabulary words.
evident
factor
indicate
similar
specific

6

Consider Your Purpose and Audience Think about who will read your essay and what you want them to know.

Organize Your Ideas Create an outline to organize your ideas in a logical sequence. Make sure each idea follows from the previous idea and leads into the next idea.

- I. Use Roman numerals for main topics.
 - A. Indent and use capital letters for subtopics.
 1. Indent and use numbers for supporting facts and details.
 2. Indent and use numbers for supporting facts and details.

Interactive Lessons
For help in planning your essay, use
[Using Textual Evidence: Writing an Outline](#)

PRODUCE

Write Your Essay Review your notes and your outline as you begin your draft.

- Begin your introduction with an unusual comment, fact, quote, or personal anecdote.
- Develop your main ideas with supporting facts, details, examples, and quotations from experts.
- Use transitions such as *in addition to* and *also* to connect ideas.
- Include website links and visuals, such as charts, graphs, or photos, to add depth to your essay.
- In your conclusion, restate your main idea and summarize supporting details and facts.

Write your rough draft in myWriteSmart. Focus on getting your ideas down, rather than perfecting your choice of language.

Interactive Lessons
For help in writing your draft, use
[Writing Informative Texts: Organizing Ideas](#)

Language Conventions: Connect Ideas

The use of a lot of simple sentences in your writing can make it hard to understand how details are connected. Two other sentence structures can help you clarify ideas. A **compound sentence** consists of two or more independent clauses joined together. A **complex sentence** consists of one independent clause and one or more dependent clauses.

In the following paragraph from "Fears and Phobias," a dependent clause is added to the first sentence and an independent clause is added to the second sentence.

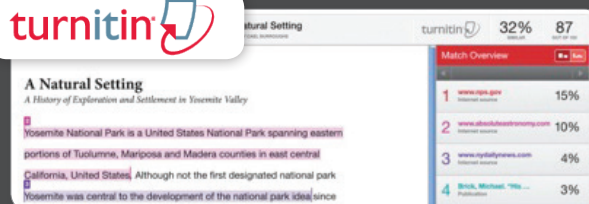
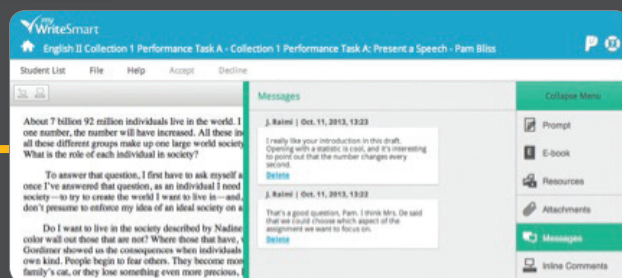
"Like all emotions, fear can be mild, medium, or intense, **depending on the situation and the person**. A feeling of fear can be brief or **it can last longer**."

Look for places where you can use compound and complex sentences to make your ideas clearer and your writing smoother.



myWriteSmart

Students can develop stronger writing skills and collaborate with peers.



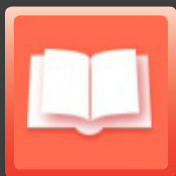
- OriginalityCheck® reports percentage of writing found in other sources.
- Sources are color coded and hyperlinked in student text.
- A side-by-side comparison shows each source and student text.



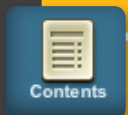
Students have access to reference materials directly in their eBooks to use in completing performance tasks. Reference materials include:

- Performance Task Reference Guide
- Reading Arguments
- Vocabulary & Spelling
- Reading Information Texts
- Grammar
- Glossaries

Dynamic Tools on Every Page Support Planning and Instruction

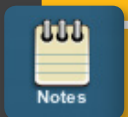


Teacher eBook

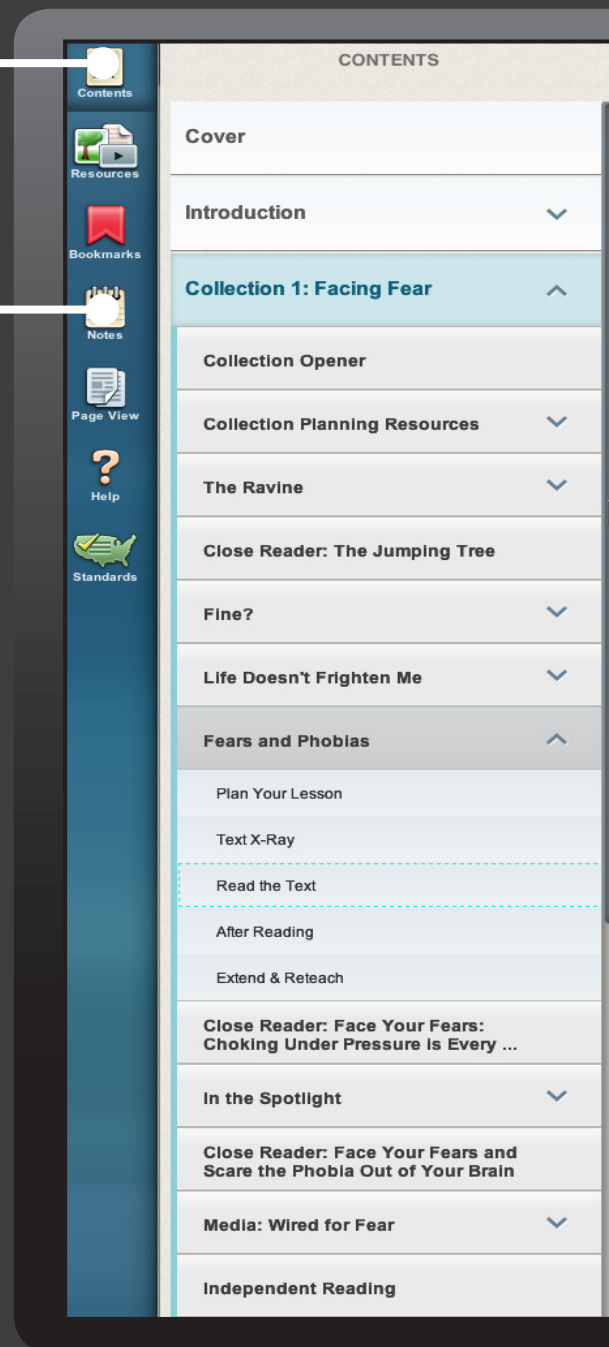


The **Contents** icon allows you to navigate anywhere in the book, including:

- Introduction
- Each collection and its selections:
 - Close Reader Selections
 - Media Selections
 - Performance Tasks
- Interactive Lessons
- Speaking and Listening Interactive Lessons
- Reference Materials



The **Notes** icon allows you to annotate, tag, and save notes about the selection into **myNotebook**. These can later be used to support answers to activities and writing for performance tasks.



Explore these dynamic tools:



- **Interactive Whiteboard Lessons** focus instruction on understanding text types, citing text evidence, making inferences, and summarizing.



- **Professional Development** is built in for enhancing skills and knowledge.



- **HISTORY® Videos** engage students with videos that bring subject matter to life.

TEACH

CLOSE READ



For more context and historical background, students can view the video *Fear* in their eBooks.

Background Have students read the scientific information that helps explain the ordinary feelings of fear we experience. Explain that everyone experiences fear in varying degrees. The knowledge and insight into fear that science can bring help us understand the purposes fear has for the human body and human survival. The article identifies different types of fear and shows that understanding the fear response helps control it.

SETTING A PURPOSE Direct students to use the Setting a Purpose prompt to focus their reading.

Cite Evidence (LINES 1–5)

ELA RI.6.1
ELD PI.6.6b

Explain to students that when they make an **inference** while reading, they use facts and details from the text and their own knowledge to make a logical guess.

A CITE TEXT EVIDENCE Have students reread lines 1–5. Ask them to make an inference about what it is like to ride a roller coaster and to identify text details and their own knowledge that support their inference. (*Riding a roller coaster is scary but fun; hang on the handrail, sweating, heart racing, bracing for the wild ride; have ridden or watched others ride.*)

Analyze Structure (LINES 6–12)

ELA RI.6.1, RI.6.5
ELD PI.6.6a, PI.6.1, PI.6.2b

Explain that informational texts are often organized using **text features**, such as boldface or colored type, **headings** (titles), or **subheadings** (section titles). Each text feature indicates specific information the author wants the reader to know.

B CITE TEXT EVIDENCE Have students describe how the subheading “What Is Fear?” and its section fit into the structure of the article. (*The section is key because it provides a common definition of fear for the reader.*)



English Language Support

Previewing The Text (LINE 1)

ELA RI.6.2 ELD PI.6.6a

Have students view the **Text in Focus** video on this page of their eBook to learn how to preview a nonfiction text. Then have students use **Text in Focus Practice** to apply what they have learned.



Background Most people experience fear now and then; fear is an ordinary part of life. Some fears may be overcome quickly; others may continue, in varying degrees, for a lifetime. Science provides knowledge and insight into why we experience fear and why sometimes our fears seem out of control. Whether it is a fear of spiders, a fear of the dark, or a fear of flying, using science to understand the physical and emotional responses that we call fear is the first step toward conquering it.

Fears and Phobias

Online Article by kidshealth.org

SETTING A PURPOSE As you read, pay attention to the details that explain the nature of fear and how fear can affect everyday life, both physically and emotionally.

A The roller coaster hesitates for a split second at the peak of its steep track after a long, slow climb. You know what’s about to happen—and there’s no way to avoid it now. It’s time to hang onto the handrail, palms sweating, heart racing, and brace yourself for the wild ride down.



What Is Fear?

B Fear is one of the most basic human emotions. It is programmed into the nervous system and works like an instinct. From the time we’re infants, we are equipped with the survival instincts necessary to respond with fear when we sense danger or feel unsafe.

Fear helps protect us. It makes us alert to danger and prepares us to deal with it. Feeling afraid is very natural—and

Fears and Phobias 41

Close Read Screencasts

Modeled Discussions

ELA RI.6.10 ELD PI.6.1, PI.6.5

Have students click the *Close Read* icon in their eBook to access a screencast in which readers discuss and annotate a passage from lines 107–114 in the section under the heading “What Causes Phobias?” This passage provides some information about what causes phobias.

As a class, view and discuss the video. Then have students pair up to do an independent close read of an additional passage—a discussion of how people might overcome their phobias (lines 147–162).



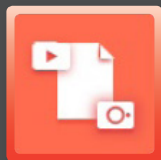
- Text in Focus videos cement understanding of each text with visual and graphic explanations.



- Level Up Interactive Tutorials focus on reading skills and strategies including analyzing visuals, summarizing, main idea, and making predictions.

Resources for Designated ELD Assessments

Prepare Students for High-Stakes Tests



Teacher Resources

Access a variety of teacher resources and support tools, including instruction for **Designated English Language Development** lessons.

The screenshot displays the 'collections' website interface. The top navigation bar includes 'Teacher Resources' and 'Grade 6'. The left sidebar lists various resources: CA Language Workshop, CA Quick Start Pacing Guide, CA Standards Support and Enrichment, Common Core Exemplar Lessons, Decoding Power: Intensive Reading Instruction, Family Resources, GrammarNotes, Graphic Organizers for Reading, Guide to English for Newcomers, Guiding Questions by Collection, History/A&E Videos, and Interactive Lessons. The main content area is titled 'California Language Workshop for Designated English Language Development' and includes a description of the workshop and a link to 'Explore Language Workshop'. Below this, a 'Language Workshop' section is visible, showing a grid of lessons from Lesson 1 to Lesson 36, each with a title and a link to resources.

collections Teacher Resources Grade 6

CA Language Workshop

- CA Quick Start Pacing Guide
- CA Standards Support and Enrichment
- Common Core Exemplar Lessons
- Decoding Power: Intensive Reading Instruction
- Family Resources
- GrammarNotes
- Graphic Organizers for Reading
- Guide to English for Newcomers
- Guiding Questions by Collection
- History/A&E Videos
- Interactive Lessons

California Language Workshop for Designated English Language Development

Language Workshop provides scaffolded instruction and opportunities for students to master collaborative, interpretive, and productive skills in English.

[Explore Language Workshop.](#)

collections Language Workshop Grade 6

About Language Workshop

Scope and Sequence

Lessons

Correlation to the California ELD Standards

History/A&E Videos

Interactive Lessons

Houghton Mifflin Harcourt

Lesson 1
Facing Fear
Lesson 1 Resources

Lesson 2
The Ravine
Lesson 2 Resources

Lesson 3
Fire?
Lesson 3 Resources

Lesson 4
Life Doesn't Frighten Me
Lesson 4 Resources

Lesson 5
Fears and Phobias
Lesson 5 Resources

Lesson 6
In the Spotlight from Stuff That Scares Your Parts Off!
Lesson 6 Resources

Lesson 7
Wired for Fear
Lesson 7 Resources

Lesson 8
Animal Intelligence
Lesson 8 Resources

Lesson 9
The Mixer
Lesson 9 Resources

Lesson 10
Tribute to the Dog
Lesson 10 Resources

Lesson 11
Animal Wisdom / The Last Wolf
Lesson 11 Resources

Lesson 12
From How Smart Are Animals?
Lesson 12 Resources

Lesson 13
From Animal Snoops: The Wondrous World of Wildlife Spies
Lesson 13 Resources

Lesson 14
Dealing with Disaster
Lesson 14 Resources

Lesson 15
Mammoth Shakes and Monster Waves, Destruction in 12 Countries
Lesson 15 Resources

Lesson 16
From After the Hurricane / Watcher: After Katrina, 2005
Lesson 16 Resources

Lesson 17
The Banana Tree
Lesson 17 Resources

Lesson 18
From A Night to Remember
Lesson 18 Resources

Lesson 19
From Titanic at 100: Mystery Solved
Lesson 19 Resources

Lesson 20
Making Your Voice Heard
Lesson 20 Resources

Lesson 21
My Wonder Horse
Lesson 21 Resources

Lesson 22
Wild Animals Aren't Pets / Let People Own Exotic Animals
Lesson 22 Resources

Lesson 23
Eleven
Lesson 23 Resources

Lesson 24
A Voice / Words Like Freedom
Lesson 24 Resources

Lesson 25
Decisions That Matter
Lesson 25 Resources

Lesson 26
From It Worked for Me: In Life and Leadership / from Colin Powell: Military Leader
Lesson 26 Resources

Lesson 27
The First Day of School
Lesson 27 Resources

Lesson 28
The Road Not Taken
Lesson 28 Resources

Lesson 29
Paul Revere's Ride
Lesson 29 Resources

Lesson 30
On Doomed Flight, Passengers Vowed to Perish Fighting / Memorial Is Unveiled for Heroes of Flight 93
Lesson 30 Resources

Lesson 31
What Tails Tell
Lesson 31 Resources

Lesson 32
From Black Ships Before Troy: The Story of the Iliad
Lesson 32 Resources

Lesson 33
The Apple of Discord I
Lesson 33 Resources

Lesson 34
Yeh-Shen: A Cinderella Story from China
Lesson 34 Resources

Lesson 35
The Prince and the Pauper
Lesson 35 Resources

Lesson 36
The Role of Myths in Ancient Greece from Greek Mythology
Lesson 36 Resources

Houghton Mifflin Harcourt

❖ **Language Workshop** supports English learners as they acquire the language skills essential to engage with and master core content, giving every California student the necessary skills for success in the 21st century.

❖ **Weekly Five-Step Lesson** parallels and supports instruction in the Student Edition. English learners get help as they develop and apply language, making texts accessible, content comprehensible, and productive tasks possible.

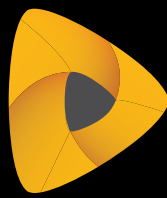


Program Assessments

Review the comprehensive suite of **California Collections** assessments, including the CAASP Practice Tests and Performance Tasks and **SBAC*** practice through tech-enhanced items.

The screenshot displays the 'collections' website interface for 'Program Assessments' at 'Grade 6'. The left sidebar lists categories: Online Assessments (CAASPP Practice Tests and Performance Tasks, California Collections Selection and Collection ExamView® Test Banks, Interactive Lesson Performance Tasks, Continuum Benchmark Assessments), Printable Assessments (California Collections Selection and Collection Tests, Performance Assessment, TOSCRF-2 Diagnostic Tests), and Reports (Sample Classroom Assessment Reports). The main content area highlights 'CAASPP Practice Tests and Performance Tasks', explaining that these tests offer California students an opportunity to demonstrate their progress toward mastery of the California Common Core State Standards for English Language Arts while providing practice with the scope and types of items they'll encounter in SBAC summative tests and performance tasks. It provides links to 'CAASPP ELA Practice Test 1', 'CAASPP ELA Practice Test 2', 'CAASPP ELA Practice Performance Task 1', and 'CAASPP ELA Practice Performance Task 2'. Below this, a sample 'Grade 6 CAASPP ELA Practice Performance Task 1' is shown. The task is titled 'Ancient Greece Explanatory Performance Task' and includes student directions, a task description, and research questions. The task requires students to identify the central idea in Source #1 and explain how the author uses details to convey this central idea. The task is presented in a digital format with a word limit of 0 / 10000.

- The **Assessment Hub** provides a wide array of assessments that scale the entire instructional sequence. They provide diagnostic information and curriculum assessment to evaluate learning, including guidance on how to interpret results and successfully motivate students. Reporting features are designed to inform both teachers and parents of students' progress.



HMHPLAYER™

Making 1:1 Learning a Reality

Customize

Access Offline

Sync-able

Import Media

Collaborate

**Anytime,
Anywhere**



- Teachers enjoy the ultimate instructional flexibility to integrate their own lessons with open-source content, images, and videos to customize or create new lessons.
- Designed for today's digital natives, *HMH Player™* connects students to their interactive lessons, and a variety of digital tools maximizes the amount of time students are on task both in and out of school.

#CASuccess

Connect with us:



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