

6F: The Titanic Collection

Teacher's Guide

"The Iceberg Was Only Part Of It"

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"Letter from Mary Lines" The Mariners' Museum, Newport News, VA

A Night to Remember

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6F: The Titanic Collection

Dear Educator,

Welcome to your Teacher Guide for 6F: The Titanic Collection !

This printed Teacher Guide duplicates the instructions found within the Amplify ELA program and is designed for times when you need or prefer to access lesson instructions offline. The information from the Unit Overview will help you understand and prepare for the unit, while the Lesson Guides support planning, pacing, and classroom instruction. Before you dive in, however, it is important to note that the Amplify ELA program is designed for real-time interactions with content, using interactive apps, digital and print supports, auto-scored measurement items, videos, audio, and digital text and tools (to name just a few) to support deep student learning and enhance your strong instruction. For this reason, this guide does not mirror a traditional Teacher's Edition of a textbook. To see the full range of interactive components as you plan, you should log in to the curriculum at **learning.amplify.com**.

If you have generated this guide from the ELA lesson platform, you may find it useful to save or even print out this document, in order to browse it when you are not logged in to the curriculum, or when you are offline.

If you have any questions or feedback, please contact us at **elahelp@amplify.com**.

Thank you,

Amplify ELA

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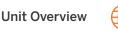
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Planning for the Unit





Unit Overview

"I asked for ice, but this is ridiculous." — Attributed to John Jacob Astor IV after the *Titanic* hit an iceberg.

Everything about the *Titanic* was enormous. The contents of the kitchen alone illustrates the scale: its pantries contained 40 tons of potatoes, 40,000 fresh eggs, and 36,000 apples, enough food to feed the approximately 2,220 people on board. When disaster struck, it was also on an epic scale. Of those 2,220 people, only 712 survived. Digging into the survivors' statistics is revealing. You discover that 62% were First Class passengers while 25% were in Third Class, and 75% of the survivors were female. Two dogs, both in First Class, also survived. The complex and nuanced story of the *Titanic* provides a compelling subject for students as they examine primary source documents and conduct independent research to uncover what really happened on that night in 1912.

In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources, determine if a source is reliable, and understand the ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons, where they construct their own research questions and explore the Internet for answers.

In subsequent lessons, each student is assigned a passenger from the *Titanic*'s manifest. They consider gender and class issues as they research and write narrative accounts from the point of view of their passengers. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the *Titanic* story.

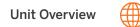
As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment: a part essay, part multimedia project.

Texts

- The Titanic Collection
- EXTRA: "The Harvest Of The Sea (On the sinking of the Titanic)" by Charles Hanson Towne
- EXTRA: Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers"

Skills and Content

Topic & Theme: The lives and experiences of the *Titanic* passengersReading: Compare and contrast perspectives on a single eventWriting: Develop a question, conduct research, and create a multimedia projectActivity Highlights: Research and role-play a *Titanic* passenger and write from their point of viewText Features: Compelling artifacts from voyage (menus, journals), letters, photographs



Sensitive Content

Prepare students for some of the subject matter in the texts in this unit, which discuss classism and discrimination regarding how third-class passengers were treated before and during the Titanic disaster.

Grammar Instruction

The Amplify Grammar Pacing Guide provides a sequence of recommended grammar topics for each grade level and identifies both whole class and self-guided lessons to cover each topic. Use this guide to plan grammar instruction for each Amplify Flex Day.

After you have provided some grammar instruction, assess whether students are applying what they've learned to their own writing during Amplify's 12-minute writing activities. If they need support to integrate and apply a new skill, consider assigning one of the grammar revision assignments (found in the Materials section of each Flex Day) to complete at the end of the next 4 writing prompts.

Resources for grammar instruction:

- Flex Days: The Flex Days provide an opportunity for students to receive regular instruction on needed grammar skills.
- Amplify Grammar Unit: The Grammar unit covers key grammar topics for the middle grades, both grade-level topics and areas where students often need review. Topic Pairings:
 - Sub-units 1 and 2: Sentences
 - Sub-units 3 and 4: Pronouns
 - Sub-units 5 and 6: Verb Tenses
- Mastering Conventions PDFs:
 - *Mastering Conventions 1, 2,* and *3* contain student exercises and teacher instruction to cover grades 3–8 grammar skills.
 - *Mastering Conventions 4* focuses on spelling, including assessment recommendations, student worksheets, teacher instruction, and word lists.
- The Quill[™] program. Amplify has partnered with Quill to provide teachers and students use of Quill's extensive writing and grammar lessons and activities. Use the global navigation to access Quill.

Reading and Writing Assignments

Sub-Unit 1, Information Literacy

Sub-unit overview: Explore how to find the best sources for targeted research. *4 Lessons*

Lesson	Reading	Writing
1: Evaluating Sources: Part 1	NOAA website; Earth and Planetary Science, University of California, Berkeley website; Marine Life Protection Act, Wikipedia; The Ocean Foundation website; Missouri Botanical Garden website; The Guardian	
2: Evaluating Sources: Part 2	<u>NASA website;</u> <u>MIT News website;</u> <u>CNN;</u> <u>Terravivos website</u>	Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.
3: Avoiding Plagiarism		
4: Flex Day 1	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

Sub-Unit 2: Scavenger Hunt and Internet Research

Sub-unit overview: Race to find the answer in primary and secondary source texts. *4 Lessons*

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Planning for the Unit

Reading and Writing Assignments



Lesson	Reading	Writing
1: Scavenger Hunt: Introducing the Collection	The <i>Titanic</i> Collection: "A Letter from Mary Lines;" "Testimony of Olaus Abelseth;" "There Is Your Beautiful Nightdress Gone" from <i>A Night to</i> <i>Remember</i> ; "Final Wireless Transmissions Aboard the RMS <i>Titanic</i> ;" "Discovery of the <i>Titanic</i> ;" "The Iceberg Was Only Part of It" Solo: "Testimony of Olaus Abelseth"	
2: Scavenger Hunt: Exploring the Collection	The <i>Titanic</i> Collection: "Sinking of the 'Titanic' Most Appalling Ocean Horror;" "Women and Children First!;" "Untitled Poem;" "May Be Waifs' Mother;" "Rusticles on <i>Titanic</i> Contain New Iron-Eating Bacteria, Study Says' by <i>Epoch Times</i> ;" "Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland;" "A Letter from Mary Lines;" Solo: "Women and Children First!"	
3: Internet Research	The <i>Titanic</i> Collection EXTRA: "The Harvest Of The Sea" by Charles Hanson Towne Solo: "There is Your Beautiful Nightdress Gone" from <i>A Night to Remember</i>	 Write 1–2 paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources. EXTRA: Writing Prompt 1 (Informative): In "The Harvest of the Sea," the speaker personifies (gives human qualities to) the sea. What character traits does the speaker give the sea? Support your answer with at least two details from the poem. Writing Prompt 2 (Argumentative): Both "The Harvest of the Sea" and "Untitled Poem" discuss men who have died at sea. Which poem do you think honors these men the most? Use evidence from both poems to support your claim.
4: Flex Day 2	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need



Sub-Unit 3: Passport and Collection Research

Sub-unit overview: Research and write about the experiences of passengers on the *Titanic. 4 Lessons*

Lesson	Reading	Writing
1: Passport to the Titanic	The <i>Titanic</i> Collection: "A Letter From Mary Lines" Solo: "A Letter From Mary Lines"	
2: A Letter From the Past	Solo: "Sinking of the 'Titanic' Most Appalling Ocean Horror"	In character, write a letter to a friend or family member at home. Date the letter April 14, 1912. Describe your experiences aboard the <i>Titanic</i> . Use the information you've noted in your Passenger Profile to help craft your response. Your letter should include at least one fact from each of the documents.
3: Passport and Collection Research	The <i>Titanic</i> Collection: "'May Be Waifs' Mother;" "Discovery of the Titanic;" "The Iceberg Was Only Part of It;" "Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland" Solo: "'May Be Waifs' Mother;" "Discovery of the <i>Titanic</i> ;" "The Iceberg Was Only Part of It;" "Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland" EXTRA: Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers"	EXTRA: Writing Prompt 1 (Argumentative): What do you believe was the author's intent for this report? Use evidence from ""The Third- Class Passengers"" to support your claim. Writing Prompt 2 (Argumentative): Do you believe the British Government's account of the fate of the steerage passengers? Support your claim with evidence from "The Third-Class Passengers" and one of the following passages from The Titanic Collection: Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry; or Excerpt: Chapter 7—"There is Your Beautiful Nightdress Gone" from <i>A</i> <i>Night to Remember</i> by Walter Lord. Click NEXT at the end of "Testimony of Olaus Abelseth" to see the remaining texts from The Titanic Collection.
4: Flex Day 3	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need



Sub-Unit 4: Socratic Seminar and Internet Research

Sub-unit overview: What else do you want to know about the *Titanic*? Investigate your questions in an open class discussion.

4 Lessons

Lesson	Reading	Writing
1: Preparing for the Socratic Seminar	The <i>Titanic</i> Collection	
2: Conducting the Socratic Seminar	The <i>Titanic</i> Collection	
3: Internet Research	The <i>Titanic</i> Collection	Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.
4: Flex Day 4	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

Sub-Unit 5: Write an Essay

Sub-unit overview: Who is to blame for the loss of life on the *Titanic*? Who were the *Titanic* Orphans and how did they survive the sinking of the ship?

8 Lessons



Lesson	Reading	Writing
1: Gathering Evidence	The <i>Titanic</i> Collection	Research Option 1: Who's to blame for the loss of life on the <i>Titanic</i> ? Research a list of several parties involved in the tragedy. Some options include the <i>Titanic's</i> Captain Smith, the telegraph officers, the <i>Titanic's</i> lookouts, the captain of the <i>Carpathia</i> , and the White Star Line's owners and shipbuilders.
		Research sources in the Collection and on the Internet to collect evidence and prove your case. Write an argumentative essay identifying the guilty party and include 2 pieces of evidence proving their guilt. Be sure to include a list of the resources you used in your research.
		Research Option 2: Who were the <i>Titanic</i> orphans? Write an informative essay detailing the experience of the two young children known as the <i>Titanic</i> Orphans.
		As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed <i>Titanic</i> , how they managed to survive the sinking, and what happened to them after the disaster. Be sure to include a list of resources used while researching this project.
2: Making a Claim and Writing a Body Paragraph	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Writing a Body Paragraph and an Introduction	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
4: Revising and Writing a Conclusion	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Finishing and Editing the Essay	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
6: Creating Citations and a Works Cited List	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

6F: The Titanic Collection

Planning for the Unit



7: Media Project	
8: Social Media Project Presentations	



Unit Formative and Summative Assessments

Formative Assessments

*Indicates items that are auto-assessed.

Formative Reading: Daily lessons offer two important types of reading practice, both of which provide formative assessment measurements.

- Lesson Exit Tickets*: The exit ticket broadly assesses students' understanding of the lesson's focus reading standard and text.
- Solo Reading Comprehension*: Daily Solo questions assess students' ability to independently and accurately read and comprehend the unit texts.

Formative Writing: The Amplify 12-minute writing prompts provide regular practice for students to refine their thinking about the texts, deepen their work with the standards, and practice key writing skills grounded in claims and text-based evidence. These prompts provide formative assessment measurements of the following key writing skills:

- Productivity*: The number of words written
- Focus*: A developed and maintained focus on one claim, idea, or moment
- Use of Evidence: Relevant and developed evidence to support the claim or idea
- Conventions*: Readable command over complete sentence structure

Embedded Assessment Measure*: Amplify's Embedded Assessment Measure aggregates and assesses students' daily work over the sequence of lessons between flex days—including auto-scored lesson reading activities, exit tickets, Solo reading comprehension questions, language activities, and Writing Prompts—and provides a regular measurement of student performance in key standard areas.

Using Formative Assessment to Support Student Learning

Solo Reading Comprehension*: Check reading comprehension score reports before each lesson, noting students who struggled. Consider pulling this group aside to review the reading during daily vocabulary time, pairing them with a strong reader during the close reading activities, or providing them with differentiated supports for subsequent Solos.

Exit Tickets*: Check exit ticket results at the end of each lesson to identify the % of the class that showed broad understanding of the key lesson text and reading standards. Note students who show a pattern of incorrect exit tickets over 5 or more lessons; review their in-class reading comprehension submissions to determine whether they may need additional differentiated supports or OTSCs during close reading to support their learning. We have included projectable Exit Tickets in the Materials section of your Teacher Lesson Briefs as a resource for when your students are not on devices.

Formative Writing: Check the writing skills reports once students submit a writing activity to note those who struggled and may benefit from immediate feedback, and to identify patterns of progress and lack of progress. Plan a short burst of additional supports, such as regular OTSCs, regular writing revision assignments, or a more substantial level of differentiation. Use the writing reports to trace the impact of this burst of support.

Embedded Assessment Measure*: Students should have submitted enough work to generate an Embedded Assessment Measure before each Flex Day. Use the Embedded Assessment Measure report to note key areas (reading, writing, language) where students might benefit from additional practice, so you can plan your Flex Day groupings and assignments.

Summative Assessments

Summative Reading: Each unit reading assessment consists of two reading passages, 20 selected response items*, and a choice of two constructed response items. Students will work with the following unit texts:

- Introduction from "Sinking of the Titanic Most Appalling Ocean Horror," Adapted Version
- Excerpt from Chapter 7, "There Is Your Beautiful Nightdress Gone" from A Night to Remember by Walter Lord

Summative Essay: This unit's summative essay is a multi-paragraph essay, with evidence drawn from the unit texts and Internet research, providing opportunities for students to plan their essay, develop a draft, revise, and polish for an audience. Students choose between writing an informative essay or an argumentative essay.

Informative Essay Prompt:

Who were the *Titanic* Orphans? Write an informative essay detailing the experience of the 2 young children known as the *Titanic* Orphans.

As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed *Titanic*, how they managed to survive the sinking, and what happened to them after the disaster.

Be sure to include a list of resources used while researching this project.

Argumentative Essay Prompt:

Who's to blame for the loss of life on the *Titanic*? Research a list of several parties involved in the tragedy. Some options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the *Carpathia*, and the White Star Line's owners and shipbuilders.

Research sources in the Collection and on the Internet to collect evidence and prove your case. Write an argumentative essay identifying the guilty party and include 2 pieces of evidence proving their guilt. Be sure to include a list of the resources you used in your research.

Essay Solo Note: Many Solos in the Essay Lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone). There are no assigned Solos for students writing essays in Writing Journals; any Solo work is at your discretion.

Apps in This Unit

Spotlight: Highlight and project strong examples of student work.



Differentiation

This unit utilizes some complex texts. We have provided 4 versions of the most challenging texts for differentiation purposes: original, adapted, paraphrased, and Spanish. These differentiated versions of the text can be found below the original text.

This unit includes a scavenger hunt activity where students have to look for an answer to a question by going through different texts. Students will need to skim through texts to look for their answer. You may have to remind ELL students to look for key terms and ideas in texts rather than reading line by line.

Students will also participate in a Socratic seminar. Extremely shy students or ELL students may not be comfortable with group discussions and having to speak up in class. These students may need extra support with asking and responding to questions. You may choose to practice the seminar in groups rather than the whole class in order to ease them into this style of discussion.

This unit includes source credibility activities. The questioning of sources is a culturally-bound concept. In some cultures, for example, it is not appropriate to criticize the validity of a source, especially if the criticism comes from a child. Students from other cultures may therefore have different understandings and expectations for appropriate debate participation and source critiquing.

A graphic organizer and sentence starters are provided for the essay sub-unit. These will assist students with planning for their essay, language conventions, and getting started writing. These will be especially helpful for ELL students or students writing below grade level.



Lesson Guides





Sub-unit 1 Information Literacy



Lesson 1 Evaluating Sources: Part 1



Overview

Is this source credible?

By working independently and collaboratively, students use a set of criteria to assess the credibility of a variety of sources. As they practice distinguishing what's credible from what's not, students learn to recognize when to rely on a source, when to discard it, and when to proceed with caution and seek corroboration (validation).

This lesson is grounded in a sense of exploration as it provides the foundational skills required for successful source validation.

Connections to Other Lessons

This lesson pairs with the second information literacy lesson, which leads students to develop their skills as they analyze and compare URLs. These skills will be needed to conduct the research required for the essay sequence at the end of the unit.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Present: Download the Unit Texts (3 min) $\overline{7}$ 2 Students download the core texts for the unit so they will have access to the CLASS texts if they lose connectivity during class or do not have connectivity when they take their devices home. Read: Exploring a Website (5 min) 3 Students explore a website as a first step in determining its credibility. INDIVIDUAL ₽₽ Discuss: A Website's Credibility (5 min) Students discuss the website to focus on factors that help them determine a 4 CLASS site's credibility. Discuss: What Makes a Website Credible? (10 min) ** 5 Along with partners, students use a checklist of points to discuss the PARTNER credibility of the hoax website. Then, they review other sites to check the credibility of the hoax website further. **Discuss: Evaluating Sources** (10 min) 77 6 Students discuss 4 different sources to determine their credibility. CLASS

Lesson 1	6	F: The Titanic Collection Lesson Guides
7	Present: Domain Extensions (10 min) Students identify different domain extensions to determine what they a short for and their respective credibilities.	ire individual
8	Exit Ticket (5 min) Students distinguish between sources that are credible and sources that not credible.	at are INDIVIDUAL
9	Solo (25 min) Students have time for independent reading. Let them know that this ad	ctivity INDIVIDUAL

is not optional.

Preparation

1. Research online to find a hoax website for your students to explore as they learn about sources that are credible and not credible. There are many of these sites; find one that you think will work best for your students. Ideally, this website will be convincing but suspicious. Write the URL of the website your students will explore on the board. As you search for a hoax website to use in this lesson, keep an eye out for these things:

- "Factual information" that seems suspicious
- Embedded links that connect to credible websites
- An "About" page providing information about the author

Hoax websites have fooled many kids and more than a few adults, which is why we think they are the perfect place to begin lessons on validating and corroborating sources.

For this lesson to work best and be as much fun as possible, students need to be taken by surprise, which makes it important to keep them in the dark. For that reason, we have carefully worded student-facing information to keep them from uncovering the surprise should they click ahead. To further heighten the experience, tell students that examining this website is the first step in an upcoming research paper.

2. Plan to arrange students in pairs for part of this lesson.

3. Prepare to visit several websites.

- www.noaa.gov
- eps.berkeley.edu
- Wikipedia.org/wiki/Marine_Life_Protection_Act
- www.oceanfdn.org
- www.mbgnet.net
- www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-who-make-a-mockery-of-marine-conservation

4. Make sure you know how to add a bookmark on the devices your students are using.

WORDS TO USE

- Affiliation
- Abrasive
- Allege
- Antagonize

MATERIALS

Website Credibility Discussion Points

Exit Ticket Projection





Exit Ticket

In Activity 8, students distinguish between sources that are credible and sources that are not credible.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.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.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-Literacy.W.6.6

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Read: Exploring a Website

Students who need more support with reading may benefit from exploring this website with a partner.

+Activity 4, Discuss: A Website's Credibility

If you have several ELL students in your class, you may want to take some time to discuss and explain the meaning of "credible" to ensure understanding before assessing the credibility of the website.

Assign students to the level of support that matches their needs.

Lesson 1 Brief

♦ Core

Students discuss the website to focus on factors that help them determine a site's credibility.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students discuss the website to focus on factors that help them determine a site's credibility.

Activity 5, Discuss: What Makes a Website Credible?

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Activity 7, Present: Domain Extensions

Students who need more support with reading may benefit from exploring these websites in pairs.



VOCABULARY Vocabulary Activities	V				
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Vocabulary Activities

Lesson 1 Activity 2

MIN

CLASS Present: Download the Unit Texts

₩.

Present: Download the Unit Texts

Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.

Card 1 Instructional Guide

Skip this activity if your students are using the Amplify Library iPad app. Skip this activity if each student does not use the same device each day.

1. Review Downloading Unit Texts - WHOLE CLASS

If needed, follow these steps to remind students how to download a text.

- From the Global Navigation Menu, click on the Amplify Library.
- Set up a PIN if it has not been set up.
- Search for The Titanic Collection.
- Download the text.
- Make sure all students have bookmarked the Amplify Library.

Note: Students are able to reset their own PINs when online. When reading a book in the Amplify Library, click the Settings icon in the top right corner, then click "Reset PIN." Students do not need to remember their initial PIN to reset it.

2. Activity on Card - INDIVIDUAL

TIP: You may want to keep a record of each student's PIN or have them write it down in a designated place. Students will need their PIN to access downloaded texts if they lose connectivity during class.

Circulate to guide students through the process.



TIP: Students will be able to use almost all reading features offline except for notes. They will not be able to add or view notes while reading offline.

WRITING PROMPT:

- 1. Go to the Amplify Library.
- 2. If you have not set up your PIN, enter four letters or numbers when prompted.
- 3. Search for *The Titanic Collection*.
- 4. Download the text.
- 5. If you have not bookmarked the library, open the Amplify Library and bookmark the page that opens.

6. If you use a different device at home or for your Solo work, make sure to download the same text onto that device.

MIN

INDIVIDUAL Read: Exploring a Website



Read: Exploring a Website

Students explore a website as a first step in determining its credibility.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Write the URL of the website your students will explore on the board.

Tell students that they will be working on a research project over the course of the next few days or weeks, and this lesson is the first step in that process.

A website can be a good starting place for a research project. As you explore the website, write down at least three things you learned at this site. Be sure to follow the links and read about the author.

2. Activity on Card - INDIVIDUAL

3. Share Answers: Select and Discuss - WHOLE CLASS

Begin the conversation by asking students to talk about what they learned from the website.

At this point, a few students will likely tell you that the site is fake. If no one has figured that out, ask directly if anyone was suspicious of the site.

Then, take an informal poll by asking students to raise their hands if they thought the website was real or fake.

4. Post Poll Results - WHOLE CLASS

Record the poll results on the board.

You will discuss the website's credibility in the next activity.



5 MIN



Discuss: A Website's Credibility

Students discuss the website to focus on factors that help them determine a site's credibility.

Card 1 Instructional Guide

1. Activity on Card - Individual

2. Discuss Website: Confirm Accurate Understanding - Whole Class

As students discuss each point, tell them to take notes in the activity.

DISCUSSION POINTS

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- What evidence did you find convincing about the author's argument? What evidence did you find questionable?
- Did the links work? Did they take you to credible websites?
- What else could you do to check on the credibility of this website? (Check for other websites on the same subject matter.)

If you have a class with more advanced students, you may choose to have them discuss why so many students and adults might be fooled by a website like this. What makes the website credible?



WRITING PROMPT:

Lesson 1 Activity 4

Directions

Participate in the class discussion and take notes on how to assess a website.



WRITING PROMPT:

Directions

Participate in the class discussion and take notes on how to assess a website.



10

MIN



Discuss: What Makes a Website Credible?

Along with partners, students use a checklist of points to discuss the credibility of the hoax website. Then, they review other sites to check the credibility of the hoax website further.

Card 1 Instructional Guide

Card 1: Students use a checklist to discuss the credibility of the hoax website with partners. Card 2: Students review other sites to check the credibility of the hoax website further.

1. Pair Students - WHOLE CLASS

Tell students that they will work with a partner to evaluate the hoax website.

2. Project Discussion Points - WHOLE CLASS

Project the discussion points and briefly discuss them with the class.

Consider	the following points in your discussion:
• Who is the	author?
 Is the auth 	or an expert on this subject?
• Is it a well-	nown and respected organization or website?
 Is the information 	nation on the website mainly facts or opinions?
 Does the in that support 	formation on the site contain prejudice, sharing only the facts or opinions t the author's opinion of the subject?
How recer	ly was this source written or updated?
• How does	ot knowing a source's identity affect its credibility?

Lesson 1 Activity 5

3. Activity on Card - PAIRS

4. Discuss Answers - WHOLE CLASS

WRITING PROMPT:

Work with your partner to discuss these points. Be prepared to talk about your answers during a class discussion.

Card 2 Instructional Guide

Card 1: Students use a checklist to discuss the credibility of the hoax website with partners. *Card 2: Students review other sites to check the credibility of the hoax website further.*

1. Activity on Card - INDIVIDUAL

2. Discuss Answers: Confirm Accurate Understanding - WHOLE CLASS

Students discover that by reading through the list of sites that appear after an Internet search, they can learn something about the initial topic (e.g., the hoax website is followed by a site about hoaxes).

Ask students what other sources are saying about this site.

Discuss validating sites using a search engine.

WRITING PROMPT:

Directions

1. Open a search window and enter the hoax website's URL. Review the sites that come up after the original site.

2. Did the other sites reveal anything about the credibility of the hoax website? Write what you learned from the other sites.





Discuss: Evaluating Sources

Students discuss 4 different sources to determine their credibility.

Card 1 Instructional Guide

Card 1: Students discuss a government source to determine its credibility.

Card 2: Students discuss a personal blog to determine its credibility as a source.

Card 3: Students discuss a middle school newspaper to determine its credibility as a source.

Card 4: Students discuss a national newspaper to determine its credibility as a source.

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

Would you expect an official U.S. government report to be credible? (Probably. Yes.)

Would you expect it be more or less credible than most other sites? (More dependable.)

Card 2 Instructional Guide

Card 1: Students discuss a government source to determine its credibility. *Card 2: Students discuss a personal blog to determine its credibility as a source.* Card 3: Students discuss a middle school newspaper to determine its credibility as a source. Card 4: Students discuss a national newspaper to determine its credibility as a source.

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

Does this source provide any information about the author? (No, because it's anonymous.)

Lesson 1 Activity 6

How does not knowing an author's identity affect the source's credibility? (*It makes the source suspect and not usable for research purposes.*)

Personal sites are not necessarily bad sources of information. It's important to fully vet the author to find out how credible she or he is. You should follow any links used on personal blogs or by non-expert authors back to the original websites.

Card 3 Instructional Guide

Card 1: Students discuss a government source to determine its credibility. Card 2: Students discuss a personal blog to determine its credibility as a source. *Card 3: Students discuss a middle school newspaper to determine its credibility as a source.* Card 4: Students discuss a national newspaper to determine its credibility as a source.

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

How does a source's lack of expertise, education, and professional training affect how credible it is? (*It makes the source unreliable and a poor choice for research purposes.*)

Card 4 Instructional Guide

Card 1: Students discuss a government source to determine its credibility. Card 2: Students discuss a personal blog to determine its credibility as a source. Card 3: Students discuss a middle school newspaper to determine its credibility as a source. *Card 4: Students discuss a national newspaper to determine its credibility as a source.*

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

Talk with the class about how to corroborate (or validate) sources.

Although some sources are likely to be more credible than others, you should *always* question the source. You should corroborate (or validate) the source by double checking the information with another credible source. You should also look for information about the author to check on his or her credentials.

Do you assume that a well-known and respected news source is credible? (Yes.) Is that a reasonable assumption? Why? (Yes, because respected journalists tend to check their sources. And if a well-respected paper printed false information, you could expect that they would address it with a retraction.)

A respected national newspaper is likely to be a very good source, as is a US government website. But you should still check out the author and corroborate the information anyway.

Lesson 1 Activity 7

MIN

INDIVIDUAL Present: Domain Extensions

Present: Domain Extensions

Students identify different domain extensions to determine what they are short for and their respective credibilities.

Card 1 Instructional Guide

1. Activity on Card - INDIVIDUAL

2. Discuss Answers: Confirm Accurate Understanding - WHOLE CLASS

Discuss the credibility of domain extensions.

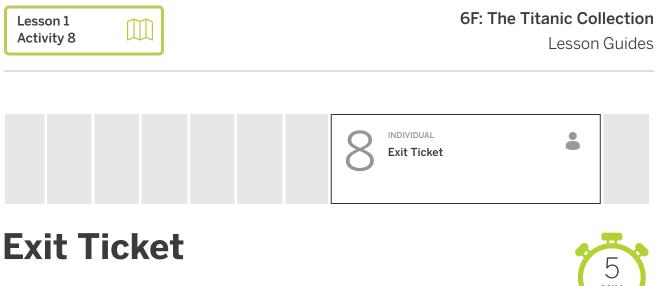
- .edu: academic institution (college, university)
- .gov: official U.S. government agency
- .com: commercial/company
- .org: organization (often nonprofit organizations, but can be commercial)
- .net: network (often Internet service providers, but can be commercial)

URLs (or Universal Resource Locators) can have a variety of different extensions, or endings, and some are more credible than others. In general, any URL ending in .edu or .gov is likely to be credible. URLs ending in .com, .org, or .net are ones that need validating by corroborating information. Of course, you should corroborate information from the .edu and .gov sites as well.

WRITING PROMPT:

Directions

Open each website on the list and briefly review it. Then, answer the questions.



Students distinguish between sources that are credible and sources that are not credible.



Card 1 Instructional Guide

Solutions

Answer Key

1. B & D

9 Solo

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Lesson 2 Evaluating Sources: Part 2

Overview

Working independently and collaboratively, students use a credibility checklist to assess the credibility of a variety of research sources. Students gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

Connections to Other Lessons:

This lesson pairs with the first scavenger hunt lesson. The skills developed in these two lessons will also be needed to conduct the research required for the essay sequence at the end of the unit.

Lesson 2

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 •0 Select Text: Assessing Authors of Online Sources (10 min) à 2 Students review the qualifications of the authors of 2 online sources to INDIVIDUAL assess the sources' credibility. Work Visually: Source Credibility Checklists (15 min) 3 Students use credibility criteria to evaluate several websites. GROUP ₽₽ Discuss: Source Credibility (10 min) 4 Students use the Source Credibility Checklists they completed to discuss CLASS and evaluate several websites. Ð Write: Most and Least Credible Sources (10 min) 5 Students identify the most and least credible sources reviewed today. WRITING Share: Writing (5 min) ∇ 6 Students give their classmates feedback about a specific place in their CLASS writing that made an impact on them.

Lesson 2		6F: The Titanic Collection
		Lesson Guides
7	OPT: Research: Extension Activity (12 min) Students work in pairs to complete an extension research project.	PARTNER
8	Exit Ticket (3 min) Students test their ability to name qualities of credible websites.	INDIVIDUAL
9	Solo (25 min) Students have time for independent reading. Let them know that t is not optional.	this activity

Preparation

- 1. Plan to put students into pairs for part of this lesson.
- 2. Look at two commercial websites and find an article from each website. One of the articles should be written by a credible author and the other one by an author who is not credible. Each website must have a link to learn about the author's credentials. Students will be evaluating the author's credentials, so it's important that an About the Author link is accessible and the link includes credentials and experience that students will understand (e.g., job experience and education).
- 3. Prepare to visit several websites.
 - NASA
 - MIT
 - CNN
 - Terravivos

Exit Ticket

In Activity 8, students test their ability to identify credible websites.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.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.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.1

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.

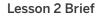
Az WORDS TO USE

- Bamboozle
- Belligerent
- Bias
- Candor



Source Credibility Chart

Source Credibility Checklist



CCSS.ELA-Literacy.W.6.6

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.

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Select Text: Assessing Authors of Online Sources

If students in your class need more support with reading, you may choose to read part of each article aloud so students can spend time evaluating the reliability of the source without worrying about reading challenging words.

ELL students and struggling readers may benefit from having the following terms defined before they review the two websites. Explaining and using these terms repeatedly will assist students in acquiring and using these terms.

- Qualifications: skills, knowledge, or experience that gives someone the ability to do something, such as a job
- Expertise: special skills or knowledge learned in school or through training
- Knowledgeable: knowing a lot
- Trustworthy: able to be trusted

Assign students to the level of support that matches their needs.

♦ Core

Students review the qualifications of the authors of 2 online sources to assess the sources' credibility.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students review the qualifications of the authors of 2 online sources to assess the sources' credibility.

Activity 3, Work Visually: Source Credibility Checklists

Plan how you will assign pairs or groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

If students are struggling to understand this activity, have someone act out this scenario to help students understand their task. Scanning can be challenging for some students. You may choose to model how to scan for specific information before students begin working.

ELL students and struggling readers may benefit from having the following terms on the Source Credibility Checklist defined before they review the two websites. Explaining and using these terms repeatedly will assist students in acquiring and using the terms themselves.

- Respected: good enough to be trusted or to provide what is needed
- · Commercial: related to a business that makes money and keeps it as profit
- Nonprofit: related to an organization that makes money and uses it to help people instead of making a profit
- Up-to-date: having the most recent information
- Publication date: the date when a book, magazine, website, etc., is available to the public
- Verified: discovered that something is true or correct

+Activity 4, Discuss: Source Credibility

Assign students to the level of support that matches their needs.

♦ Core

Students use the Source Credibility Checklists they completed to discuss and evaluate several websites.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students discuss and evaluate several websites.

+Activity 5, Write: Most and Least Credible Sources

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

♦ Core

Students identify the most and least credible sources reviewed today.



Substantial

This alternate Writing Prompt breaks the prompt into smaller chunks and provides fill-in-the-blank sentence frames to help students identify the most and least credible sources reviewed today.

• ELL (Dev)

This alternate Writing Prompt breaks the prompt into 2 smaller short answer responses to help students identify the most and least credible sources reviewed today.

■ ► Moderate, Light

This alternative Writing Prompt provides sentence starters to help students identify the most and least credible sources reviewed today.

Activity 7, OPT: Research: Extension Activity

If students need more support with creating research questions or evaluating the credibility of websites, complete this optional activity, which has students create research questions and conduct Internet research about their interests and hobbies.

VOCABULARY Vocabulary Activities	V					
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Vocabulary Activities





Select Text: Assessing Authors of Online Sources



Students review the qualifications of the authors of 2 online sources to assess the sources' credibility.

Card 1 Instructional Guide

Cards 1–2: *Students assess the qualifications of an online article's author to determine the credibility of the source.*

Cards 3–4: Students assess the qualifications of a second online article's author to determine the credibility of the source.

1. Introduce Activity - WHOLE CLASS

Write the URLs for the credible and the not credible commercial websites that you found on the board. Label them as Link 1 and Link 2.

Tell students to take a look at the articles and assess each author's credibility.

Tell students they should not read the article in its entirety; the purpose of this activity is to ascertain the author's qualifications.

2. Activity on Card - INDIVIDUAL

For students below grade level in reading, you may choose to read part of each article aloud so students can spend time evaluating the credibility of the source without worrying about reading challenging words.

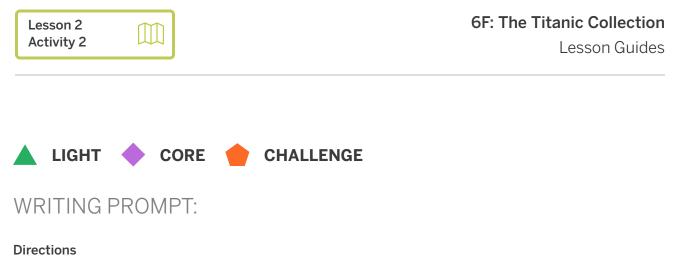


Copy Link 2 from the board into a search window and quickly skim the article. You only need a sense of what the article is about. You don't have to read every word. Fill out the information below.



WRITING PROMPT:

Find the "About the Author" link and read about this person's credentials. Author information can typically be found by clicking on the author's name, if possible, or in the "About Us" tab or link.



Find the "About the Author" link and read about this person's credentials. Author information can typically be found by clicking on the author's name, if possible, or in the "About Us" tab or link.

Lesson 2 Activity 3

GROUP Work Visually: Source Credibility Checklists

Work Visually: Source Credibility Checklists



Students use credibility criteria to evaluate several websites.

Card 1 Instructional Guide

Card 1: Students prepare to evaluate several websites.

Card 2: Students use credibility criteria to evaluate a government source.

Card 3: Students use credibility criteria to evaluate an academic source.

Card 4: Students use credibility criteria to evaluate a news source.

Card 5: Students use credibility criteria to evaluate a commercial source.

1. Group Students - WHOLE CLASS

Arrange students in pairs or small groups.

2. Prepare for Activities - WHOLE CLASS

Invite one student to read the activity directions aloud as other students follow along. Ask for any questions about the imaginary scenario before moving on to the next activity.

3. Project and Review the Source Credibility Checklist - WHOLE CLASS

Review the criteria and answer questions.

Keep the criteria projected as students move through the activity.

Name of website/url:			
1. Is the author or company/ organization/website clearly identified? <i>Hyse, who is R</i> ?	2. Are they a well-known, credible, and respected source? Why/why not?	3. Is it a government (.gov), academic/educational institution (.edu), or nonprofit website (.org)? If it is commercial site (.org). Is it a respected and well-known organization?	4. Is the author qualified to write about this subject? What is the author's or organization synalification level, adcastor and training, or professional area or expertise?
5. Is the article free of any prejudice or personal points of view? If there is prejudice or personal points of view, list one example.	6. Is the information current and up-to-date? What is the publication data, or date that the site was last updated?	7. Does the source rely on facts rather than opinions? If there are opinions, list one exemple here.	8. Can the information be proven and verified elsewhere?

Card 2 Instructional Guide

Card 1: Students prepare to evaluate several websites.

Card 2: Students use credibility criteria to evaluate a government source.

Card 3: Students use credibility criteria to evaluate an academic source.

Card 4: Students use credibility criteria to evaluate a news source.

Card 5: Students use credibility criteria to evaluate a commercial source.

1. Prepare for Activities - WHOLE CLASS

Assign one website/checklist to each group to determine how credible the source is.

Tell students they should not read the articles thoroughly; they should only scan them to look for the criteria.

Tell students to complete individual checklists for each source. They should select "Yes" or "No" for each item and then write details in the right-hand column.

2. Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: www.nasa.gov

Lesson 2 Activity 3

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.

Card 3 Instructional Guide

Card 1: Students prepare to evaluate several websites. Card 2: Students use credibility criteria to evaluate a government source. *Card 3: Students use credibility criteria to evaluate an academic source.* Card 4: Students use credibility criteria to evaluate a news source. Card 5: Students use credibility criteria to evaluate a commercial source.

Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: web.mit.edu/newsoffice/2013/ kepler-78b-earth-like-in-mass-and-size-1030.html

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.

Card 4 Instructional Guide

Card 1: Students prepare to evaluate several websites. Card 2: Students use credibility criteria to evaluate a government source. Card 3: Students use credibility criteria to evaluate an academic source. *Card 4: Students use credibility criteria to evaluate a news source.* Card 5: Students use credibility criteria to evaluate a commercial source.

Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: www.cnn.com/2013/04/18/us/planet-discovery/

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.





Card 5 Instructional Guide

Card 1: Students prepare to evaluate several websites. Card 2: Students use credibility criteria to evaluate a government source. Card 3: Students use credibility criteria to evaluate an academic source. Card 4: Students use credibility criteria to evaluate a news source. **Card 5: Students use credibility criteria to evaluate a commercial source.**

Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: www.terravivos.com

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.

Lesson 2 Activity 4



MIN



Discuss: Source Credibility

Students use the Source Credibility Checklists they completed to discuss and evaluate several websites.

Card 1 Instructional Guide

1. Project Chart - WHOLE CLASS

Name of source/ website	Is this source credible or not credible?	Provide 1 or 2 reasons to support your thinking
http://www.nasa.gov/mission_pages/kepler/ news/kepsicon-briefing.html#.U001XaVgyRs		
http://web.mit.edu/newsoffice/2013/ kepler-78b-earth-like-in-mass-and-size-1030.html		
http://www.cnn.com/2013/04/18/us/ planet-discovery/		
http://www.terravivos.com/secure/ threatplanetx.htm		

2. Discuss Source Credibility - WHOLE CLASS

Call on students to discuss the credibility of each source using the following chart. They may refer to the Source Credibility Checklists they completed.

Fill in the chart with your class while students complete their individual charts.

3. Activity on Card - INDIVIDUAL



MIN



Write: Most and Least Credible Sources

Students identify the most and least credible sources reviewed today.

Card 1 Instructional Guide

Card 1: Students complete a warm-up to make sure every student has language with which to start writing. Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide basis for formative assessment.

Warm-Up - WHOLE CLASS

Raise your hand if you...

- can think of one way to tell if a website is credible.
- found a source that contained a lot of facts.
- found a source that contained opinions.
- can think of a type of source that is usually not credible (academic, government, news, commercial).
- found a website today that is credible.
- found a website today that you don't think is credible.



WRITING PROMPT:



Lesson 2 Activity 5

Directions

Review the chart you completed in the last activity. Select the most credible and the least credible websites from the list.

WRITING PROMPT:

3. Support your thinking using evidence from the websites you researched today.



WRITING PROMPT:

Explain your thinking about which website is the most and least credible using evidence from the websites you researched today.



WRITING PROMPT:

Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.

You may choose to use 1 or 2 of these sentence starters to help you get started writing:

The (most/least) credible website is _____ because _____.

- A piece of evidence that supports this is _____.
- Another piece of evidence that supports this is _____.



WRITING PROMPT:

Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.



6 CLASS Share: Writing

Share: Writing

Students give their classmates feedback about a specific place in their writing that made an impact on them.



Card 1 Instructional Guide

Card 1: All students refer to the Response Starters as a guide to notice the impact of each other's writing. Card 2: Students who are sharing use this card to find their own writing.

Share Writing - WHOLE CLASS

Call on 2 or 3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to the Response Starters as a guide to notice the impact of each other's writing. *Card 2: Students who are sharing use this card to find their own writing.*

Activity on Card - INDIVIDUAL

Call on as many students as possible to share.

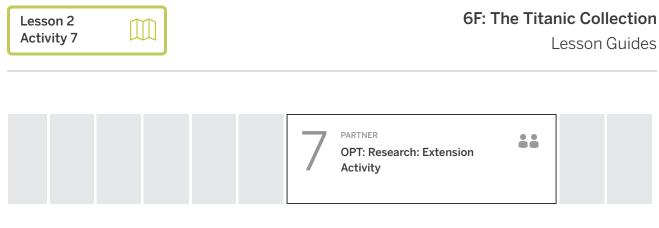


Who discovered something really interesting or surprising?

WRITING PROMPT:

Lesson 2 Activity 6

Raise your hand to share what you have written.



OPT: Research: Extension Activity



Students work in pairs to complete an extension research project.

Card 1 Instructional Guide

1. Activity on Card - INDIVIDUAL

Make sure students spend no longer than 1 or 2 minutes on their lists of interests and hobbies.

2. Group Students - WHOLE CLASS

Group students into pairs to complete the activity.

3. Activity on Card - PAIRS

Card 2 Instructional Guide

WRITING PROMPT:

With your partner, search the Internet for 1–3 credible sources to answer your question.

Write a one-paragraph response that includes:

- the answer to your question.
- where you found the answer.
- how/why you know the sources are credible.



Exit Ticket

Students test their ability to name qualities of credible websites.



Card 1 Instructional Guide

Solutions

Answer Key

1. A & C



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.

Lesson 3 Avoiding Plagiarism



Overview

Students learn how to avoid plagiarism by properly framing quotes, citing sources, and paraphrasing.

Connections to Other Lessons:

Students will rely on the skills developed in this lesson to successfully complete their work in the essay sequence at the end of the unit.

Lesson 3

ACTIVITY Vocabulary Activities

Discuss: Definition of Plagiarism (6 min) Students discuss the meaning of plagiarism.

Introduce: Framing a Quote (10 min) Students learn how to frame a direct quote from a text to avoid plagiarism.



VOCABULARY

CLASS

77

4

2

3

Try It On: Framing a Quote (8 min) Students practice writing framed direct quotes with an introduction to the quote and citation.

5

Introduce: Paraphrasing (18 min) Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text.

•

PARTNER



Exit Ticket (3 min) Students test their ability to identify "pat

Students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.

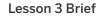




Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.





Preparation

- 1. Prepare to project the Paraphrase Chart.
- 2. Plan how you will assign pairs for part of this lesson.
- 3. If you plan to complete the optional teacher activity after Activity 2, research real-life examples of plagiarism online.

Exit Ticket

In Activity 6, students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.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.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.6.6

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.

Az WORDS TO USE

- Casualty
- Compel
- Competent
- Conclusive

	MATERIALS
-	WATERIALS

Paraphrase Chart

"Guidelines for Citing and Punctuating a Direct Quote"

Exit Ticket Projection

Lesson 3 Brief

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

When working with English language learners, it may be helpful to note the following:

1. The use and methods of source writing and paraphrasing can vary by culture. ELL students will likely need additional explicit instruction in order to accurately use frame quotes and paraphrasing.

2. ELL students are sometimes taught to practice language by rewording short texts phrase by phrase for various instructional purposes. If this is the case, you may want to discuss the difference between the two further.

Activity 4, Try It On: Framing a Quote

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Assign students to the level of support that matches their needs.

◆ Core

Students practice writing their own properly framed direct quotes with an introduction to the quote and citation.

∎ ● Substantial, ELL (Dev)

This alternate activity clearly identifies the part of the text to use to help students practice writing their own properly framed direct quotes.

+Activity 5, Introduce: Paraphrasing

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text.

● ■ ► Substantial–Light, ELL (Dev), Moderate

This alternate activity provides three choices of paraphrases for the students to choose from.



VOCABULARY Vocabulary Activities	V						
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Vocabulary Activities

CLASS

Plagiarism

Lesson 3 Activity 2

Discuss: Definition of

Discuss: Definition of



Students discuss the meaning of plagiarism.

Card 1 Instructional Guide

Discuss Plagiarism - WHOLE CLASS

Plagiarism

Write the definition of plagiarism on the board: "Plagiarism is stealing someone's words or ideas without crediting the source."

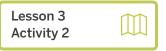
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Conversation starters:

- What is an example of plagiarism?
- Do you know anyone who has ever plagiarized?
- Is it plagiarism to copy and paste text from Wikipedia? (Yes.)
- Is it plagiarism to sing a popular song in the shower? (No.)
 - When would it be plagiarism to sing someone else's song? (It's plagiarism if you recorded someone else's song and didn't give them credit and/or pay them for the right to use their song.)

Optional

Before class, research online for real-life examples of plagiarism or reuse. One example that students may find relatable is the case between musicians Sam Smith and Tom Petty. Sam Smith's song "Stay With Me" was found to have a number of similarities to Tom Petty's song "I Won't Back Down." There are multiple articles online that discuss the issue and exactly how the music in the two songs compares. Students can listen to both songs and consider if they sound alike and can also compare the notes of both songs against each other. The similarity in chords is also a powerful way of introducing students to patchwork plagiarism (discussed in Activity 5), in that it demonstrates how much similarity between two works is considered too much.



Discuss the specifics of the examples you found, including both information on why the example is considered plagiarism/misuse and what the consequences of the misuse were (being fired, forced to pay another party, not running for office).

Lesson 3 Activity 3



Introduce: Framing a Quote

Students learn how to frame a direct quote from a text to avoid plagiarism.

Card 1 Instructional Guide

Card 1: Students learn how to frame a direct quote to avoid plagiarizing the author's words. Card 2: Students identify parts of a framed quote to understand a properly framed quote.

Introduce Framing a Quote - WHOLE CLASS

Now that we know what plagiarism is, let's take a look at how to avoid it.

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

Call on a student to read aloud the 3 parts of a frame on the student card. Then call 3 students to point out the parts of the frame for each of the 3 examples given.

However, not every idea and fact has to be cited. When you are using ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do *not* need to cite your source. How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

The Purdue Online Writing Lab is a good source of information for MLA formatting.

Card 2 Instructional Guide

Card 1: Students learn how to frame a direct quote to avoid plagiarizing the author's words. *Card 2: Students identify parts of a framed quote to understand a properly framed quote.*

1. Introduce Activity - WHOLE CLASS

Direct students to examine the properly framed quote alongside the original text.

2. Activity on Card - INDIVIDUAL

Have students identify the source, opening frame, and direct quote from the example.



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Try It On: Framing a Quote

Students practice writing framed direct quotes with an introduction to the quote and citation.

Card 1 Instructional Guide

Card 1: Students drag and drop an introduction and a direct quote with a citation together to create their own framed quote.

Card 2: Students select a brief direct quote from a sentence to use in writing their own properly framed direct quotes.

1. Activity on Card - INDIVIDUAL

Have students drag and drop introductions to the quote and direct quotes with citations to create their own framed quotes.

2. Share Answers - WHOLE CLASS

Allow a few students to share the framed quotes they suggested.



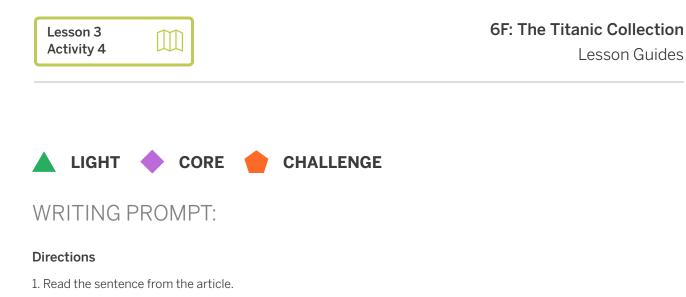
WRITING PROMPT:

Directions

1. Read the sentence from the article.

2. Use the highlighted part to write a framed quote. Be sure to include an introduction to the quote, the direct quote, and the source.

3. Share your response with a partner. Determine if each quote is correctly framed, and explain your thinking. Be sure to explain why or why not.



2. Select a brief direct quote from the sentence and rewrite it using the frame technique.

3. Share your response with a partner. Determine if each quote is correctly framed, and explain your thinking. Be sure to explain why or why not.



Introduce: Paraphrasing

Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text.



Card 1 Instructional Guide

Card 1: Students learn about paraphrasing and review an example of patchwork plagiarism to build understanding of acceptable paraphrasing.

Card 2: Students practice paraphrasing informational text.

Card 3: Teacher compares 2 paraphrases with each piece of text to stimulate discussion about what the author really means.

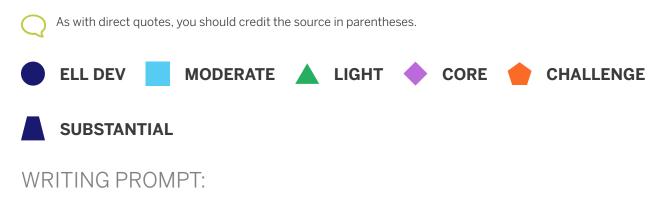
1. Introduce Paraphrasing - WHOLE CLASS

- Properly framing a direct quote is one way to share someone else's words in your writing. However, you may also wish to share someone else's ideas without quoting their exact words. To do this, you must paraphrase the original text.
- When you paraphrase, you're rewriting text in your own words. You express the author's meaning without adding anything new or leaving anything out.
- Watch out for "patchwork plagiarism." That's when you piece together your own words with some of the author's words without quoting the author, giving the reader the impression that you wrote the whole paragraph.
- The term patchwork plagiarism comes from the way patchwork quilts look. In the past, these quilts were made from many pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater were all combined and sewn together into a quilt.

Let's look at this example, in which the underlined text is a direct quote from the text.

Write the example of patchwork plagiarism below on the board:

Just about <u>everyone loves chocolate, creating a high demand for cacao beans. With that popularity</u> there is a <u>high cost</u> to the environment.



Directions

Read student paraphrases and be prepared to discuss the paraphrasing chart with the class.

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Exit Ticket

Students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.



Card 1 Instructional Guide

Solutions

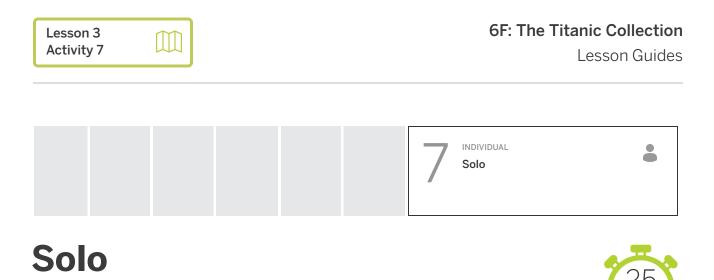
Answer Key

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WRITING PROMPT:

Directions

Read the original sentence and answer the question.



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Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.

Lesson 4 Flex Day 1



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

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• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

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READING

Lesson at a Glance



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Y	Vocabulary Activities	VOCABULARY
	Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions.</i>	INDIVIDUAL
	Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.	PARTNER
	Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.	PARTNER
	Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.	WRITING



Close Reading and Discussion (20 min) Students read to stake a claim based on evidence, then collaborate to refine their claim.

6F: The Lesson (Titanic Collection Guides	Lesson 4	
7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	WRITING	
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	WRITING	
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	READING	
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	READING	
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).	READING	
12	Solo (25 min) Students have time for independent reading. Let them know that this activity is not optional.		



Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6.4

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.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.2

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.

CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.4

MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

Independent Reading Solo

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

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.9

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).

CCSS.ELA-LITERACY.RL.6.1

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

CCSS.ELA-LITERACY.RL.6.2

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.

CCSS.ELA-LITERACY.RL.6.3

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

CCSS.ELA-LITERACY.RL.6.4

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.

CCSS.ELA-LITERACY.RL.6.6

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

CCSS.ELA-LITERACY.RL.6.9

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.

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.B



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

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.2.A

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.

CCSS.ELA-Literacy.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.5

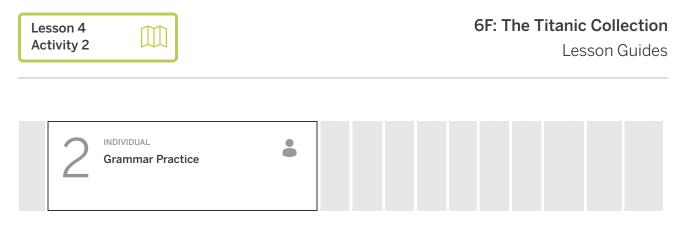
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-Literacy.W.6.9

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

VOCABULARY Vocabulary Activities	V						
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Vocabulary Activities



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

Lesson 4 Activity 3

3 PARTNER Fluency: Rate					
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Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Lesson 4 Activity 3

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



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Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Lesson 4 Activity 4

MIN

Fluency: Expression

Fluency: Expression

PARTNER

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.* Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.



2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. *Card 3: Students select important words to emphasize, and read aloud to practice their expression.* Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Lesson 4 Activity 4

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus.** When you are done, go to the last card and click HAND IN.

Lesson 4 Activity 5

Directions

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

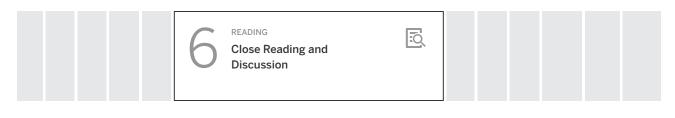
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

Lesson 4 Activity 6

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

I	Peer Discussion Guidelines
	Share The answer I chose was
	Explain think my answer is correct because of from the text.
	There were a couple of examples from the text that gave me my answer. One example is
I	think this is the answer because
	Comment You have an interesting point. What more can you tell me about?
I	didn't think of it that way. Can you explain?
١	Where in the text did you see?

WRITING PROMPT:

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

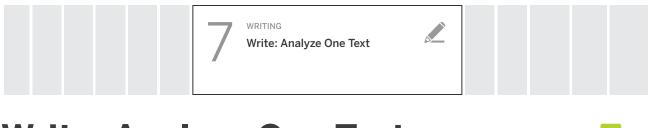
1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

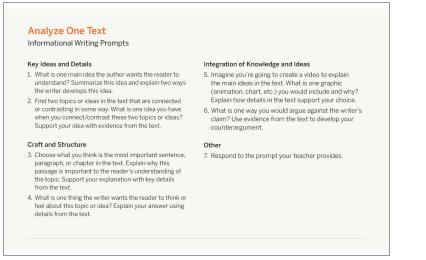
Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text			
Literary Writing Prompts			
Key Ideas and Details	Integration of Knowledge and Ideas		
 What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. 	5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in		
 Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. 	this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.		
Craft and Structure	 Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment wit 		
 Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. 	the language, but keep the main ideas and details the same.		
Support your explanation with key details from the text.	Other		
 Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. 	7. Respond to the prompt your teacher provides.		







WRITING PROMPT:

If you are writing about *The Titanic Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

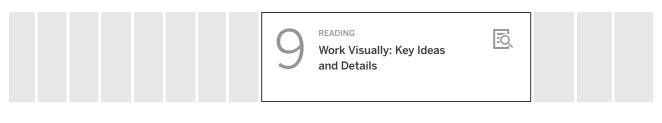
WRITING PROMPT:

Click NEXT to view *The Titanic Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*

Lesson 4 Activity 9



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

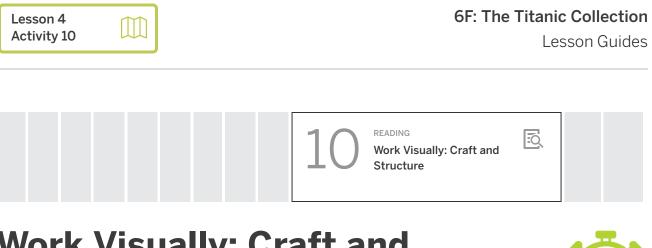
Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

6F: The Titanic Collection Lesson Guides

- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.



- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

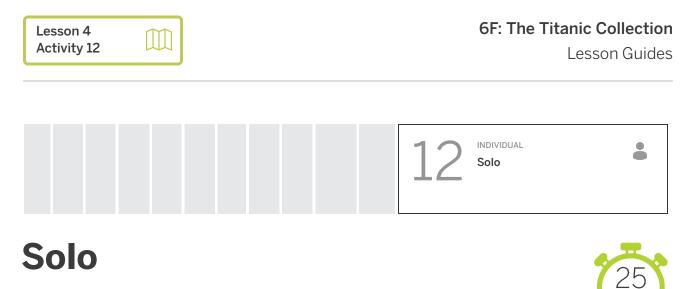
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Sub-unit 2

Scavenger Hunt and Internet Research



Lesson 1

Scavenger Hunt: Introducing the Collection

119

Overview

The scavenger hunt invites students to explore and become familiar with the contents of *The Titanic Collection*. The lesson begins with the presentation of a scavenger hunt question, and students race to find the answer in one of the texts or images from the Collection. Once the correct text or image has been located, the class works together to answer the accompanying close reading questions. This scenario is repeated two more times with students independently answering the close reading questions.

Connections to Other Lessons: This lesson connects to several other lessons in this unit: the Internet research lessons, the Collections research lessons, and the essay sequence. Students develop their close reading skills in this lesson. These skills will help them to decode and comprehend the primary source documents that will be integral to their essay sequence at the end of the unit. This lesson also focuses on the skills of skimming (finding the gist of a text) and scanning (looking for a specific answer or criteria) in order to assist students in further developing their research skills.

Lesson 1

Lesson at a Glance

	Vocabulary Activities	Vocabulary
2	Answer Questions About Video (6 min) Students identify what they know and want to learn about the <i>Titanic</i> .	INDIVIDUAL
3	Discuss: What We Know About the Titanic (5 min) Students identify what they know and want to learn about the <i>Titanic</i> .	GROUP
4	Introduce: Text Scavenger Hunt (9 min) Students explore texts from <i>The Titanic Collection</i> to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.	READING
5	Introduce: Text Scavenger Hunt 2 (14 min) Students explore more texts from <i>The Titanic Collection</i> to find the answer to a new scavenger hunt question.	READING
6	Introduce: Image Scavenger Hunt (7 min) Students explore images from The <i>Titanic</i> Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.	READING

7

Exit Ticket (4 min)

Students use evidence from one winning scavenger hunt image to test their understanding of the story of the *Titanic*.





Solo (30 min)

Students use one text and one image from The *Titanic* Collection to answer questions.



Preparation

 Be prepared to project a blank writing space or to write on chart paper.
 Optional: Prepare/plan rewards for students who win the scavenger hunts.

Exit Ticket

In Activity 7, students use evidence from one winning scavenger hunt image to test their understanding of the story of the *Titanic*.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.W.6.2

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

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.6.4.C

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.

CCSS.ELA-Literacy.L.6.4.D

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).

CCSS.ELA-LITERACY.RI.6.2

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.

Az WORDS TO USE

- Formulation
- Magnitude
- Calamity
- Peril

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

The Titanic Collection 5 - Testimony of Olaus Abelseth

The Titanic, Created by Travis Grenier

R.M.S. Titanic 2004 Expedition

"Nearer My God To Thee"

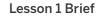
Carpathia Manifest Records (1912)

Amalgamated Musicians Union Poster (1912)

First-Class Menu

Second-Class Menu

Third-Class Menu





CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.5

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.

CCSS.ELA-LITERACY.RI.6.7

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.

CCSS.ELA-LITERACY.RI.6.10

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.

CCSS.ELA-Literacy.SL.6.1.A

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Discuss: What We Know About the Titanic

ELL students, students who are extremely shy, or students who hesitate to participate in group discussions will benefit from discussing these questions with a partner first, then sharing their thoughts with the whole group.

Activity 4, Introduce: Text Scavenger Hunt

You may choose to read the text overviews or the passages aloud before students complete the scavenger hunt to assist struggling readers with comprehension or ELL students with language acquisition.

Activity 5, Read: Text Scavenger Hunt 2

You may choose to read the text overviews or the passages aloud before students complete the scavenger hunt to assist struggling readers with comprehension or ELL students with language acquisition.

Scraping Past the Berg, Sphere (April 27, 1912)

The Sinking of the Titanic, Max Beckmann (1912–1913)

Exit Ticket Projection

+Activity 8, Solo

Assign students to the level of support that matches their needs.

♦ Core

Students use one text and one image from *The Titanic Collection* to answer questions.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.



VOCABULARY Vocabulary Activities					
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Vocabulary Activities

Lesson 1 Activity 2]

6 міл

Answer Questions About Video

Answer Questions About Video

Students identify what they know and want to learn about the *Titanic*.

Card 1 Instructional Guide

Today, we're going to begin a unit about the *Titanic*.

Let's watch this video to learn a little about what happened.

1. Play Video - WHOLE CLASS

Play the video to introduce your students to The Titanic Collection.

Lack of Planning

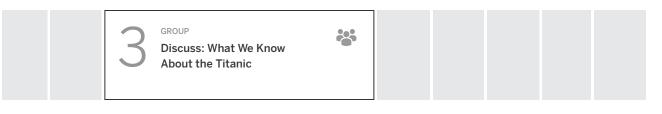
The Titanic Collection also includes two other videos that are not directly addressed in the lessons. You may choose to feature them at any point, or tell students they can view these on their own as they research. These videos can be found in the materials section of research-related lessons.

2. Activity on Card - INDIVIDUAL



5

MIN



Discuss: What We Know About the Titanic

Students identify what they know and want to learn about the Titanic.

Card 1 Instructional Guide

7 Today, we're going to begin a unit about the *Titanic*, but first, let's see what you already know about it. Make a list of everything you know about the *Titanic*.

Give students a minute to write. Then, ask them to raise their hands and tell the class what they know about the *Titanic*.

List student responses on chart paper and include these responses in the Add Notes section to save them for later lessons.

Card 2 Instructional Guide



What would you like to learn about the Titanic?

Ask students to raise their hands and share responses with the class.

List student responses on chart paper. Keep this list of responses (in Add Note) as possible research topics for a later lesson.

9 min



Introduce: Text Scavenger Hunt

Students explore texts from *The Titanic Collection* to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

Card 1 Instructional Guide

Card 1: Introduce The Titanic Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question. Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Explain that they will encounter different types of writing including informational, narrative, a speech, and a memorandum.
- Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

2. Share Answer to Scavenger Hunt Question: Confirm Accurate Understanding - WHOLE CLASS

Solutions

Boat 1 (from "There Is Your Beautiful Nightdress Gone")



Card 2 Instructional Guide

Card 1: Introduce The Titanic Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

This letter provides a passionate first-person account of surviving the sinking of the great ship.

Card 3 Instructional Guide

Card 1: Introduce The Titanic Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

Third-class male passengers on the *Titanic* had a 14% survival rate. Olaus Abelseth was one of the lucky few third-class survivors. He was asked to testify before the US Senate with more than 80 other witnesses. Although he was not allowed on a lifeboat, Abelseth's testimony helped investigators decide that there was no discrimination against third-class passengers.

Card 4 Instructional Guide

Card 1: Introduce The *Titanic* Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question. *Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.*

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Read Aloud - WHOLE CLASS

After students have found the answer within this text, read the text aloud or have students take turns.

2. Activity on Card - INDIVIDUAL

Remind students to answer the close reading questions for this text only. Ask students to be prepared to discuss where they found the answer in the text and/or what part of the text led them to their answer.

3. Discuss Answers: Select and Discuss - WHOLE CLASS

- Discuss the close reading questions for this text only.
- Have students discuss why they think the author wrote this text.
- Remind students to click HAND IN when they are finished.

Text Overview:

The *Titanic* left port with lifeboats for only half of its passengers. The officers tasked with filling those lifeboats were literally choosing who would live and who would die. It was a confusing and terrifying task in which manners, class, gender, age, and most important, luck, would determine survival.

Card 5 Instructional Guide

Card 1: Introduce The *Titanic* Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question. Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

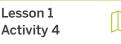
Text Overview:

The *Titanic*'s wireless radio operators received many iceberg warnings throughout their voyage, most of which were passed on to the ship's officers. But late on the evening of April 14, senior operator John Phillips was bogged down with passenger messages and stopped paying attention to updates from other ships. Warnings of a nearby ice field were never relayed to the *Titanic*'s bridge, and the ship sailed headlong into danger.

Card 6 Instructional Guide

Card 1: Introduce The *Titanic* Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question. Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to



show their understanding of the text.

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

For 73 years, the wreck of the *Titanic* lay undiscovered some 2 miles beneath the surface of the North Atlantic Ocean. Locating the wreck seemed impossible until oceanographer Robert Ballard enlisted the help of an underwater robot equipped with cameras built to scan the vast ocean floor.

Card 7 Instructional Guide

Card 1: Introduce The *Titanic* Collection text scavenger hunt.

Card 2-3: Students scan through a text to decide whether it has the answer to the scavenger hunt question. Card 4: Students find the answer to the scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 5-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

In addition to human error, other natural forces may have contributed to the sinking of the *Titanic*. Rare meteorological and nautical occurrences converged on the fateful night of April 14, 1912, setting the stage for disaster.

NOTE: This is a particularly interesting article to discuss tracing an argument because it raises a lot of things that may seem outrageous at first, but then provides evidence. You may want to stop and discuss this article in more depth.

14

MIN

	5	READING Introduce: Text Scavenger Hunt 2	ĨQ	6	
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Introduce: Text Scavenger Hunt

Students explore more texts from *The Titanic Collection* to find the answer to a new scavenger hunt question.





Card 1 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question. Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the second scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Once students have found the correct text, they should raise their hands quickly.

2. Activity on Card - INDIVIDUAL

Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

3. Share Scavenger Hunt Answer: Confirm Accurate Understanding - WHOLE CLASS

Solutions

1:40 PM (from "Final Wireless Transmissions Aboard the RMS Titanic")

Card 2 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the second scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Once students have found the correct text, they should raise their hands quickly.

2. Activity on Card - INDIVIDUAL

Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

3. Share Scavenger Hunt Answer: Confirm Accurate Understanding - WHOLE CLASS

Text Overview:

This letter provides a passionate first-person account of surviving the sinking of the great ship.

Solutions

1:40 PM (from "Final Wireless Transmissions Aboard the RMS Titanic")

Direct all students to go to "Final Wireless Transmissions Aboard the RMS Titanic"

Card 3 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

Third-class male passengers on the *Titanic* had a 14% survival rate. Olaus Abelseth was one of the lucky few third-class survivors. He was asked to testify before the US Senate with over 80 other witnesses. Although he was not allowed on a lifeboat, Abelseth's testimony helped investigators decide that there was no discrimination against third-class passengers.





Card 4 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

The *Titanic* left port with lifeboats for only half of its passengers. The officers tasked with filling those lifeboats were literally choosing who would live and who would die. It was a confusing and terrifying task in which manners, class, gender, age, and most important, luck, would determine survival.

Card 5 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question. *Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.*

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Read Aloud - WHOLE CLASS

After students have found the answer within this text, read the text aloud or have students take turns.

2. Activity on Card - INDIVIDUAL

Remind students to answer the close reading questions for this text only. Ask students to be prepared to discuss where they found the answer in the text and/or what part of the text led them to their answer.

3. Discuss Answers: Collaborate and Refine - WHOLE CLASS

- Discuss the close reading questions for this text only.
- Have students discuss why they think the author wrote this text.
- Remind students to click HAND IN when they are finished.

Lesson 1 Activity 5

Text Overview:

The *Titanic*'s wireless radio operators received many iceberg warnings throughout their voyage, most of which were passed on to the ship's officers. But late on the evening of April 14, senior operator John Phillips was bogged down with passenger messages and stopped paying attention to updates from other ships. Warnings of a nearby ice field were never relayed to the *Titanic*'s bridge, and the ship sailed headlong into danger.

Card 6 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question. Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

For 73 years, the wreck of the *Titanic* lay undiscovered some 2 miles beneath the surface of the North Atlantic Ocean. Locating the wreck seemed impossible until oceanographer Robert Ballard enlisted the help of an underwater robot equipped with cameras built to scan the vast ocean floor.

Card 7 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question.

Card 2-4: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

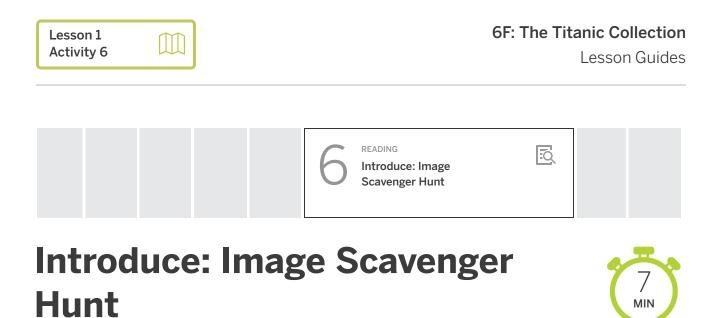
Card 5: Students find the answer to scavenger hunt question in this text, then answer 3 close reading questions to show their understanding of the text.

Card 6-7: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

In addition to human error, other natural forces may have contributed to the sinking of the *Titanic*. Rare meteorological and nautical occurrences converged on the fateful night of April 14, 1912, setting the stage for disaster.



Students explore images from The *Titanic* Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

Card 1 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question, and students view image to decide if it has the answer.

Card 2-3: Students view image to decide if it has the answer to the scavenger hunt question.

Card 4: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 5: Students view image to decide if it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

Tell students that they will complete one more scavenger hunt. This time, the answer to the question will be found in an image instead of a text. Instruct students to work independently and search through the images to find the one that contains the answer to the third scavenger hunt question.

2. Activity on Card - INDIVIDUAL

Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

3. Share Answer: Confirm Accurate Understanding - WHOLE CLASS

Solutions

Third class (from Scraping Past the Berg, Sphere (April 27, 1912))

Card 2 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question, and students view image to decide if it has the answer. *Card 2-3: Students view image to decide if it has the answer to the scavenger hunt question.*

Card 4: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 5: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL



Card 3 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question, and students view image to decide if it has the answer. *Card 2-3: Students view image to decide if it has the answer to the scavenger hunt question.*

Card 4: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 5: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question, and students view image to decide if it has the answer. Card 2-3: Students view image to decide if it has the answer to the scavenger hunt question.

Card 4: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 5: Students view image to decide if it has the answer to the scavenger hunt question.

1. Activity on Card - INDIVIDUAL

After finding the answer, students examine the image and answer the accompanying questions.

Remind students to navigate to the end of the activity and click HAND IN when they are finished.

2. Share Responses: Collaborate and Refine - WHOLE CLASS

Card 5 Instructional Guide

Card 1: Teacher introduces the new scavenger hunt question, and students view image to decide if it has the answer. Card 2-3: Students view image to decide if it has the answer to the scavenger hunt question.

Card 4: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 5: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Lesson 1 Activity 7



Exit Ticket

Students use evidence from one winning scavenger hunt image to test their understanding of the story of the *Titanic*.



Card 1 Instructional Guide

Solutions

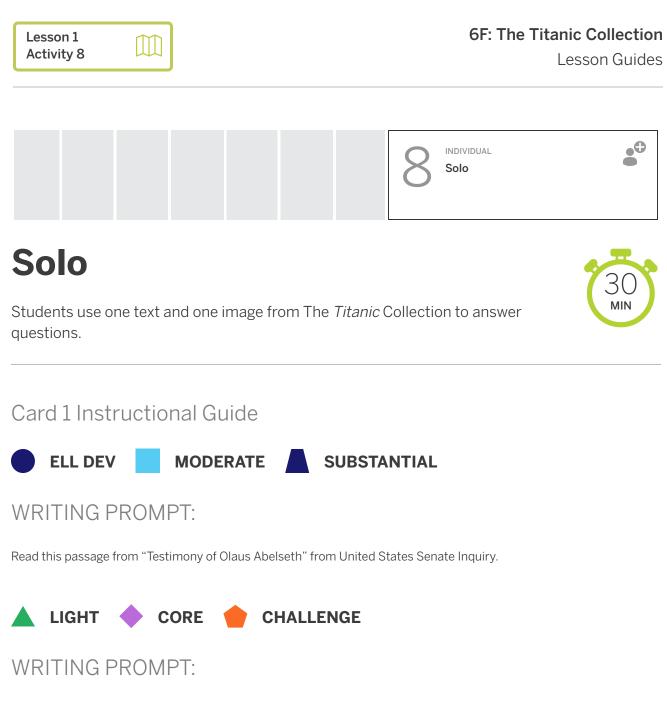
Answer Key

1. B

WRITING PROMPT:

Directions

Review the article, then select the best answer to the question about the text.



Read this passage from "Testimony of Olaus Abelseth" from United States Senate Inquiry.

Lesson 2

Scavenger Hunt: Exploring the Collection

Overview

The scavenger hunt invites students to explore and become familiar with the contents of *The Titanic Collection*. This lesson provides four scavenger hunts that guide students through the texts and images in the Collection. Students answer the close reading questions that accompany the texts and images, deepening their understanding of the materials.

Connections to Other Lessons: This lesson connects to several other lessons in this unit: the Internet research lessons, the Collections research lessons, and the essay sequence. Students develop their close reading skills in all of these lessons. This skill will help them to decode and comprehend the primary source documents that will be integral to the essay sequence at the end of the unit. This lesson also focuses on the skills of skimming (finding the gist of a text) and scanning (looking for a specific answer or criteria) in order to assist students in further developing their research skills.

Lesson 2

Lesson at a Glance

	Vocabulary Activities	VOCABULARY
2	Share: What Was Learned (3 min) Students share what they've learned about the <i>Titanic</i> .	PARTNER
3	What You're Curious About (5 min) Students write about something they are curious to learn more about the <i>Titanic</i> .	INDIVIDUAL
4	Introduce: Image Scavenger Hunt 1 (5 min) Students explore images from <i>The Titanic Collection</i> to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.	READING
5	Research: Scavenger Hunt 2 (10 min) Students explore texts from The <i>Titanic</i> Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.	READING
6	Research: Scavenger Hunt 3 (5 min) Students explore images from The <i>Titanic</i> Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.	READING

6F: The Titanic Collection

Lesson Guides



Research: Scavenger Hunt 4 (10 min)

Students explore texts from The *Titanic* Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.





Exit Ticket (4 min)

Students answer comprehension questions about a winning scavenger hunt text.





Solo (15 min)

Students use one text and one image from The *Titanic* Collection to answer questions.



Preparation

Plan to arrange students in small groups.

Exit Ticket

In Activity 8, students answer comprehension questions about a winning scavenger hunt text.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.W.6.2

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

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.4

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

CCSS.ELA-LITERACY.RI.6.5

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.

CCSS.ELA-LITERACY.RI.6.7

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.

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and

Az WORDS TO USE

- Meagre
- Conclusive
- Inexorable
- Antagonism

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

The Titanic Collection 11 - Women and Children First!

R.M.S. Titanic 2004 Expedition

"Nearer My God To Thee" (1904)

Carpathia Manifest Records (1912)

Amalgamated Musicians Union Poster (1912)

The Sinking of the Titanic, Max Beckmann (1912–1913)

Margaret Brown and Captain Rostron (1913)

Titanic Deck (circa 1912)



poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-Literacy.W.6.9

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

CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Share: What Was Learned

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students on or above grade level.

Activity 4, Introduce: Image Scavenger Hunt 1

+Activity 5, Research: Research Scavenger Hunt 2

You may choose to read all passages aloud before students complete the scavenger hunt to assist struggling readers with comprehension or ELL students with language acquisition. You may also choose to read aloud the text overviews for each selection to assist students in understanding the context.

Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror* and Excerpt: Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters* are complex texts, so we have provided 4 versions of each text for differentiation purposes: original, adapted, paraphrased, and Spanish.

Steamship "Titanic" Showing Length As Compared With Highest Buildings (1912)

Exit Ticket Projection

Assign specific versions to students according to their reading abilities. These differentiated versions of the text can be found below the original text. Direct students to scroll down to find them.

Adapted version: edited to update archaic language, complex syntax, and unusual punctuation.

Paraphrased version: includes trimmed sentence length, cuts confusing and non-essential phrases, and conventionalizes spelling. The paraphrased version should be used as a support to help students understand the original text.

Spanish version: includes translation of paraphrased version for ELL support. Students should be encouraged to read the adapted passage after reading the Spanish translation. This will help with their English language development.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students use one text and one image from *The Titanic Collection* to answer questions.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.



VOCABULARY Vocabulary Activities	V				
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Vocabulary Activities

PARTNER Share: What Was Learned

Share: What Was Learned

**

Students share what they've learned about the Titanic.

Card 1 Instructional Guide

In your scavenger hunt lessons, you've seen many images and read several texts in *The Titanic Collection*. Today, you'll choose one additional text that you're interested in reading.

Instruct students to click through the texts and choose one.

When you finish reading and answering the close reading questions that accompany the text, click NEXT until you get to the end of the activity, and then click HAND IN. When you're done, go to the next activity and choose one or 2 images to explore. Be sure to answer the questions for each one.

Card 2 Instructional Guide

Text Overview:

Third-class male passengers on the *Titanic* had a 14% survival rate. Olaus Abelseth was one of the lucky few third-class survivors. He was asked to testify before the US Senate with over 80 other witnesses. Although he was not allowed on a lifeboat, Abelseth's testimony helped investigators decide that there was no discrimination against third-class passengers.

Solutions

Close reading sample answers:

1. What words did Mr. Abelseth use to describe the noises he heard as the *Titanic* sank? Where was Mr. Abelseth when he heard these noises and what did he see?

"We could hear the popping and cracking." Abelseth was on the deck and it "raised up and got so steep that the people could not stand on their feet..." (35)



2. What was Mr. Abelseth's response when a call went out for sailors to step up and help after the ship hit the iceberg? Why did he react this way?

Mr. Ableseth did not say anything because he wanted to stay with his brother-in-law and cousin on the ship.

3. After reading Mr. Abelseth's testimony, do you think steerage passengers were locked below deck after the *Titanic* hit the iceberg? Explain your answer using evidence from the testimony. *They weren't locked below deck but they had to climb on a crane to get to the top deck.*

WRITING PROMPT:

Directions

Read the text you selected in the previous activity, then answer the accompanying close reading questions.

Remember to navigate to the end of the activity and select HAND IN when you are finished.

Card 3 Instructional Guide

Text Overview:

For 73 years, the wreck of the *Titanic* lay undiscovered some 2 miles beneath the surface of the North Atlantic Ocean. Locating the wreck seemed impossible until oceanographer Robert Ballard enlisted the help of an underwater robot equipped with cameras built to scan the vast ocean floor.

Solutions

Close reading sample answers:

1. Name 2 reasons why it was so hard for the *Knorr* to find the wreck of the *Titanic*. No one knew exactly where in the North Atlantic it was located and the submarine used to look for the wreck had to travel 2.5 miles above the ocean floor.

2. What strategy did Ballard use for finding the sunken ship? The US Navy assisted in building underwater robotic technology to find the ship.

3. What is expected to happen to the wreck of the *Titanic* in 50 years' time? Why? *The hull of the ship might collapse from damage due to people exploring the wreck and also the iron will degrade over time from bacteria.*

Lesson 2 Activity 2

Card 4 Instructional Guide

Text Overview:

In addition to human error, other natural forces may have contributed to the sinking of the *Titanic*. Rare meteorological and nautical occurrences converged on the fateful night of April 14, 1912, setting the stage for disaster.

Solutions

Close reading sample answers:

1. Why were there unusually high tides 2 months before the *Titanic* sank? *The earth was located close to the moon and the sun at that time.*

2. How does the cold-water mirage theory explain why the *Californian* didn't come to the rescue of the *Titanic*'s passengers and crew? The theory explains that it was hard to see other ships in the water and identify which ship was which.

3. How could a cold-water mirage have played a part in the sinking of the *Titanic*? *The Titanic might have had a hard time seeing the iceberg until it was too late.*

Card 5 Instructional Guide

Text Overview:

The *Titanic* was equipped with every luxury imaginable, from squash courts and Turkish baths to opulent Renaissance staterooms and an onboard hospital equipped with an operating room. But these extravagances were of no use to the people on board when the ship began to sink. What they really needed was more lifeboats.

Solutions

Close reading sample answers:

1. How many people could the *Titanic* hold? How many people could the lifeboats hold? *People: 3,295; Lifeboats: at most 1,200*

2. According to author, why did the *Titanic* lack the appropriate number of lifeboats? *Focus was more on comforts inside the ship and less on safety measures.*



3. What point is the author trying to make when he describes some of the luxuries on the ship? *That things aren't as important as people's lives.*

Card 6 Instructional Guide

Text Overview:

The public's desire for the details surrounding the *Titanic* disaster led many publishing houses to rush books into print based on so-called eyewitness accounts—some appeared on shelves mere weeks after the sinking. This account of an unnamed man who refused to be deterred by the order of "women and children first" is an example of one of the more sensational, and possibly unfounded, stories that surfaced after the disaster.

Solutions

Close reading sample answers:

1. What was "the cur in human shape" (2) hoping to achieve by changing clothing as the *Titanic* sank? *He wanted to get into a lifeboat.*

2. What selection process did the officers use to determine which men should row the lifeboats? Would you have used the same process? Explain your response.

They tried to pick men who genuinely wanted to help, not just save themselves. Yes, but this would have been hard to determine, I think, in all the chaos.

3. Explain what the author means in the last paragraph when he writes about the 2 kinds of volunteers. It was hard to distinguish between the men who wanted to help vs. the men who only wanted to get into the lifeboats to save themselves.

Card 7 Instructional Guide

Text Overview:

The story of the children known as the *Titanic* orphans begins to come together in this *New York Times* article from 1912.

Lesson 2 Activity 2

Solutions

Close reading sample answers:

1.Where were the children at the time this article was written? With Miss Margaret Hayes in New York City (she lives on West 84th Street).

2. What was Mr. Hoffman's relationship with the children? Did he care about them? How do you know? Use evidence from the text to explain your answer. Yes, he cared about them. He got the kids into one of the lifeboats and let officers know their mother was waiting for them.

3. This article provides limited information. What questions about the orphans does it not answer? *Who is "Hoffman"? Where is Mme. Navratil's husband?*

Card 8 Instructional Guide

Text Overview:

This letter provides a passionate first-person account of surviving the sinking of the great ship.

Solutions

Close reading sample answers:

1. What things do Mary and her family attempt to bring on the lifeboat? *They attempt to bring everything—"we roll up all our things in a blanket."*

2. List 3 similes that Mary uses to describe the ocean and the iceberg. Water: "was calm like your pond at Brion"; "calm as a mirror" Icebergs: "white as swans"

3. Was the experience of getting into a lifeboat orderly or chaotic? Were passengers kept informed about what was happening to the ship? Explain your answer.

It was chaotic and passengers were not kept informed. Mary could hear everyone shouting conflicting information at one another.



Card 9 Instructional Guide

Text Overview:

The vast majority of third-class children died and only half of all third-class women survived. According to this letter, the ship's officers neglected the third-class passengers and, in some cases, deliberately forced them below decks, where they had little chance of surviving.

Solutions

Close reading sample answers:

1. What prompted Tillett to write this letter?

To offer his condolences to the families of the passengers and crew who died on the Titanic. He also wanted to say the Union disagrees that people's treatment aboard the ship was not class-based.

2. According to Tillett, what decisions led to the *Titanic* disaster?

Did not provide enough lifeboats, rafts, and lifebelts. Shorter routes were taken even though people knew icebergs were out there.

3. Why is Tillett worried that the life-saving appliances he suggests may not be provided? *He worries that the government will not take safety precautions for everyone, from all classes, into consideration.*

Lesson 2 Activity 3

5 min

3 What You're Curious About

What You're Curious About

Students write about something they are curious to learn more about the *Titanic*.

Card 1 Instructional Guide

Activity on Card - INDIVIDUAL







Introduce: Image Scavenger Hunt 1



Students explore images from *The Titanic Collection* to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

Card 1 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2: Students view image to decide if it has the answer to the scavenger hunt question. Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image. Card 4–7: Students view image to decide if it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

Instruct students to work independently and search through the images to find the one that contains the answer to the scavenger hunt question.

2. Activity on Card - INDIVIDUAL

Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

3. Share Answer - WHOLE CLASS

Direct all students to go to Molly Brown's Claim for Property Lost Aboard the Titanic, 1913.

Lesson 2 Activity 4

Solutions

(from Molly Brown's Claim for Property Lost Aboard the Titanic, 1913) 15 hats, \$260 total

Direct all students to go to Molly Brown's Claim for Property Lost Aboard the Titanic, 1913.

Card 2 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2: Students view image to decide if it has the answer to the scavenger hunt question. Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 4–7: Students view image to decide if it has the answer to the scavenger hunt question.

1. Activity on Card - INDIVIDUAL

Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

2. Share Answer - WHOLE CLASS

Direct all students to go to Molly Brown's Claim for Property Lost Aboard the Titanic, 1913.

Card 3 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2: Students view image to decide if it has the answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 4–7: Students view image to decide if it has the answer to the scavenger hunt question.

1. Activity on Card - INDIVIDUAL

After finding the answer, students examine the image and answer the accompanying questions.

Remind students to navigate to the end of the activity and click HAND IN when they are finished.



2. Share Responses: Select and Discuss - WHOLE CLASS

Solutions

SCAVENGER HUNT ANSWER

15 hats, \$260 total

CLOSE READING POSSIBLE ANSWERS

- 1. She was rich, she liked fancy clothes, and she owned many pairs of shoes.
- 2. First.
- 3. One coat, one pair of shoes, one shirt, one pair of pants; nothing fancy; only essentials and only one of everything.

Card 4 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2: Students view image to decide if it has the answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 4–7: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Card 5 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2: Students view image to decide if it has the answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 4–7: *Students view image to decide if it has the answer to the scavenger hunt question.*

Activity on Card - INDIVIDUAL

Card 6 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2: Students view image to decide if it has the answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 4–7: *Students view image to decide if it has the answer to the scavenger hunt question.*

Activity on Card - INDIVIDUAL

Card 7 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

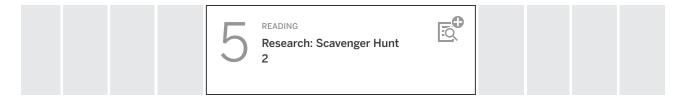
Card 2: Students view image to decide if it has the answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 4–7: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL





Research: Scavenger Hunt 2

Students explore texts from The *Titanic* Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.



Card 1 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2–5: Students scan through a text to decide whether it has answer to the scavenger hunt question.

Card 6: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 7: Students scan through a text to decide whether it has answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Remind students they will encounter different types of text and when looking at a visual, make sure to close read the captions for clues.



Research: Scavenger Hunt 3

Students explore images from The *Titanic* Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.



Card 1 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question. Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

1. Introduce Activity - WHOLE CLASS

Instruct students to work independently and search through the images to find the one that contains the answer to the scavenger hunt question.

Card 2 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question. Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

2. Activity on Card - INDIVIDUAL

Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.





Card 3 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question. Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question. *Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question.* Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Card 5 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question. Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Card 6 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question.

Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question.

Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Lesson 2 Activity 6

Card 7 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question. Card 2–6: Students view the image to decide if it has the answer to the scavenger hunt question. *Card 7: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.*

1. Activity on Card - INDIVIDUAL

After finding the answer, students examine the image and answer the accompanying questions.

Remind students to click HAND IN when they are finished.

2. Share Responses: Select and Discuss - WHOLE CLASS

Solutions

CLOSE READING POSSIBLE ANSWERS

- 1. These are very large structures so it helps to put the *Titanic*'s size into perspective.
- 2. No. The way the visual is organized helps because you can easily compare all the buildings together and compare them all to the *Titanic* as well.
- 3. That the Grand Pyramid is included at all—it seems out of place, but at the same time I am surprised it's taller then St. Peter's Church.



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Research: Scavenger Hunt 4

Students explore texts from The *Titanic* Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

Card 1 Instructional Guide

Card 1: Teacher introduces the scavenger hunt question

Card 2: Students scan through a text to decide whether it has answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 4–7: Students scan through a text to decide whether it has answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Remind students they will encounter different types of text and when looking at a visual, make sure to close read the captions for clues.



Exit Ticket

Students answer comprehension questions about a winning scavenger hunt text.

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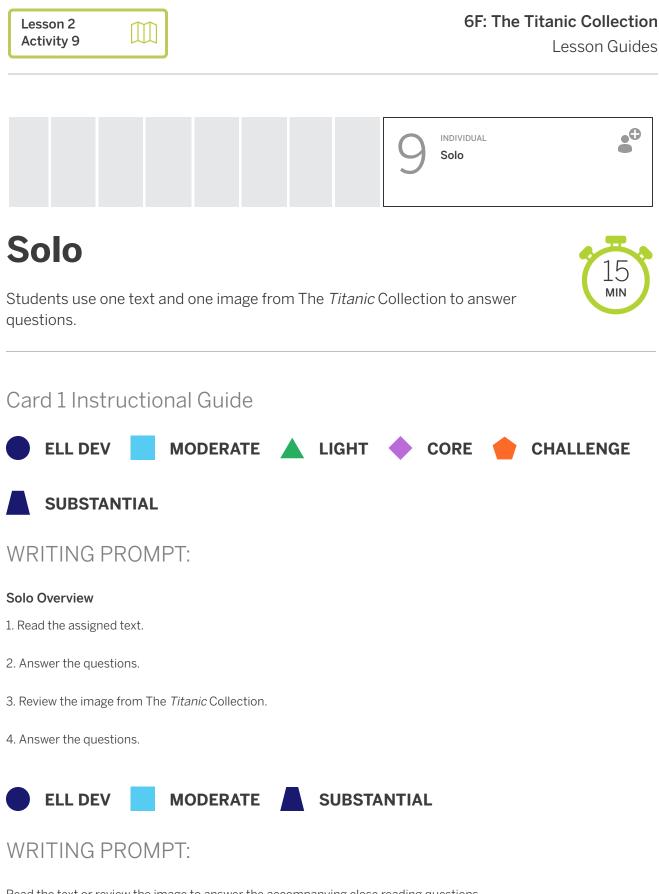
Card 1 Instructional Guide

Solutions

1. The wreckage of the Titanic is being destroyed by metal-eating bacteria known as "rusticles." True

2. So far, the wreckage has not significantly deteriorated. $\ensuremath{\textbf{False}}$

3. Experts describe the process of deterioration via rusticles as a kind of "recycling." True



Read the text or review the image to answer the accompanying close reading questions.



WRITING PROMPT:

Read the text or review the image to answer the accompanying close reading questions.



Lesson 3 Internet Research

Overview

In this lesson, students select topics related to the *Titanic* to explore. They work independently to construct effective research questions, then venture off to search the Internet for reliable sources that will provide the relevant information they need to answer their questions.

Connections to Other Lessons: This lesson relates to the essay sequence as it provides students with time to practice their sourcing and close reading skills.

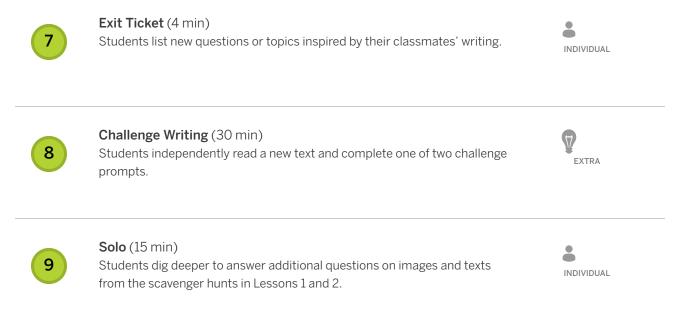
Lesson 3

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Present: Independent Research (5 min) 2 Students identify a topic from a specific text or image in The Titanic GROUP Collection, or from the list of questions created in Lesson 1, that they would like to research further. Present: Analyzing Author's Purpose (10 min) 3 Students analyze author's purpose in two texts to prepare to choose and GROUP evaluate sources for their research. Research: Research Internet Sources (15 min) • Students answer a question then look for credible, unbiased Internet 4 INDIVIDUAL sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose. Ð Write: Answer Your Question (15 min) 5 Students use the text from Internet sources they chose to answer the WRITING research question they generated. Share: Writing (5 min) 77 6 Students share their writing. CLASS

Lesson	3
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Lesson Guides



Preparation

Be prepared to project onscreen or to write on chart paper.

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students list new questions or topics inspired by their classmates' writing.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.6.7

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.

CCSS.ELA-Literacy.W.6.9

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

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.6

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.

CCSS.ELA-Literacy.W.6.7

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

WORDS TO USE

- Stricken
- Apparatus
- Havoc
- Alludes

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

The Harvest of the Sea 1 - The Harvest of the Sea

The Titanic Collection 7 - There Is Your Beautiful Nightdress Gone

Molly Brown's Claim for Property Lost

Steamship "Titanic" Showing Length as Compared with Highest Buildings

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.6.9.B

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").

CCSS.ELA-Literacy.W.6.10

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.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.4

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

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the prompts in order to provide accessibility.

Activity 2, Present: Independent Research

If students need help selecting a question to research, prompt them to choose from the displayed class list.

+Activity 5, Write: Answer Your Question

Use the over-the-shoulder conference guides to support students' individual needs.

♦ Core

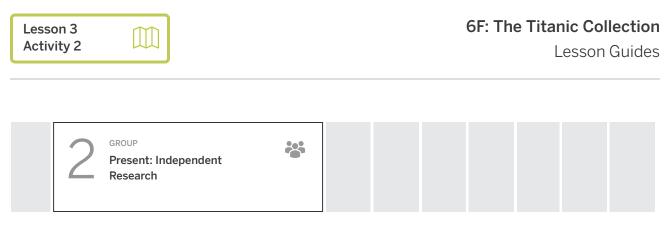
Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.

Pentagon Challenge

This alternate Writing Prompt challenges students to compare and contrast the ways in which their sources present their topic.

VOCABULARY Vocabulary Activities		
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Vocabulary Activities



5 MIN

Present: Independent Research

Students identify a topic from a specific text or image in *The Titanic Collection*, or from the list of questions created in Lesson 1, that they would like to research further.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Tell students that they will be conducting independent Internet research on the *Titanic*.

2. Activity on Card - INDIVIDUAL

Circulate among students to check that they are generating questions that provide a good research experience (not too general, not too specific).

3. Share Responses: Select and Discuss - WHOLE CLASS

Display good examples of student-generated questions.

Lesson 3 Activity 3

3 GROUP Present: Analyzing Author's Purpose

Present: Analyzing Author's Purpose



Students analyze author's purpose in two texts to prepare to choose and evaluate sources for their research.

Card 1 Instructional Guide

Card 1: Students review how to analyze author's purpose.

Card 2: Students compare two texts and analyze the purpose of each.

1. Present Author's Purpose - WHOLE CLASS

Review the three broad categories of author's purpose (to entertain, to inform, to persuade).

2. Activity on Card - PAIRS

If students struggle with the categories of information and language, present examples of each one:

- Clear and balanced facts and information Example: The American alligator is an endangered species success story. Since 1975, their numbers have increased from less than 300 to more than 1,500 adults.
- Rhetorical questions to the reader where the answer is obvious Example: Why would anyone set out to deliberately harm a defenseless and endangered animal?!
- Vivid verbs and sensory details that create a dramatic image Example: The giant, scaly alligator slunk menacingly toward the innocent children.
- A story that captures the reader's emotions Example: Last week, a mother alligator became trapped in a discarded shopping cart and was unable to return to her nest to help her babies get to the water.
- Quotations from respected experts Example: "People and alligators can live peacefully together if we follow simple rules," reports herpetologist Laurie Moore.



3. Confirm Accurate Understanding - WHOLE CLASS

As students share responses, help them understand that a text may also have more than one purpose.

Solutions

1.

a. To persuade; maybe also to inform

- b. To persuade
- c. To entertain; to inform
- d. To inform
- e. To inform
- f. To persuade

2.

- a. To inform
- b. To persuade; to entertain
- c. To entertain; to persuade; to inform
- d. To entertain, to persuade
- e. To inform; to persuade

Card 2 Instructional Guide

Card 1: Students review how to analyze author's purpose. *Card 2: Students compare two texts and analyze the purpose of each.*

1. Activity on Card - PAIRS

2. Connect and Explain - WHOLE CLASS

Have 2–3 pairs share their answers along with the text details that support their answers.

Check if others in the class can identify the types of details they chose based on the previous card.

Solutions

1. To persuade

- 2. "What is it to a man about to die to know that there is at hand a palm garden or a darkroom for photography, or the tapestry of an English castle or a dinner service of 10,000 pieces of silver and gold?" (9). This rhetorical question has an obvious answer and is used to persuade the reader that the owners of the *Titanic* cared more for luxury than for safety.
- 3. To inform
- 4. "Scholars of the *Titanic*, as well as scientists, are debating the new theories. Some question whether natural factors can outweigh the significance of ineptitude. Others find the mirage explanation plausible but only in limited scenarios" (13). The writer presents a balance of different theories instead of just one idea.

WRITING PROMPT:

Review the two text excerpts and analyze the author's purpose in each account of the *Titanic* disaster.







Research: Research Internet Sources



Students answer a question then look for credible, unbiased Internet sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose.

Card 1 Instructional Guide

Card 1: Students answer a question to demonstrate understanding of appropriate site selection for research. Cards 2–4: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

Card 2 Instructional Guide

Card 1: Students answer a question to demonstrate understanding of appropriate site selection for research. *Cards 2–4: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.*

Circulate among students to check that they are listing credible, relevant sources.

WRITING PROMPT:

Directions

Look for two or three credible, relevant Internet sources that will help you answer your question. Ask the following questions as you review the websites.

Lesson 3 Activity 4

Card 3 Instructional Guide

Card 1: Students answer a question to demonstrate understanding of appropriate site selection for research. *Cards 2–4: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.*

Circulate among students to check that they are listing credible, relevant sources.

Card 4 Instructional Guide

Card 1: Students answer a question to demonstrate understanding of appropriate site selection for research. *Cards 2–4: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.*

Circulate among students to check that they are listing credible, relevant sources.



Write: Answer Your Question

Students use the text from Internet sources they chose to answer the research question they generated.



Card 1 Instructional Guide

Activity on Card - INDIVIDUAL

Circulate and help students as needed.

Lesson 3 Activity 5 \mathbb{D}



ON TRACK

Students citing evidence and explaining how it answers their question.

Point to a place where the student added an explanation of the evidence they chose. Show them how their explanation really helped you understand how the evidence answers their research question.

NEEDS SUPPORT

Students not explaining what their evidence shows about their research question.

Point out a piece of evidence and ask, "what does this show you about your research question?" Explain to students that they need to add that explanation to support their ideas and make their research clear to the reader.

NEEDS SUPPORT

Students not citing evidence to answer their research question.

Right here you are explaining the answer to your research question, but you never show where you found that information. Find a quote that answers your question and add it in here to support your ideas.

🔶 CHALLENGE

WRITING PROMPT:

Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources. Compare and contrast the ways that these sources present your topic.



WRITING PROMPT:

Write 1–2 paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.





Share: Writing

Students share their writing.



Card 1 Instructional Guide

Call on 2–3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Call on as many students as possible to share.



Who discovered something really interesting or surprising?

Note: If students complete research before the end of class, invite them to choose another text or image to research.

WRITING PROMPT:

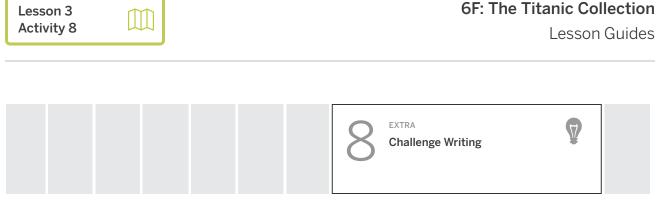
Raise your hand to share what you have written.

Lesson 3 Activity 7

			7	INDIVIDUAL Exit Ticket	•	8	
Exit ⁻	Ticke	et				9	

Students list new questions or topics inspired by their classmates' writing.





Challenge Writing

Students independently read a new text and complete one of two challenge prompts.



Card 1 Instructional Guide

1. Read New Text - INDIVIDUAL

2. Select Prompt - WHOLE CLASS

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: Informative prompt in response to one text
- Prompt 2: Argumentative prompt synthesizing two texts

3. Activity on Card - INDIVIDUAL

WRITING PROMPT:

Writing Prompt 1 (Informative): In "The Harvest of the Sea," the speaker personifies (gives human qualities to) the sea. What character traits does the speaker give the sea? Support your answer with at least two details from the poem.

Writing Prompt 2 (Argumentative): Both "The Harvest of the Sea" and "Untitled Poem" discuss men who have died at sea. Which poem do you think honors these men the most? Use evidence from both poems to support your claim.

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Solo

Students dig deeper to answer additional questions on images and texts from the scavenger hunts in Lessons 1 and 2.



Card 1 Instructional Guide

Solutions

Answer Key

1. FIB answers will vary.

2. [CR responses will be subjective but should include an awareness of one or more of the following: the lifestyle and/or economic status represented by the list; the types of activities Molly Brown might have been planning based on the wardrobe items]

3. [CR responses will be subjective but should include an awareness of one or more of the following: the significance (historical, religious, cultural, patriotic, economic, etc.) of one of the buildings or of that type of building; how that meaning might compare/contrast to things they've seen and read about the Titanic such as numbers of people aboard, economic status, lifestyle, significance, etc.]

4. [CR responses will be subjective but should include an awareness of one or more of the following: what survivors would have been experiencing/feeling at that time; different ways in which an individual might react to such a tragedy/ shock – for example, fixating on details, attempting to make light of things, attempting to distract others]

WRITING PROMPT:

Solo Overview

1. Review the images from The *Titanic* Collection and answer the questions.

2. Read "There Is Your Beautiful Nightdress Gone" from A Night to Remember by Walter Lord.

3. Answer the questions.

Card 2 Instructional Guide

WRITING PROMPT:

Review the images from The *Titanic* Collection and answer the questions.

Card 3 Instructional Guide

WRITING PROMPT:

Review the images from The *Titanic* Collection and answer the questions.

Card 4 Instructional Guide

WRITING PROMPT:

Read "There Is Your Beautiful Nightdress Gone" from The *Titanic* Collection.

Lesson 4 Flex Day 2



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

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• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

Lesson at a Glance



2

3

Vocabulary Activities	VOCABULARY
Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions</i> .	INDIVIDUAL
Fluency: Rate (10 min)	••

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

PARTNER

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PARTNER



Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

5

Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



6

Close Reading and Discussion (20 min) Students read to stake a claim based on evidence, then collaborate to refine their claim.



6F: The ⁻ Lesson G	Fitanic Collection Buides	Lesson 4	
7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	WRITING	
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	WRITING	
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	READING	
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	READING	
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a tex plus an audio or video recording, or a text plus another text it inspired).	t READING	
12	Solo (25 min) Students have time for independent reading. Let them know that this activit is not optional.	y INDIVIDUAL	



Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6.4

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.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.2

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.

CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.4

MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment – Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

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

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.9

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).

CCSS.ELA-LITERACY.RL.6.1

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

CCSS.ELA-LITERACY.RL.6.2

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.

CCSS.ELA-LITERACY.RL.6.3

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

CCSS.ELA-LITERACY.RL.6.4

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.

CCSS.ELA-LITERACY.RL.6.6

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

CCSS.ELA-LITERACY.RL.6.9

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.

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.B



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

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.2.A

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.

CCSS.ELA-Literacy.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.5

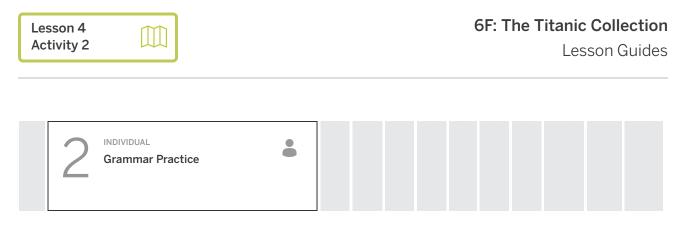
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-Literacy.W.6.9

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

VOCABULARY Vocabulary Activities	V						
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Vocabulary Activities



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

Lesson 4 Activity 3

3 PARTNER Fluency: Rate

Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Lesson 4 Activity 3

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



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Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Lesson 4 Activity 4

MIN

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.* Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. **Card 3: Students select important words to emphasize, and read aloud to practice their expression.** Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Lesson 4 Activity 4

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.

Lesson 4 Activity 5

Directions

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

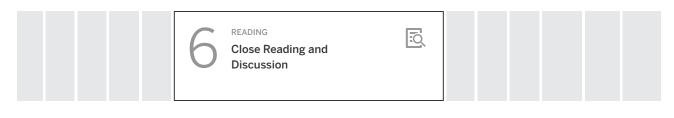
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

Lesson 4 Activity 6

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion G	uidelines
Share	
The answer I chose wa	as
Explain	
think my answer is c	orrect because of from the text.
	f examples from the text that gave me my answer. One
example is	
I think this is the answ	ver because
Comment	
	g point. What more can you tell me about?
didn't think of it that	way. Can you explain?
Where in the text did y	/ou see?

WRITING PROMPT:

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

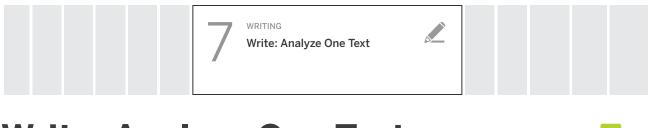
1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

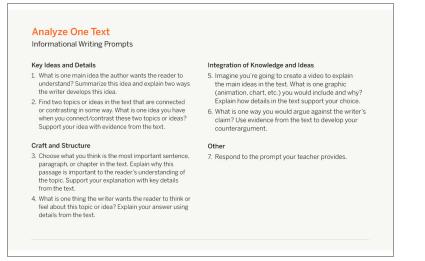
Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text			
Literary Writing Prompts			
Key Ideas and Details	Integration of Knowledge and Ideas		
 What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. 	 Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to sh what the character is thinking, feeling, or acting in 		
 Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. 	this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.		
Craft and Structure	 Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same. 		
 Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. 			
Support your explanation with key details from the text.	Other		
 Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. 	7. Respond to the prompt your teacher provides.		







WRITING PROMPT:

If you are writing about *The Titanic Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

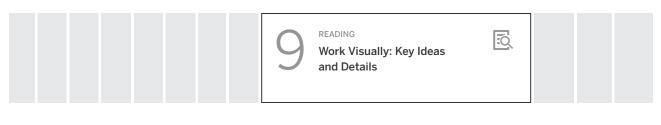
WRITING PROMPT:

Click NEXT to view *The Titanic Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*

Lesson 4 Activity 9



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

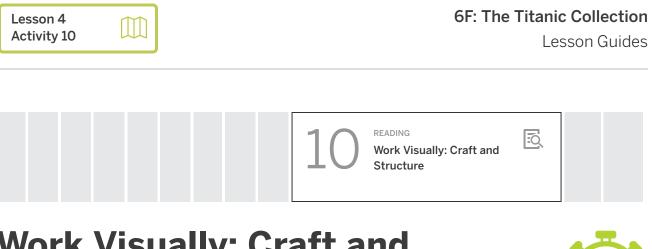
Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

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- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.



- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

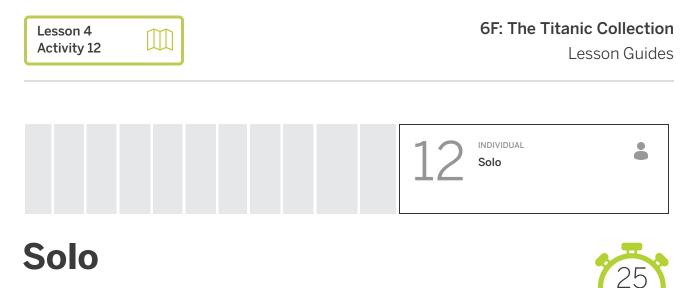
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Sub-unit 3

Passport and Collection Research



Lesson 1 Passport to the Titanic

Overview

In this lesson, students assume the identity of an actual *Titanic* passenger. To prepare for this activity, they compare the information presented in a primary source and secondary source about a passenger in order to consider what type of information each source provides about this historical person. They then search through primary and secondary source materials to determine their assigned passenger's class of travel, which in turn leads them to their passenger's dinner menu and an image of his or her cabin. They will use their collected information in the subsequent lesson to role-play this passenger and to write a letter home from his or her point of view.

Connections to Other Lessons: This lesson brings research to life in a visceral way. They will use their collected research in the subsequent lesson, to role-play their assigned passenger and write a letter home from his or her point of view.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Introduce: Role-Playing (2 min) 2 Students discuss the concept of role-playing in preparation for today's GROUP lesson. Present: Primary and Secondary Sources (8 min) 7 3 Students discuss and define primary and secondary sources. CLASS Comparing Presentation of Information (12 min) 4 Students compare a letter written by Mary Lines to a secondary source to PARTNER compare the types of information provided. Passenger Profiles (3 min) 7 5 Assign each student to a passenger on the Titanic. CLASS Select Text: Passenger Profiles: First Class (10 min) 6 Students assume the identity of a *Titanic* passenger. INDIVIDUAL

Lesson 1		6F: The Titanic Collection Lesson Guides
7	Select Text: Passenger Profiles: Second Class (10 min) Students assume the identity of a <i>Titanic</i> passenger.	INDIVIDUAL
8	Select Text: Passenger Profiles: Third Class (10 min) Students assume the identity of a <i>Titanic</i> passenger.	INDIVIDUAL
9	Work Visually: Cabins and Menus (15 min) Students interpret and discuss photographs to explain how the deta to their passenger's profile.	ails add PARTNER
10	Share: Cabins and Menus (5 min) Students read their passenger profiles aloud to the class.	GROUP
11	Exit Ticket (4 min) Students describe a primary source that they would like to see from <i>Titanic</i> , and explain how the presentation of that primary source wo compare to a secondary source.	INDIVIDUAL
12	Solo (15 min) Students use a primary source text from The <i>Titanic</i> Collection to a questions.	nswer INDIVIDUAL

Preparation

1. Print out passenger's names and cut into strips for easy distribution.

2. Search for a few links to reliable online secondary or tertiary sources with information about *Titanic* passenger Mary Lines and share them with students who are having difficulty finding their own sources.

Exit Ticket

In Activity 11, students describe a primary source that they would like to see from the *Titanic*, and explain how the presentation of that primary source would compare to a secondary source.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.6.9

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).

CCSS.ELA-Literacy.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.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.7

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.

CCSS.ELA-Literacy.SL.6.1

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.

WORDS TO USE

- Blunder
- Ineptitude
- Distortions
- Inexplicable

MATERIALS
The Titanic Collection 3 - A Letter from Mary Lines
Passenger Passports
List of 26 Titanic passengers
Cabins of the Titanic
First Class Menu
Second Class Menu
Third Class Menu
Passenger Fates
Rusticles on Titanic
Exit Ticket Projection



CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-LITERACY.RI.6.4

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

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Present: Primary and Secondary Sources

You may choose to discuss the meaning of "nautical terminology," "biography," "compass," and "ermine opera cape." This will be especially helpful for ELL students.

Activities 6–8, Select Text: Passenger Profiles

You may choose to allow students who struggle with reading challenging texts or ELL students to complete this activity in pairs. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

Activity 9: Work Visually: Cabins and Menus

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

+Activity 12, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read "A Letter from Mary Lines, 1912," paragraphs 1–14, and answer questions.

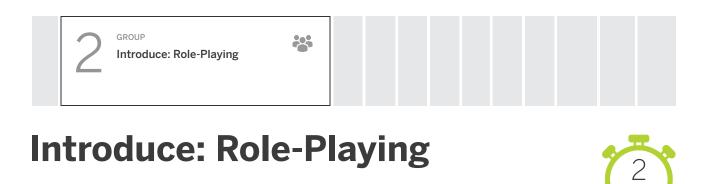
■ ● ■ Substantial, ELL (Dev), Moderate This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.

VOCABULARY Vocabulary Activities				
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Vocabulary Activities



MIN



Students discuss the concept of role-playing in preparation for today's lesson.

Card 1 Instructional Guide

Introduce Role-Playing - WHOLE CLASS

Explain to students that during this lesson they will role-play, assuming the identities of *Titanic* passengers.

Ask students if they're familiar with role-playing; provide additional explanation if necessary.

CLASS

Lesson 1 Activity 3

Present: Primary and Secondary Sources

Present: Primary and Secondary Sources



Students discuss and define primary and secondary sources.

Card 1 Instructional Guide

Card 1: Students discuss and define primary and secondary sources.

Card 2: Students demonstrate their understanding of primary and secondary sources.

1. Present Primary and Secondary Sources - WHOLE CLASS

Ask a student to read aloud the definitions of "primary source," "secondary source," and "tertiary source."

2. Project and Discuss - WHOLE CLASS

Project the menu image and then *The New York Times* Rusticles article.

Talk about which one is a primary source and which one is a secondary source.



6F: The Titanic Collection

Lesson Guides

Lesson 1 Activity 3

Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says (science) By Jack Phillips Epoch Times Staff December 6, 2010

Rusticles, icicle-like formations made from rusting iron, on the Titanic were discovered to contain a new form of metal-eating bacteria, according to a report on Monday

The newly-dubbed Halomonas titanicae were found on the formations off in the wreckage 400 miles off the coast of Newfoundland. Rusticles are porous and contained a "consortium" of at least 27 microorganisms including the new bacteria, the study published in the Journal of Systematic and Evolutionary Microbiology said.

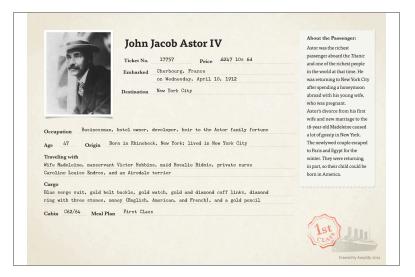
"In 1995, I was predicting that Titanic had another 30 years," Henrietta Mann, adjunct professor with the Department of Civil Engineering at Dalhouse University in Nova Scotia and co-author in the study, said in a statement. "But I think it's deteriorating much faster than that now ... Eventually there will be nothing left but a rust stain.

In the study, they noted that the bacteria, in conjunction with other organisms, could potentially and slowly destroy underwater metal structures like oil pipelines. It could also provide a new way to recycle old iron. "It's a natural process, recycling the iron and returning it to nature," she added. The wreckage was discovered around 25 years ago and is located about 2 miles underneath the ocean. In the past 98 years since the 50,000-ton ship sank, it has significantly deteriorated.

Scientists said that they are unsure if the bacteria will pose a problem to underwater structures like oil pipelines but could provide a way to recycle old, mass quantities of iron.

"We believe *H. titanicae* plays a part in the recycling of iron structures at certain depths," Mann and other lead researcher Dr. Bhavleen Kaur jointly stated. "This could be useful in the disposal of old naval and merchant ships and oil rigs that have been cleaned of toxins and oil-based products and then sunk in the deep ocean."

The passport document is tricky. Usually, a passport would be a primary source document. But these passports were created by researchers to provide students with biographies of the passengers. They are secondary source documents.



Card 2 Instructional Guide

Card 1: Students discuss and define primary and secondary sources. Card 2: Students demonstrate their understanding of primary and secondary sources.





Comparing Presentation of Information



Students compare a letter written by Mary Lines to a secondary source to compare the types of information provided.

Card 1 Instructional Guide

Card 1: Students identify the type of information they gather about Mary Lines from a primary source. Card 2: Student identify the type of information they gather about Mary Lines from a secondary source of information. Card 3: Student compare the presentation of events in Mary's letter from the description in a secondary source.

1. Activity on Card - PAIRS

2. Share Responses - WHOLE CLASS

Students should note the emotions that are described by Mary in her letter. Because it is a memoir, the reader learns details that include Mary's own thoughts and emotions.

Solutions

1. "A Letter from Mary Lines (1912)" is considered a primary source because it represents an eyewitness account. This source provides a report of the events of the sinking of the *Titanic* in the form of a letter written by someone who lived through the experience just days after it happened.

2. Key dates from her life (yes)Information about key events (yes)Description of Mary's thoughts and emotions (yes)

Lesson 1 Activity 4

3. Answers will vary. Student may focus on the emotional trauma Mary felt as she remembers those who died as the ship sank. Mary's letter also describes feelings of gratitude and relief when being pulled to safety by rescue boats. They may also focus on the loss of all Mary's clothes and possessions—and the challenges she faces going forward.

Card 2 Instructional Guide

Card 1: Students identify the type of information they gather about Mary Lines from a primary source. *Card 2: Student identify the type of information they gather about Mary Lines from a secondary source of information.*

Card 3: Student compare the presentation of events in Mary's letter from the description in a secondary source.

1. Activity on Card - PAIRS

Research, review, and share reliable secondary or tertiary sources of additional information about *Titanic* passenger Mary Lines with your students.

2. Share Responses - Select and Discuss - WHOLE CLASS

Solutions

1. Answers will vary. If students need help finding a reliable source, you may direct them to one of the recommended websites.

2. If students answer "no" for any of the questions, direct them to look for a better source.

3. Secondary sources are created later by someone who did not experience firsthand the events you are researching. They often provide interpretations and analyses of primary sources, and may even include images and/or quotations from primary sources.

4. Answers will vary based on source. Students may focus on the details provided about her family life or the details provided about her rescue.





Card 3 Instructional Guide

Card 1: Students identify the type of information they gather about Mary Lines from a primary source. Card 2: Student identify the type of information they gather about Mary Lines from a secondary source of information. *Card 3: Student compare the presentation of events in Mary's letter from the description in a secondary source.*

1. Activity on Card - PAIRS

2. Share Responses: CONNECT and EXPLAIN - WHOLE CLASS

Discuss the differences and similarities in how the two sources present the Mary Lines' experience during the sinking of the *Titanic*.

Often a primary source, such as this letter written by Mary Lines herself, puts you, the reader, into her position and helps you to understand her emotions and thoughts.

The secondary source, such as an encyclopedia or a biography, will give you some key factual information that can really help provide a clear picture of the event as a whole.

3. Transition to Survivor Research - WHOLE CLASS

As you research your assigned *Titanic* passenger, try to find information that helps you understand the events AND how they thought and felt during the experience.

Solutions

1. Reading a primary source, such as the letter written by Mary Lines, is helpful to a reader because it provides her thoughts and feelings about the event. Through her eyewitness account, readers get a stronger sense of what the experience felt like.

2. Reading a secondary source provides reader with interpretations and analysis of the events that happened. They supply the reader with key factual information that gives the reader a sense of the event as a whole.

Lesson 1 Activity 5



Passenger Profiles

Assign each student to a passenger on the Titanic.



Card 1 Instructional Guide

1. Present and Assign Passenger Profiles - WHOLE CLASS

Assign one passenger to each student by handing out slips of paper with passengers' names.

First Class

- 1. John Jacob Astor IV
- 2. Karl Howell Behr
- 3. Mrs. J.J. (Margaret "Molly") Brown
- 4. Charlotte Cardeza
- 5. William Ernest Carter
- 6. Dorothy Gibson
- 7. Ida Sophia Fischer Hippach
- 8. Mary Marvin
- 9. Mary Eloise Hughes Smith
- 10. Isidor Straus

Second Class

- 1. Charlotte Collyer
- 2. Reverend John Harper
- 3. Eva Hart
- 4. Wallace Hartley
- 5. Michel and Edmond Navratil
- 6. Robert Phillips

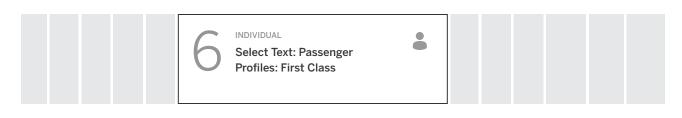
Third Class

- 1. Frank John Goldsmith
- 2. Frank John William Goldsmith
- 3. Neshan Krekorian
- 4. Josef Van De Velde
- 5. Johan Cervin Svensson
- 6. Anders Johan Andersson



- 7. Alfrida Konstantia Brogren Andersson
- 8. Anna Sofia Turja
- 9. Nicola Lulic
- 10. Frederick Joseph Goodwin

MIN



Select Text: Passenger Profiles: First Class

Students assume the identity of a Titanic passenger.

Card 1 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

1. Prepare for Activity - WHOLE CLASS

Instruct students to click NEXT to find their passenger. Students in the second class will need to click on the next Activity icon for their passports, or two icons forward for third-class passports.

2. Activity on Card - INDIVIDUAL

Circulate and make sure students are able to find the passport for their passenger. After they have completed the Passenger Profile, remind them to navigate to the end of the activity and click HAND IN.

Then, students should go to Activity 9, Work Visually: Cabins and Menus, and find the cabin image and menu that corresponds to their class of travel.



ON TRACK

Students identifying and recording information about their passenger.



"I agree that it is interesting that John Jacob Astor IV was one of the richest people in the world and the focus of a lot of gossip about his divorce and new wife."

NEEDS SUPPORT

Students struggling to find information about some of the details for their passenger.

Direct students to the Meal Plan on the passenger passport to find their class of travel.

Direct students to Cargo and the About the Passenger blurb on the right to find an interesting detail about their passenger.



"Read the About the Passenger section closely and see what you discover that may be interesting about your passenger. I will be back in a few minutes to see what you come up with."

WRITING PROMPT:

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in first class, move on to the next activity icon for second-class passports or two activity icons forward for third-class passports.

Card 2 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 3 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic *passenger.*

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Lesson 1 Activity 6

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 4 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 5 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 6 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:



First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 7 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 8 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 9 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Lesson 1 Activity 6

First Class

If you're in first class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

Card 10 Instructional Guide

Cards 1–10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

First Class



MIN



Select Text: Passenger Profiles: Second Class

Students assume the identity of a Titanic passenger.

Card 1 Instructional Guide

Cards 1-6: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

Circulate and make sure students are able to find the passport for their passenger. After they have completed the Passenger Profile, remind them to navigate to the end of the activity and click HAND IN.

Then, students should click through to Activity 9, Work Visually: Cabins and Menus, and find the cabin image and menu that corresponds to their class of travel.



ON TRACK

Students identifying and recording information about their passenger.

"I agree that it is interesting that John Jacob Astor IV was one of the richest people in the world and the focus of a lot of gossip about his divorce and new wife."

NEEDS SUPPORT

Students struggling to find information about some of the details for their passenger.

Direct students to the Meal Plan on the passenger passport to find their class of travel.

Direct students to Cargo and the About the Passenger blurb on the right to find an interesting detail about their passenger.

"Read the About the Passenger section closely and see what you discover that may be interesting about your passenger. I will be back in a few minutes to see what you come up with."

WRITING PROMPT:

Second Class

If you're in second class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in second class, move to the next activity icon for third-class passports.

Card 2 Instructional Guide

Cards 1-6: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Second Class

If you're in second class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in second class, move to the next activity icon for third-class passports.

Card 3 Instructional Guide

Cards 1-6: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:



Second Class

If you're in second class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in second class, move to the next activity icon for third-class passports.

Card 4 Instructional Guide

Cards 1-6: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Second Class

If you're in second class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in second class, move to the next activity icon for third-class passports.

Card 5 Instructional Guide

Cards 1-6: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Second Class

If you're in second class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in second class, move to the next activity icon for third-class passports.

Card 6 Instructional Guide

Cards 1-6: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Lesson 1 Activity 7

Activity on Card - INDIVIDUAL

WRITING PROMPT:

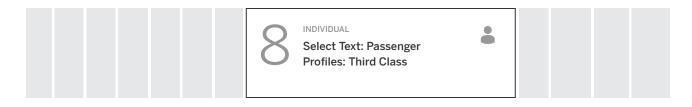
Second Class

If you're in second class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profile.

If you're not in second class, move to the next activity icon for third-class passports.



MIN



Select Text: Passenger Profiles: Third Class

Students assume the identity of a Titanic passenger.

Card 1 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

Circulate and make sure students are able to find the passport for their passenger. After they have completed the Passenger Profile, remind them to navigate to the end of the activity and click HAND IN.

Then, students should click through to Activity 9, Work Visually: Cabins and Menus, and find the cabin image and menu that corresponds to their class of travel.



ON TRACK

Students identifying and recording information about their passenger.

"I agree that it is interesting that John Jacob Astor IV was one of the richest people in the world and the focus of a lot of gossip about his divorce and new wife."

NEEDS SUPPORT

Students struggling to find information about some of the details for their passenger.

Direct students to the Meal Plan on the passenger passport to find their class of travel.

Direct students to Cargo and the About the Passenger blurb on the right to find an interesting detail about their passenger.

"Read the About the Passenger section closely and see what you discover that may be interesting about your passenger. I will be back in a few minutes to see what you come up with."

WRITING PROMPT:

Third Class

If you're in third class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profiles.

Card 2 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

If you're in third class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profiles.

Card 3 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

Card 4 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

If you're in third class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profiles.

Card 5 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

If you're in third class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profiles.

Card 6 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

Lesson 1 Activity 8

Card 7 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

If you're in third class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profiles.

Card 8 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

If you're in third class, click NEXT to find your passenger's passport. Notice any information you find particularly interesting or important to his or her identity. Fill in your passenger's information on the Passenger Profiles.

Card 9 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

Card 10 Instructional Guide

Cards 1-10: Students navigate to the card that shows the passport for their assigned Titanic passenger.

Activity on Card - INDIVIDUAL

WRITING PROMPT:

Third Class

Lesson 1 Activity 9



Work Visually: Cabins and Menus



Students interpret and discuss photographs to explain how the details add to their passenger's profile.

Card 1 Instructional Guide

Card 1: Students view images of first-class, second-class, and third-class cabins on the Titanic *and think about how the details they see add to their passenger's profile.*

Cards 2-4: Students view the menus for all classes to give them a sense of what their passenger and passengers in the other classes ate while aboard the *Titanic*.

Card 5: Students discuss the different menus with a partner and consider what information each might add to a passenger's profile.

1. Activity on Card - PAIRS

Students work with a partner in the same class to look at images of *Titanic* cabins to gain a sense of where their passenger and passengers in the other classes slept while aboard the *Titanic*.

Each of these images contain details that can add to your passenger's profile. Work with your partner to analyze each image. Discuss the details and determine what you think those details convey about the passengers.

2. Discuss Responses - WHOLE CLASS

You may also choose to discuss if the pictures of the cabins are primary, secondary, or tertiary sources.

Card 2 Instructional Guide

Card 1: Students view images of first-class, second-class, and third-class cabins on the *Titanic* and think about how the details they see add to their passenger's profile.

Cards 2-4: Students view the menus for all classes to give them a sense of what their passenger and passengers



in the other classes ate while aboard the Titanic.

Card 5: Students discuss the different menus with a partner and consider what information each might add to a passenger's profile.

Activity on Card - PAIRS

Have students look at all three of the dining menus. Then, they will refer to their specific assigned menu and complete the activity.

Card 3 Instructional Guide

Card 1: Students view images of first-class, second-class, and third-class cabins on the *Titanic* and think about how the details they see add to their passenger's profile.

Cards 2-4: Students view the menus for all classes to give them a sense of what their passenger and passengers in the other classes ate while aboard the Titanic.

Card 5: Students discuss the different menus with a partner and consider what information each might add to a passenger's profile.

Activity on Card - PAIRS

Have students look at all three of the dining menus. Then, they will refer to their specific assigned menu and complete the activity.

Card 4 Instructional Guide

Card 1: Students view images of first-class, second-class, and third-class cabins on the *Titanic* and think about how the details they see add to their passenger's profile.

Cards 2-4: Students view the menus for all classes to give them a sense of what their passenger and passengers in the other classes ate while aboard the Titanic.

Card 5: Students discuss the different menus with a partner and consider what information each might add to a passenger's profile.

Activity on Card - PAIRS

Have students look at all three of the dining menus. Then, they will refer to their specific assigned menu and complete the activity.

Card 5 Instructional Guide

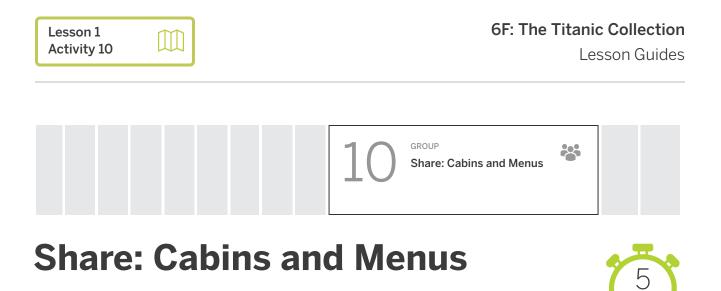
Card 1: Students view images of first-class, second-class, and third-class cabins on the *Titanic* and think about how the details they see add to their passenger's profile.

Cards 2-4: Students view the menus for all classes to give them a sense of what their passenger and passengers in the other classes ate while aboard the *Titanic*.

Card 5: Students discuss the different menus with a partner and consider what information each might add to a passenger's profile.

1. Activity on Card - PAIRS

2. Discuss Responses - WHOLE CLASS



MIN

Students read their passenger profiles aloud to the class.

Card 1 Instructional Guide

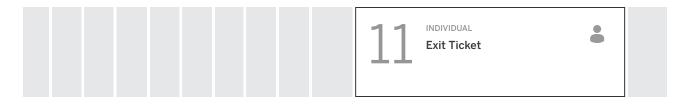
Call on 2 or 3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

WRITING PROMPT:

Raise your hand to share your passenger profile with the class.

- 1. Introduce yourself to your group. Share your name, country of origin, and one interesting fact about yourself.
- 2. Share which class cabin you are in, and share how you feel about your cabin and your dinner.



Exit Ticket

Students describe a primary source that they would like to see from the *Titanic*, and explain how the presentation of that primary source would compare to a secondary source.



Card 1 Instructional Guide

Solutions

Answer Key

1. A

Lesson 1 Activity 12			6F: The	Titanic Collection Lesson Guides
			12 INDIVIDUAL Solo	G
Solo Students use a questions.	primary source text f	rom The <i>Titanic</i> C	collection to answer	15 MIN
	ructional Guide			
ELL DEVSUBSTAWRITING F	NTIAL	E 🔺 LIGHT	CORE	CHALLENGE

Read "A Letter From Mary Lines," 1912, paragraphs 1–14.

Lesson 2 A Letter From the Past

Overview

In this lesson, students synthesize the information they learned about their passenger in the previous lesson and write a first-person narrative from the point of view of their passenger. This lesson is most effective when students are separated into groups according to their class of travel for collaborative discussion and allowed to role-play. The issues of discrimination based on gender and class become apparent as students work together, expressing their ideas and building on others' to flesh out their personas.

Students shouldn't be aware of the fate of their passengers until the conclusion of the lesson. This strategy allows them to predict, based on their research, whether their person likely survived or not, e.g., if you were a first-class male, you probably stepped aside to let women and children into the lifeboats, and consequently went down with the ship.

Connections to Other Lessons: This lesson brings research to life in a visceral way. It allows students to experience the excitement of discovery inherent in the research process. In that way, this lesson connects to all of the other lessons in this unit.

Lesson at a Glance

Vocabulary Activities

Lesson 2



Review: Passenger Profiles (5 min) 2

Students will review their passenger profile, the cabins, and the menus from the Titanic.

3

ACTIVITY

1

Student Presentations: Role-Playing (10 min)

Students engage in a collaborative discussion by role-playing their assigned passenger in groups.



....

GROUP

GROUP



Share: Role-Playing (5 min)

Students share information about one of the passengers they met during the role-play in order to express their ideas and build understanding.



Write: A Letter (10 min) Students write a letter from their assigned passenger's point of view, using real facts and events to describe experiences aboard the Titanic.





Share: Letters (5 min) Students read their letters aloud to the class.



Lesson 2	6F:	The Titanic Collection Lesson Guides
7	Wrap-Up: Learn Your Fate (5 min) Students learn their passengers' fates.	INDIVIDUAL
8	Exit Ticket (4 min) Students reflect on the evidence and descriptive detail they used in their letter.	INDIVIDUAL
9	Solo (15 min) Students use a text from <i>The Titanic Collection</i> to answer questions.	

Preparation

Plan to arrange students in small groups for part of this lesson.

Exit Ticket

In Activity 8, students reflect on the evidence and descriptive detail they used in their letter.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.W.6.3.A

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.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.3

Az WORDS TO USE

- Blunder
- Ineptitude
- Distortions
- Inexplicable

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Passenger Passports

List of 26 Titanic passengers

Cabins of the Titanic

First Class Menu

Second Class Menu

Third Class Menu

Passenger Fates

Grand Staircase

Grand Staircase

Exit Ticket Projection



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

CCSS.ELA-Literacy.W.6.10

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.

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Student Presentations: Role-Playing

Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 4, Share: Role-Playing

Assign students to the level of support that matches their needs.

♦ Core

Students share one of the passengers they met during the role-play with the class.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students share one of the passengers they met during the role-play with the class.

Activity 5, Write: A Letter

Students who are having difficulty writing in complete sentences or writing fluently can write a list instead of a letter. ELL students or students who struggle to express their ideas in writing may benefit from discussing their answers to the questions with a partner or small group first before beginning to write the letter.

Students who are having difficulty writing with focus may benefit from completing this writing with a partner who has the same or a similar passenger.

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

♦ Core

Students read Introduction from *Sinking of the Titanic Most Appalling Ocean Horror*, paragraphs 1–23, and answer questions.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.



VOCABULARY Vocabulary Activities	V				
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Vocabulary Activities

Lesson 2 Activity 2

5 min

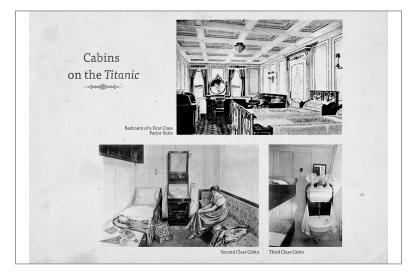
2 GROUP Review: Passenger Profiles

Review: Passenger Profiles

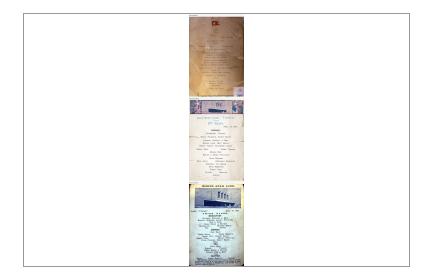
Students will review their passenger profile, the cabins, and the menus from the *Titanic*.

Card 1 Instructional Guide

1. Project and Discuss - WHOLE CLASS







Ask students what they remember about the different classes of cabins and the menus from the *Titanic*. Have students share some of the differences.

2. Activity on Card - INDIVIDUAL

GROUP

Role-Playing

Student Presentations:

Lesson 2 Activity 3

Student Presentations: Role-Playing



Students engage in a collaborative discussion by role-playing their assigned passenger in groups.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Now you'll have the chance to put your knowledge into action. Join other passengers from the same class of travel you read about. Pretend that you are a traveler, and see if you can express some of the information and ideas you gathered in your reading.

If you are listening to one of the speakers in your group, see if you can detect some of the information and ideas you discovered in your readings, or new information you didn't notice before.

2. Activity on Card - GROUPS

Instruct students to form groups based on their passengers' class of travel.

WRITING PROMPT:

Join other members of your class of travel (first class, second class, or third class) and form a group.

Introduce yourself to your group. Share your name, country of origin, and one interesting fact about yourself or your journey.







Share: Role-Playing

Students share information about one of the passengers they met during the role-play in order to express their ideas and build understanding.



Card 1 Instructional Guide

Discuss Group Activity - WHOLE CLASS

Role-playing can help us put together the information and ideas we have gathered and maybe even make us feel a little closer to the people who were involved in history. It is also a great way to build our understanding of the topic together.

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.



What information did you notice during the role-play?



What information or ideas did you discover through the role-play that you didn't notice in your readings?



WRITING PROMPT:

Raise your hand to introduce one of the passengers you met with the class.

Share his/her name, country of origin, and one interesting fact about him/her or his/her journey.

You can use these sentence starters to help you share what you learned about another passenger.



WRITING PROMPT:

Raise your hand to introduce one of the passengers you met with the class.

Share their name, country of origin, and one interesting fact about them or their journey.



5 WRITING Write: A Letter	
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Write: A Letter

Students write a letter from their assigned passenger's point of view, using real facts and events to describe experiences aboard the *Titanic*.



Card 1 Instructional Guide

Card 1: Students complete a warm-up to make sure they have the language with which to start writing. Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide basis for formative assessment.

Think about your assigned passenger.

Raise your hand if you can imagine...

- something your passenger might do on the *Titanic*.
- what your cabin looks like.
- a meal your passenger might eat on the *Titanic*.
- who you are traveling with.
- where you are headed, and who you expect to see when you arrive.

Card 2 Instructional Guide

Card 1: Students complete a warm-up to make sure they have the language with which to start writing. Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide basis for formative assessment.

1. Introduce Activity - WHOLE CLASS

Instruct students to use the Passenger Profile to write a letter describing their experiences aboard the *Titanic* to a friend or family member at home.

2. Activity on Card - INDIVIDUAL

As you circulate, support students to reflect on the given questions. Their letter should help the reader get to know the passenger. Students should use real facts from their passenger research, but present the details as their "own" (passenger's) experiences.

WRITING PROMPT:

In character, write a letter to a friend or family member at home. Date the letter April 14, 1912. Describe your experiences aboard the *Titanic*.

- What activities are you doing?
- What does your cabin look like?
- What are you eating?
- Who are you traveling with?
- Where are you going, and who do you expect to see when you arrive?
- What happens to you once the *Titanic* strikes the iceberg and begins to sink?
- Predict your fate: Tell your friend or family member if you expect to survive the disaster.

Use the information you've noted in your Passenger Profile to help craft your response. Your letter should include at least one fact from each of the documents.



6 Share: Letters

Share: Letters

Students read their letters aloud to the class.



Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to find their own writing.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to find their own writing.

WRITING PROMPT:

Raise your hand to share your response with the class.



Wrap-Up: Learn Your Fate

Students learn their passengers' fates.



Card 1 Instructional Guide

1. Project Passenger Fates - WHOLE CLASS

2. Activity on Card - PAIRS

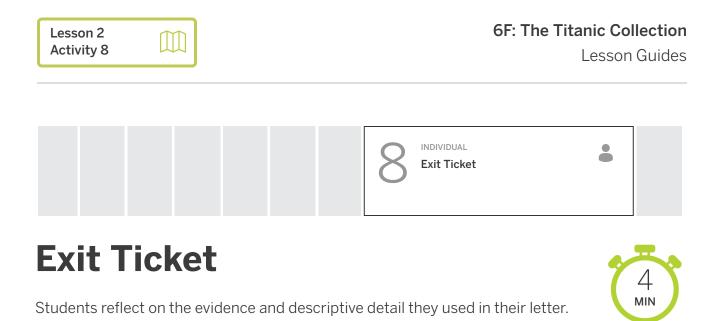
3. Discuss Poll Results - WHOLE CLASS

Allow a few students to share their feelings about the results of the poll.

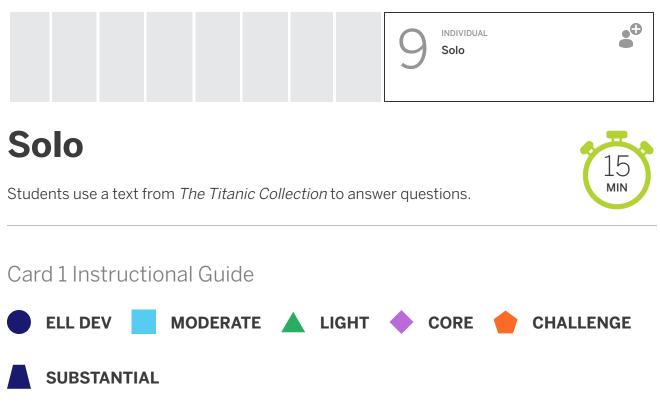
WRITING PROMPT:

Directions

With a partner, discuss the results of the poll. Were you surprised by the results? Why or why not?



Card 1 Instructional Guide



WRITING PROMPT:

Read "Introduction from Sinking of the 'Titanic' Most Appalling Ocean Horror."



Lesson 3 Passport and Collection Research

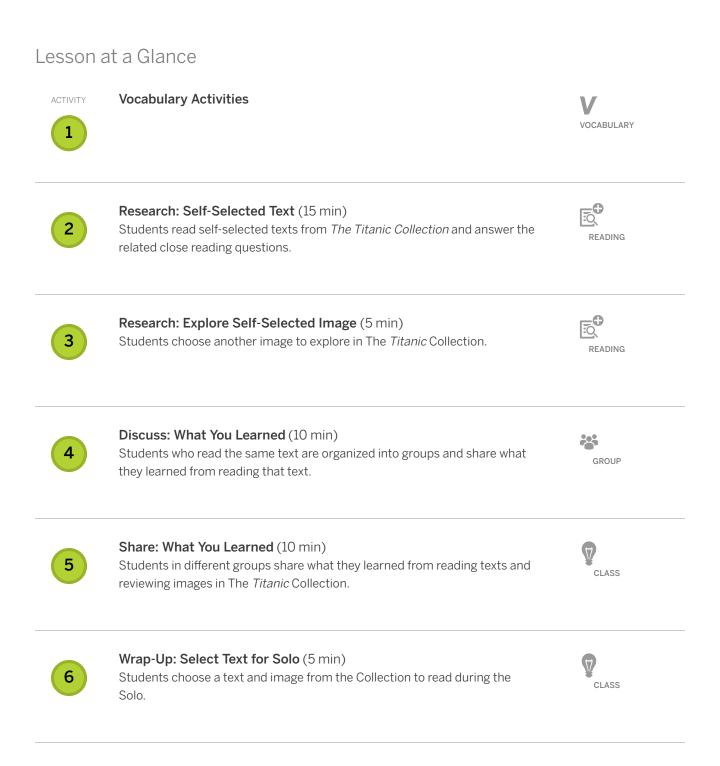
Overview

Students explore more of the Collection by choosing another text to read. Students meet with classmates who have chosen the same text to answer the related discussion questions. Then the teacher calls on groups to report what they learned from their reading.

Connections to Other Lessons:

This lesson connects to the essay sequence. Students are developing the close reading skills they need to successfully complete the essay sequence at the end of the unit.

Lesson 3



6F: The Titanic Collection

Lesson Guides



Exit Ticket (4 min)

Students integrate information between the text and the image they worked with in class today to demonstrate a coherent understanding of the topic.





Solo (15 min)

Students read self-selected texts and review images from *The Titanic Collection* and answer the related questions.







Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



Preparation

Plan to arrange students in small groups.

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students integrate information between the text and the image they worked with in class today to demonstrate a coherent understanding of the topic.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.6.7

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.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it

VORDS TO USE					
	MATERIALS				
1 - 3	e Titanic Collection Sinking of the "Titanic" Most palling Ocean Horror				
R.M	I.S. Titanic 2004 Expedition				
"Ne	arer My God To Thee" (1904)				
Car (19	pathia Manifest Records 12)				
	algamated Musicians Union ter (1912)				
	Sinking of the Titanic, Max Kmann (1912–1913)				
	rgaret Brown and Captain tron (1913)				

Titanic Deck (circa 1912)

Steamship "Titanic" Showing Length As Compared With Highest Buildings (1912)

Exit Ticket Projection



contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.W.6.7

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

CCSS.ELA-Literacy.W.6.9

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

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Research: Self-Selected Text

Assign students to the level of support that matches their needs.

♦ Core

Students read self-selected texts from The *Titanic* Collection and answer the related close reading questions.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides more structured questions as opposed to open ended questions to help students read self-selected texts from *The Titanic Collection* and answer the related close reading questions.

+Activity 3, Research: Explore Self-Selected Image

Assign students to the level of support that matches their needs.

Core

Students read self-selected texts from *The Titanic Collection* and answer the related close reading questions.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides more structured questions as opposed to open ended questions to help students read self-selected texts from *The Titanic Collection* and answer the related close reading questions.

Activity 4, Discuss: What You Learned

Plan how to assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

♦ Core

Students read "Discovery of the Titanic," and answer questions.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.



VOCABULARY Vocabulary Activities	V				
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Vocabulary Activities

Lesson 3 Activity 2

2 Research: Self-Selected Text

Research: Self-Selected Text

Students read self-selected texts from *The Titanic Collection* and answer the related close reading questions.

Card 1 Instructional Guide

Card 1: Students select one text to read from The Titanic Collection.

Cards 2–5: Students read self-selected text and answer questions to show their understanding.

In your scavenger hunt lessons, you've seen many images and read several texts in The *Titanic* Collection. Today, you'll choose one additional text that you're interested in reading.

The ideas you generate here will be used again at the end of the lesson when you integrate the information presented by different media types.

Instruct students to click through the texts and choose one.



When you finish reading and answering the close reading questions that accompany the text, click NEXT until you get to the end of the activity, and then click HAND IN. When you're done, go to the next activity and choose 1 or 2 images to explore. Be sure to answer the questions for each one.

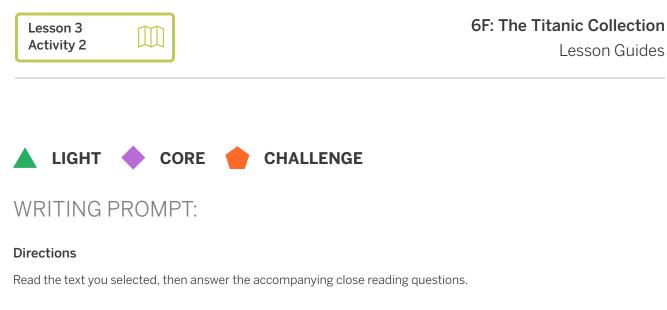


WRITING PROMPT:

Directions

Read the text you selected, then answer the close reading questions.

Remember to go to the end of the activity and select HAND IN when you are finished.



Remember to navigate to the end of the activity and select HAND IN when you are finished.

Lesson 3 Activity 3

3 Research: Explore Self-Selected Image

Research: Explore Self-Selected Image



Students choose another image to explore in The *Titanic* Collection.

Card 1 Instructional Guide

Card 1: Students select an image to explore from The Titanic Collection to explore. Cards 2–5: Students answer questions to show their understanding.

Instruct students to look through the images and choose one.

Q

When you finish exploring the image and answering the close reading questions that accompany it, click NEXT until you get to the end of the activity and click HAND IN.

 \mathbf{Q}

As you work, keep in mind that the ideas you generate here will be used again at the end of the lesson to integrate the information presented by different media types.



MODERATE





WRITING PROMPT:

ELL DEV

Directions

Examine the image. Then, answer the questions.



WRITING PROMPT:

Directions

Examine the image. Then, answer the questions.

Lesson 3 Activity 4

ТС



Discuss: What You Learned

Students who read the same text are organized into groups and share what they learned from reading that text.

Card 1 Instructional Guide

Tell students to get into groups with others who read the same text and identify one interesting or surprising fact from the text they examined today.



MIN



Share: What You Learned

Students in different groups share what they learned from reading texts and reviewing images in The *Titanic* Collection.

Card 1 Instructional Guide

Share Responses - WHOLE CLASS

Call on a student from each group to share responses with the class. Write the name of the text or image being discussed on the board.



5 MIN

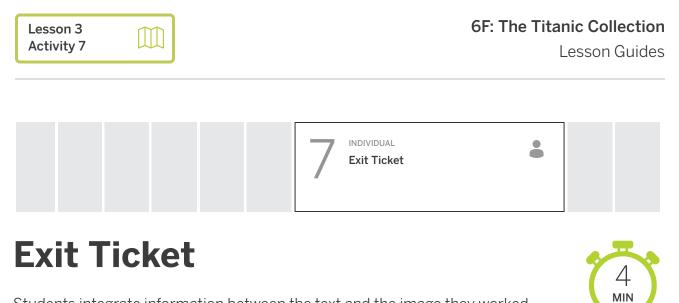


Wrap-Up: Select Text for Solo

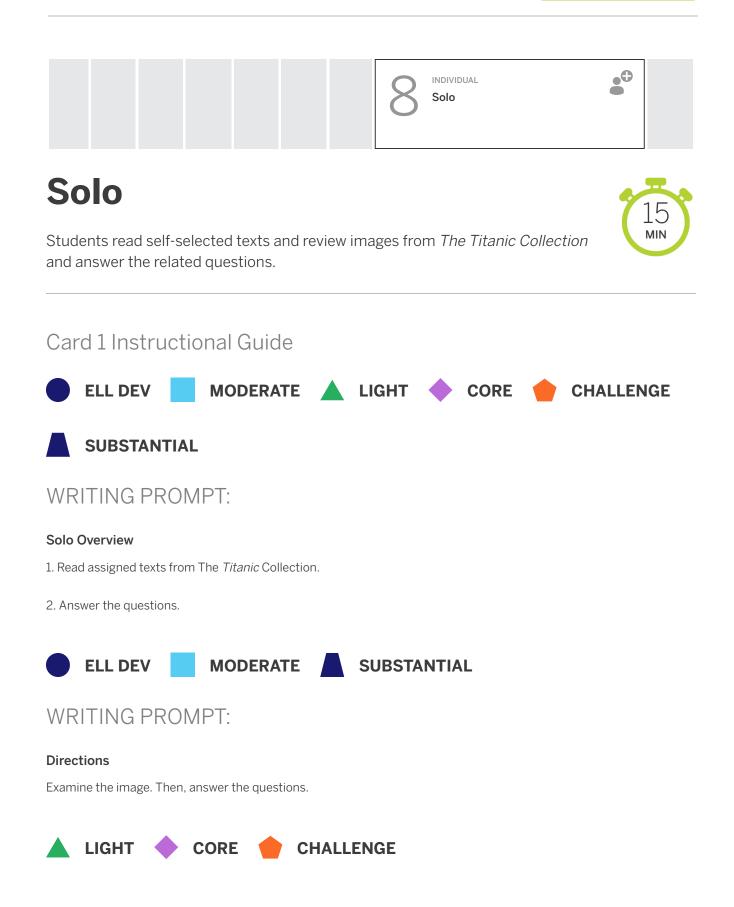
Students choose a text and image from the Collection to read during the Solo.

Card 1 Instructional Guide

Students briefly look through the texts and images, selecting one of each that they would like to explore further. Tell students they will be responsible for reviewing those items and answering the accompanying close reading questions for their Solo.



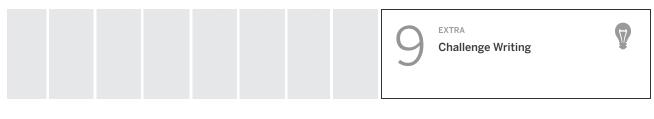
Students integrate information between the text and the image they worked with in class today to demonstrate a coherent understanding of the topic.



WRITING PROMPT:

Directions

Examine the image. Then, answer the questions.



Challenge Writing

Students independently read a new text and complete one of two challenge prompts.



Card 1 Instructional Guide

1. Read New Text - INDIVIDUAL

2. Select Prompt - WHOLE CLASS

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: Argumentative prompt in response to one text
- Prompt 2: Argumentative prompt synthesizing two texts

3. Activity on Card - INDIVIDUAL

WRITING PROMPT:

Writing Prompt 1 (Argumentative): What do you believe was the author's intent for this report? Use evidence from "The Third-Class Passengers" to support your claim.

Writing Prompt 2 (Argumentative): Do you believe the British Government's account of the fate of the steerage passengers? Support your claim with evidence from "The Third-Class Passengers" and one of the following passages from The Titanic Collection: Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry; or Excerpt: Chapter 7—"There is Your Beautiful Nightdress Gone" from *A Night to Remember* by Walter Lord.

Click NEXT at the end of "Testimony of Olaus Abelseth" to see the remaining texts from The Titanic Collection.



Lesson 4 Flex Day 3



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

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• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

Lesson at a Glance



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3

4

5

Y	Vocabulary Activities	VOCABULARY
	Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions</i> .	INDIVIDUAL
	Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.	PARTNER
	Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.	PARTNER
	Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.	WRITING



Close Reading and Discussion (20 min) Students read to stake a claim based on evidence, then collaborate to refine their claim.



6F: The 1 Lesson G	Lesson 4		
7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	WRITING	
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	WRITING	
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	READING	
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	READING	
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a tex plus an audio or video recording, or a text plus another text it inspired).	t READING	
12	Solo (25 min) Students have time for independent reading. Let them know that this activit is not optional.	y individual	



Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6.4

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.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.2

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.

CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.4

MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment – Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

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

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.9

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).

CCSS.ELA-LITERACY.RL.6.1

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

CCSS.ELA-LITERACY.RL.6.2

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.

CCSS.ELA-LITERACY.RL.6.3

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

CCSS.ELA-LITERACY.RL.6.4

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.

CCSS.ELA-LITERACY.RL.6.6

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

CCSS.ELA-LITERACY.RL.6.9

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.

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.B



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

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.2.A

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.

CCSS.ELA-Literacy.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.5

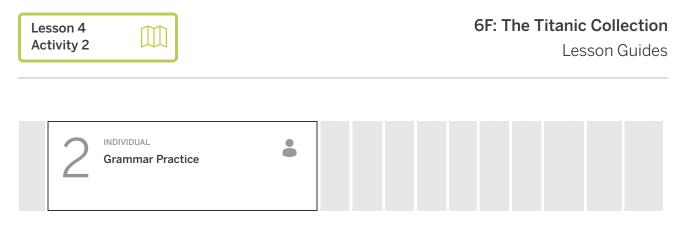
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-Literacy.W.6.9

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

VOCABULARY Vocabulary Activities	V						
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Vocabulary Activities



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

Lesson 4 Activity 3

3 PARTNER Fluency: Rate	
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Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Lesson 4 Activity 3

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



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Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Lesson 4 Activity 4

MIN

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.* Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. **Card 3: Students select important words to emphasize, and read aloud to practice their expression.** Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Lesson 4 Activity 4

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus.** When you are done, go to the last card and click HAND IN.

Lesson 4 Activity 5

Directions

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

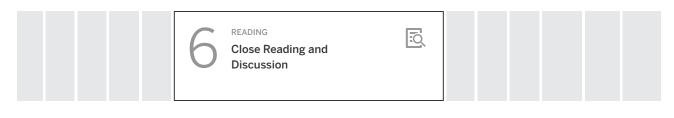
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

Lesson 4 Activity 6

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Dis	scussion Guidelines
Share The answ	ver I chose was
Explain I think my	answer is correct because of from the text.
There wer example i	re a couple of examples from the text that gave me my answer. One is
I think this	s is the answer because
Commen You have a	t an interesting point. What more can you tell me about?
l didn't th	ink of it that way. Can you explain?
Where in	the text did you see?

WRITING PROMPT:

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

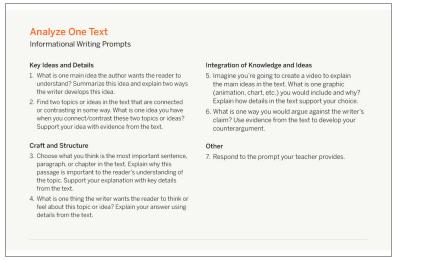
Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text				
Literary Writing Prompts				
Key Ideas and Details	Integration of Knowledge and Ideas			
 What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. 	5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.			
 Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. 				
Craft and Structure	 Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same. 			
 Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. 				
Support your explanation with key details from the text.	Other			
 Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. 	7. Respond to the prompt your teacher provides.			







WRITING PROMPT:

If you are writing about *The Titanic Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

 Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

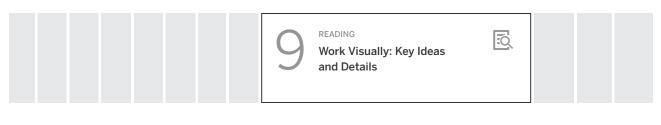
WRITING PROMPT:

Click NEXT to view *The Titanic Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*

Lesson 4 Activity 9



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

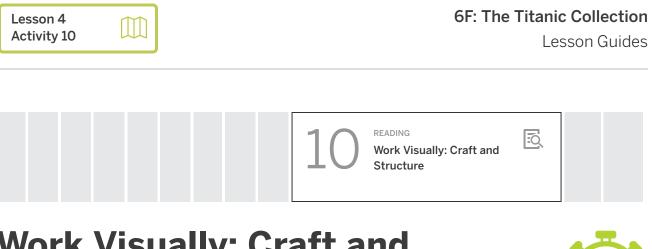
Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

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- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.



- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

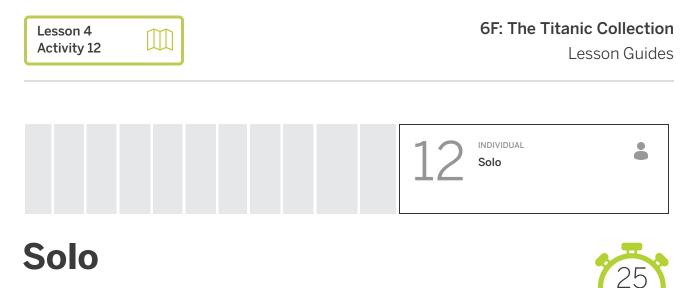
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.





Sub-unit 4

Socratic Seminar and Internet Research



Lesson 1 Preparing for the Socratic Seminar

Overview

Students prepare for a Socratic seminar by creating a protocol to guide the seminar, and questions aimed at thoughtful and thought-provoking dialogue. The instruction and discussion in this lesson places an emphasis on inquiry and dialogue rather than debate. Creating questions deepens comprehension and engages students in analyzing information.

Connections to Other Lessons

This lesson connects to the next lesson in which students engage in a Socratic seminar based on the protocol and questions generated in today's lesson.

Lesson 1

Lesson at a Glance

	Vocabulary Activities	VOCABULARY
2	Introduce: The Socratic Seminar (4 min) Students discuss the concept of the Socratic seminar.	CLASS
3	Discuss: Establishing Seminar Protocol (7 min) Students work collaboratively to create a list of seminar rules and procedures.	GROUP
4	Discuss: Guidelines for Seminar Questions (5 min) Students consider the difference between open-ended and closed-ended questions, then work in pairs to write an open-ended question.	CLASS
5	Brainstorm: Prepare Questions for Seminar (25 min) Students work in small groups to read an assigned text and generate open- ended questions. Students participate in a brief practice seminar to establish familiarity and expectations for the next lesson.	GROUP
6	Wrap-Up: Poll (2 min) Students participate in a poll.	CLASS

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7

Exit Ticket (4 min)

Students review two short texts and decide which evidence and/or sources would be most useful when addressing and answering particular questions during a discussion.



Solo (15 min)

Students review the questions for the Socratic seminar and identify sources and evidence that would help them discuss these questions.



Preparation

- 1. Plan to arrange students in small groups and assign each group a text (text options are listed in Materials).
- 2. Have chart paper ready.

Exit Ticket

In Activity 7, students decide which sources and specific pieces of evidence would best answer open-ended discussion questions.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.RI.6.1

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

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-Literacy.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

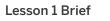
Az WORDS TO USE

- Negligent
- Ignominy
- Sustaining
- Intricate

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Exit Ticket Projection



Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Discuss: Establishing Seminar Protocol

Plan how to assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Activity 5, Brainstorm: Prepare Questions for the Seminar

If students are below grade level in reading and have a favorite text or a text they would like to reread, you may choose to allow students to work with that text as opposed to assigning a text to them.

Introduction from Sinking of the "Titanic" Most Appalling Ocean Horror and Excerpt: Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters* are complex texts. Therefore, we have provided four versions of each text for differentiation purposes: original, adapted, paraphrased, and Spanish.

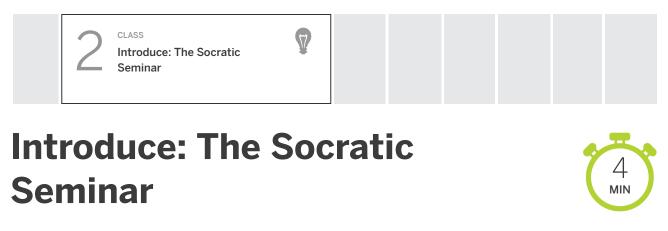
Assign specific versions to students according to their reading abilities. These differentiated versions of the text can be found below the original text. Direct students to scroll down to find them.

- Adapted versions: edited to update archaic language, complex syntax, and unusual punctuation
- Paraphrased versions: trimmed sentence length, cut confusing and non-essential phrases, and conventionalized spelling. The paraphrased version should be used as a support to help students understand the original text.
- Spanish versions: translation of paraphrased version for ELL support. Students should be encouraged to read the adapted passage after reading the Spanish translation. This will help with their English language development.

VOCABULARY Vocabulary Activities							
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Vocabulary Activities





Students discuss the concept of the Socratic seminar.

Card 1 Instructional Guide

Tell students that they will participate in a class discussion about the *Titanic* disaster, with some questions generated by you and some by them.

Emphasize that this type of discussion is not a debate; it depends on a spirit of cooperation and responses that grow from the thoughts of others.

Tell students that everyone is expected to answer at least one question and to generate at least one question to ask other students.

Lesson 1 Activity 3

Discuss: Establishing Seminar Protocol

GROUP

Discuss: Establishing Seminar Protocol



Students work collaboratively to create a list of seminar rules and procedures.

Card 1 Instructional Guide

Card 1: Students answer a question to begin their thinking about rules for a Socratic seminar. Card 2: Students work in groups to write rules for such a discussion.

1. Introduce Activity - WHOLE CLASS

Before beginning the Socratic seminar, tell students they need to establish a set of rules for proper behavior.

2. Activity on Card - INDIVIDUAL

3. Share and Post Responses: Collaborate and Refine - WHOLE CLASS

Only one of these rules is a guide to appropriate behavior in a class discussion such as a Socratic seminar. You're going to think about other rules we'll need for a good discussion.

Card 2 Instructional Guide

Card 1: Students answer a question to begin their thinking about rules for a Socratic seminar. *Card 2: Students work in groups to write rules for such a discussion.*

1. Model Activity - WHOLE CLASS

Draw a "Rules for Seminar" T-chart on chart paper and label the left column "Rules for speaking" and label the right column "Rules for listening."

Have volunteers share one idea for a rule for speaking and one rule for listening. Write their ideas in the T-chart.



2. Activity on Card - GROUPS

Have students work in small groups to draft rules or guidelines for a class discussion.

3. Share responses - WHOLE CLASS

Call on each group to share a rule they have written. Add these rules to the class T-Chart "Rules for Seminar."

Suggested Rules for Speaking

1. Every student must speak at least once. Raise your hand when you would like to respond to a question or a comment.

2. Speakers speak clearly and phrase the question completely.

3. The student (or teacher) who asks a question selects a student to respond.

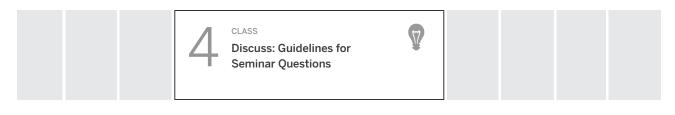
4. Try to select a student who has not yet spoken.

5. Use sentence starters such as: "I invite ______ to respond," and "Could you give me an example of ______" or "I don't agree with ______."

Suggested Rules for Listening

- 1. Only the student who has been chosen to respond may speak. If you would like to reply to a question or another student's comment, raise your hand.
- 2. Listen carefully to all speakers. Take notes on the important people, events, and topics discussed during the seminar.

Lesson 1 Activity 4



Discuss: Guidelines for Seminar Questions



Students consider the difference between open-ended and closed-ended questions, then work in pairs to write an open-ended question.

Card 1 Instructional Guide

Card 1: Students distinguish between closed-ended and open-ended questions. Card 2: Students work in pairs to write an open-ended question.

Introduce Open-Ended and Closed-Ended Questions - WHOLE CLASS

Define closed-ended questions (questions requiring only a "yes" or "no" answer, or a one-word answer) and openended questions (answers requiring explanation).

Discuss reasons why open-ended questions are better for a discussion.

Card 2 Instructional Guide

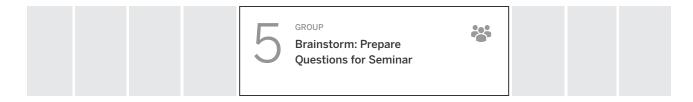
Card 1: Students distinguish between closed-ended and open-ended questions. *Card 2: Students work in pairs to write an open-ended question.*

Activity on Card - INDIVIDUAL

Share Responses - PAIR

Have students exchange questions with a partner to check that the question is open-ended.





Brainstorm: Prepare Questions for Seminar



Students work in small groups to read an assigned text and generate open-ended questions. Students participate in a brief practice seminar to establish familiarity and expectations for the next lesson.

Card 1 Instructional Guide

1. Prepare for Activity - WHOLE CLASS

Assign one text from the *Titanic* Collection to each group.

2. Activity on Card - GROUPS

Instruct students to work together to create open-ended questions for their text.

3. Share and Post Responses: Collaborate and Refine - WHOLE CLASS

Choose a few exemplar open-ended questions to write on the board.

4. Discuss - WHOLE CLASS

Familiarize students with the format and flow of the seminar.

Call on groups to share a question with the class and discuss it, following the class's established Socratic seminar guidelines (e.g., Whoever poses the current question calls on a specific student by name and invites that student to respond).

Lesson 1 Activity 6



Card 1 Instructional Guide

Ask students to rate their experience with the Socratic seminar.

Project the poll results. Ask them to specify what went well (or did not go well) in the practice session. Resolve any issues.

Lesson 1 Activity 7					6F: The Tit	t anic Col Lesson	
	3	5 6	7	INDIVIDUAL Exit Ticket		•	8
Exit Ti	cket					9	

Students review two short texts and decide which evidence and/or sources would be most useful when addressing and answering particular questions during a discussion.



Card 1 Instructional Guide

Solutions

Ans	wer Key
1. A	
2. B	

			8	individual Solo	•

Solo

Students review the questions for the Socratic seminar and identify sources and evidence that would help them discuss these questions.





Lesson 2 Conducting the Socratic Seminar

Overview

In this lesson, students follow class-established protocol as they discuss the *Titanic* voyage and disaster. Acting as facilitator, the teacher poses questions and guides the discussion, and students contribute relevant comments, responses, and the questions they wrote in the last lesson. During the seminar, students make reference to specific texts from The *Titanic* Collection. Following the class, students work with partners to research a topic of interest raised during the discussion.

Connections to Other Lessons

This lesson relies on the discussion questions and rules developed in the prior lesson.

Lesson at a Glance

Lesson 2

ACTIVITY **Vocabulary Activities** VOCABULARY 1 Discuss: The Socratic Seminar (23 min) 77 2 Students write questions they would like to ask during the Socratic seminar. CLASS Review: Reflecting on the Seminar (2 min) Ă 3 Students reflect on key issues raised during today's seminar. INDIVIDUAL Brainstorm: Research Question (5 min) 4 Students work in pairs to generate a research question based on today's PARTNER seminar. Select Text: Conduct Research (12 min) •• 5 Students work in pairs to identify credible sources and gather information to PARTNER research their questions. Wrap-Up: Answer Research Question (3 min) 6 Students submit responses to their research questions. INDIVIDUAL



6F: The Titanic Collection

Lesson Guides



Exit Ticket (4 min) Students reflect on their participation in the Socratic seminar.



8

Solo (15 min)

Students select and compare two texts, two images, or a text and an image from *The Titanic Collection*.



Preparation

- 1. Post the chart paper with rules for the Socratic seminar.
- 2. Plan to arrange students in pairs for the second part of the lesson.

Exit Ticket

In Activity 7, students reflect on their participation in the Socratic seminar.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.W.6.7

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

CCSS.ELA-Literacy.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.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.7

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.

WORDS TO USE

- Memorabilia
- Despicable
- Manifestation
- Proximity

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.SL.6.1.A

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.

CCSS.ELA-Literacy.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.W.6.1.C

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-Literacy.W.6.2.C

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.9

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

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror* and Excerpt: Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters*

These are complex texts, so we have provided four versions of each text for differentiation purposes: original, adapted, paraphrased, and Spanish. Assign specific versions to students according to their reading abilities. These differentiated versions of the text can be found below the original text. Direct students to scroll down to find them.

- Adapted versions: edited to update archaic language, complex syntax, and unusual punctuation.
- Paraphrased versions: trimmed sentence length, cut confusing and non-essential phrases, and conventionalized spelling. The paraphrased version should be used as a support to help students understand the original text.
- Spanish versions: translation of paraphrased version for ELL support. Students should be encouraged to read the adapted passage after reading the Spanish translation. This will help with their English language development.

Activity 2, Discuss: The Socratic Seminar

Students who are below grade level in reading or writing or ELL students may benefit from brainstorming open-ended questions with a partner before writing them down.

Activity 4, Brainstorm: Research Question

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.



VOCABULARY Vocabulary Activities					
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Vocabulary Activities

Lesson 2 Activity 2

2 CLASS Discuss: The Socratic Seminar

Discuss: The Socratic Seminar

Students write questions they would like to ask during the Socratic seminar.

Card 1 Instructional Guide

Card 1: Students write questions they would like to ask during the Socratic seminar. Card 2: Students take notes on questions asked during the Socratic seminar.

1. Prepare for Seminar - WHOLE CLASS

Arrange desks in a circle, allowing students to clearly see one another during the seminar.

Post chart paper with Rules for Seminar from the last lesson. Review the rules.

Remind students they are required to pose a question or respond to a question—or both—during this seminar.

Tell students to listen carefully and take notes on important people and events addressed during the discussion.

2. Activity on Card - INDIVIDUAL

Instruct students to write two open-ended questions to ask during the seminar.



ON TRACK

Students writing open-ended questions to ask during the seminar.

The question "What could've prevented the *Titanic* disaster?" is a good question to ask because it requires more than a yes/no or a one-word response.

NEEDS SUPPORT

Students struggling to come up with open-ended questions or forming questions.



Use question words such as what, why, and how to come up with open-ended questions. Remember to avoid questions that requires yes/no and short answer responses.

Card 2 Instructional Guide

Card 1: Students write questions they would like to ask during the Socratic seminar. *Card 2: Students take notes on questions asked during the Socratic seminar.*

1. Socratic Seminar - WHOLE CLASS

Pose the first question (or ask for a volunteer to pose a question) and begin a discussion. Be mindful of keeping the discussion on topic; ask a new question when the discussion falters or students digress.

You may ask simple questions such as "What did you think of...?" and "What did you find interesting?" to focus the discussion and challenge students to extract specific evidence or ask specific questions. This will also allow students time to reference their documents and their notes.

Suggested Discussion Questions:

- What factor do you think was most responsible for causing the tragedy? Explain why it's more important than other factors.
- What might have prevented so many deaths on the *Titanic*?
- How was social class an important factor in surviving the disaster?
- Why was gender an important factor in surviving the disaster?
- Do you agree with the author that men did the right thing when they "stood aside" and allowed the "weak" (women) to be saved? Explain your answer.
- How would you have evacuated the ship differently?
- Do you think that an event like this could happen today?
- What were the most important consequences of this disaster?
- What might be considered a positive result of this tragedy?
- If you had to choose only one text in this Collection as a powerful representation of this disaster, which would you choose? Explain why.
- How important is it to tell the story of the *Titanic* to future generations? Explain.

Allow students time to reflect and take notes on important discussion points throughout the seminar.

All students must participate in the seminar, either by posing a question or responding to a question. They may also do both.

Review: Reflecting on the Seminar

Review: Reflecting on the

INDIVIDUAL

Seminar



Students reflect on key issues raised during today's seminar.

Card 1 Instructional Guide

Following the seminar, have students review their seminar notes.

Students should choose three or four topics or questions they would like to explore further.



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Brainstorm: Research Question

Students work in pairs to generate a research question based on today's seminar.

Card 1 Instructional Guide

Have students pair up and compare the topics that interest them. Ask them to choose one topic that they will both investigate further.

Then the pairs create one *Titanic*-related research question that they will research together.

Research questions should be open-ended. They often, but not always, begin with "how" or "why." And they should be arguable or open to debate.

Examples of good research questions are:

- Why didn't the *Titanic* have enough lifeboats for all of the passengers?
- Who decided on the number of lifeboats for the Titanic?

Circulate and guide students who are having difficulty generating a new question.

MIN

5 Select Text: Conduct Research

Select Text: Conduct Research

Students work in pairs to identify credible sources and gather information to research their questions.

Card 1 Instructional Guide

Card 1: Students search the Internet to find a credible source to answer their question. Card 2: Students search the Internet to find a second credible source to answer their question.

1. Activity on Card - PAIRS

Students search the Internet to find the answers to their new questions.

Circulate to make sure students are using credible research sources.

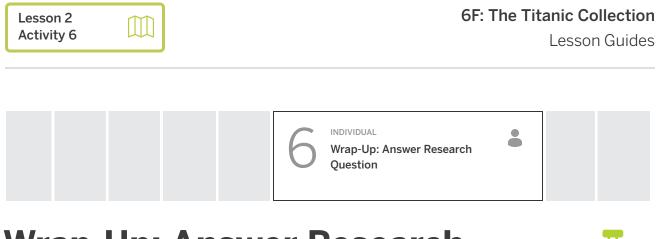
Card 2 Instructional Guide

Card 1: Students search the Internet to find a credible source to answer their question. *Card 2: Students search the Internet to find a second credible source to answer their question.*

1. Activity on Card - PAIRS

Students search the Internet to find the answers to their new questions.

Circulate to make sure students are using credible research sources.



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Wrap-Up: Answer Research Question

Students submit responses to their research questions.

Lesson 2 Activity 7



Students reflect on their participation in the Socratic seminar.



Lesson 2 Activity 8			6F: The	Titanic Collection Lesson Guides
			NDIVIDUAL Solo	•
			0	
Solo				15
Students select from <i>The Titar</i>		two images	or a text and an image	MIN

Lesson 3 Internet Research

Overview

In this lesson, students select topics related to the *Titanic* that they would like to know more about. They work independently to construct effective research questions, then venture off to search the Internet for credible sources that will provide the information they need to answer their questions.

Connections to Other Lessons: This lesson relates to the essay sequence as it provides students with time to practice their sourcing and close reading skills—both important for the success of the essay sequence.

Lesson 3

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Present: Independent Research (5 min) 77 2 Students identify a topic from a specific text or image in The Titanic CLASS Collection, or from the list of questions created in the first lesson, that they would like to research further. Evaluate: Research Topics (8 min) 3 Students answer a question to demonstrate understanding of open-ended INDIVIDUAL vs. focused questions and how a research question might be revised to make it more focused. Select Text: Research Internet Sources (15 min) Ă Students look for credible, unbiased Internet sources to help them answer INDIVIDUAL their self-selected questions by considering the credibility, target audience, and purpose. Write: Answer Your Question (15 min) 5 Students use the Internet sources they chose to draft 1 to 2 paragraphs to WRITING develop a response to their research questions. Share: Writing (10 min) Students share their writing. 6 CLASS

6F: The Titanic Collection Lesson Guides

7

Exit Ticket (3 min)

Students explain how and why they refocused, or chose not to refocus, their inquiry during the research process.



8

Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



Preparation

No additional prep required.

Exit Ticket

In Activity 7, students explain how and why they refocused, or chose not to refocus, their inquiry during the research process.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.6.7

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

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.4

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.6.9

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

CCSS.ELA-Literacy.W.6.10

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.

WORDS TO USE

- Inadequacy
- Perspective
- Adjacent
- Inept



Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Present: Independent Research

If students need help selecting a question to research, prompt them to choose from the displayed class list.

Activity 3, Evaluate: Research Topics

Plan how you will group students for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students on or above grade level.

ELL students and students who are reading below grade level may struggle with discussing the questions with their partners. Have students write down their responses first before they engage in the pair discussions.

Activity 4, Write: Answer Your Question

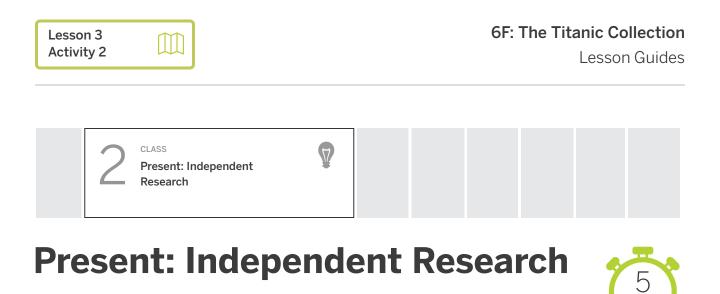
Use the over-the-shoulder conference guides to support students' individual needs.

Activity 5, Write: Answer Your Question

Use the over-the-shoulder conference guides to support students' individual needs.

VOCABULARY Vocabulary Activities					
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Vocabulary Activities



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Students identify a topic from a specific text or image in The *Titanic* Collection, or from the list of questions created in the first lesson, that they would like to research further.

Card 1 Instructional Guide

Tell students that they will be conducting more independent Internet research on the *Titanic*.

Display student-generated questions from the first lesson. Students may use these questions for research if they choose, or they can create new ones.

Circulate among students to check that they are generating questions that provide a good research experience (not too general, not too specific).

Evaluate: Research Topics

Students answer a question to demonstrate understanding of open-ended vs. focused questions and how a research question might be revised to make it more focused.

Card 1 Instructional Guide

Cards 1-2: Students look at a sample research question and discuss how the question gets revised from openended to focused.

Card 3: Students select a revised version that is more focused.

INDIVIDUAL

Evaluate: Research Topics

1. Activities on Card - PAIRS

2. Discuss Revised Research Question - WHOLE CLASS

Lead students in a discussion of their answers to the questions, focusing on the difference between open-ended and focused research questions, and ways in which questions can be focused.

Use examples to guide students in understanding that it is easier to assess whether or not research information is relevant with a focused research question than a wide-open one.

Why do you think the student was feeling overwhelmed? What could be one problem with this research question? (*The question is too general and such a wide topic could not be addressed in one research paper.*)

How might the question change? (The student could make the question more focused in two ways: 1) focusing on a specific ship (the Titanic), and 2) focusing on a specific category of facts (the factors that led to the disaster) to explore the events that led to its sinking.)

How might having a more focused research question help make the student's research easier? (When a question is more focused it is easier to find information and be able to tell whether it is relevant to the topic.)

WRITING PROMPT:





Directions

With a partner, review the student's problem below. Discuss possible solutions, then answer the questions together:

Imagine that a student is doing research for a paper. The student begins with the research question shown ("Research Question A").

Card 2 Instructional Guide

Cards 1-2: Students look at a sample research question and discuss how the question gets revised from openended to focused.

Card 3: Students select a revised version that is more focused.

1. Activities on Card – PARTNER

2. Discuss Revised Research Question - WHOLE CLASS

Use examples to guide students in understanding that it is easier to assess whether or not research information is relevant with a focused research question than a wide-open one.

WRITING PROMPT:

Directions

With your partner, look at the revised version of the research question and answer the question that follows. Be prepared to share your answers with the class as you discuss the difference between open-ended and closed-ended questions.

Card 3 Instructional Guide

Cards 1-2: Students look at a sample research question and discuss how the question gets revised from open-ended to focused.

Card 3: Students select a revised version that is more focused.

1. Activities on Card - INDIVIDUAL

2. Discuss Revised Research Question - WHOLE CLASS

Lead students in a discussion of their answers to the question. Discuss why A and C are not improvements on Sample Research Question B.

Why do you think option A might be a difficult question to answer? (The question wording is too vague. The phrases "people with a lot of money" and "better treatment" are subjective generalizations.)

Why do you think option B would make an effective research question? (*The question is focused. It is about one specific ship, the* Titanic, *and I would be able to find and compare and contrast specific information about conditions for first and third class passengers.*)

Why might option C might be a difficult question to find concrete answers to during research? (*The phrase "what is it like" is vague – doesn't focus on specific factors; no specifics are given about the ocean liner or the voyage either. There could be a lot of different factors involved, such as what the ship is like in terms of comfort or purpose, and the length or type of voyage.*)

WRITING PROMPT:

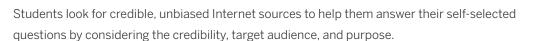
Directions

Look at the next example of a student research question and answer the question.





Select Text: Research Internet Sources



Card 1 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

WRITING PROMPT:

Directions

Look for two or three credible, relevant Internet sources that will help you answer your question. Ask the following questions as you review the websites.

Card 2 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

Lesson 3 Activity 4

Card 3 Instructional Guide

Cards 1–3: *Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.*

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.





Write: Answer Your Question

Students use the Internet sources they chose to draft 1 to 2 paragraphs to develop a response to their research questions.

Card 1 Instructional Guide

Activity on Card - INDIVIDUAL

Now that you have researched your question, you have information to help you craft an answer to your question.

You may also have found information that will mean you will want to revise the topic or question you are addressing.



ON TRACK

Students citing evidence and explaining how it answers their question.

Point to a place where the student added an explanation of the evidence they chose. Show them how their explanation really helped you understand how the evidence answers their research question.

NEEDS SUPPORT

Students not explaining what their evidence shows about their research question.

Point out a piece of evidence and ask, "what does this show you about your research question?" Explain to students that they need to add that explanation to support their ideas and make their research clear to the reader.

NEEDS SUPPORT

Students not citing evidence to answer their research question.



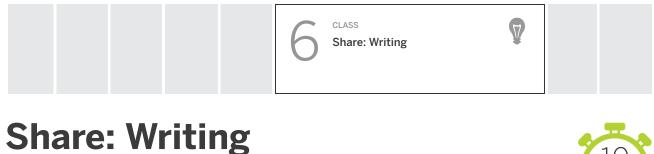
Right here you are explaining the answer to your research question, but you never show where you found that information. Find a quote that answers your question and add it in here to support your ideas.

Lesson 3 Activity 5

WRITING PROMPT:

Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.





Students share their writing.



Card 1 Instructional Guide

Card 1: All students refer to the Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Call on 2 or 3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to the Response Starters as needed to guide them to notice the impact of each other's writing. *Card 2: Students who are sharing use this card to find their own writing.*

Call on as many students as possible to share.



Who discovered something really interesting or surprising?

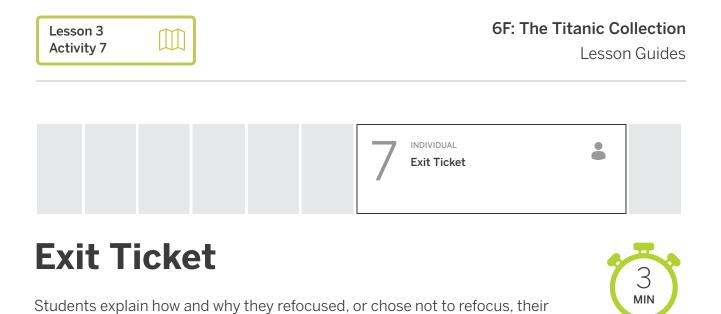
Note: If students complete research before the end of class, invite them to choose another text or image to research.

WRITING PROMPT:

Raise your hand to share what you have written.

Original Writing Prompt

Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.



inquiry during the research process.

								8	individual Solo		•
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Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Lesson 4 Flex Day 4



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

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• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

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READING

Lesson at a Glance



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Y	Vocabulary Activities	VOCABULARY
	Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions</i> .	INDIVIDUAL
	Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.	PARTNER
	Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.	PARTNER
	Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.	WRITING



Close Reading and Discussion (20 min) Students read to stake a claim based on evidence, then collaborate to refine their claim.

6F: The T Lesson G	Titanic Collection uides	Lesson 4	
7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	WRITING	
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	WRITING	
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	READING	
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	READING	
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a tex plus an audio or video recording, or a text plus another text it inspired).	t READING	
12	Solo (25 min) Students have time for independent reading. Let them know that this activit is not optional.	y individual	



Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6.4

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.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.2

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.

CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.4

MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

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

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.9

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).

CCSS.ELA-LITERACY.RL.6.1

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

CCSS.ELA-LITERACY.RL.6.2

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.

CCSS.ELA-LITERACY.RL.6.3

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

CCSS.ELA-LITERACY.RL.6.4

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.

CCSS.ELA-LITERACY.RL.6.6

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

CCSS.ELA-LITERACY.RL.6.9

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.

CCSS.ELA-Literacy.SL.6.1

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.

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.B



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

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.2.A

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.

CCSS.ELA-Literacy.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.5

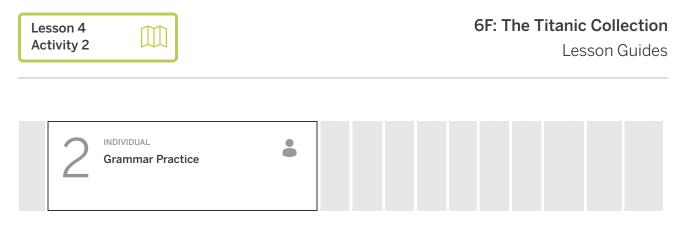
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-Literacy.W.6.9

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

VOCABULARY Vocabulary Activities	V						
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Vocabulary Activities



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

3 PARTNER Fluency: Rate	
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Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



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Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

MIN

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.*Card 3: Students select important words to emphasize, and read aloud to practice their expression.
Card 4: Students read the rubric to prepare to score their partner's reading.
Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.



2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. *Card 3: Students select important words to emphasize, and read aloud to practice their expression.* Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

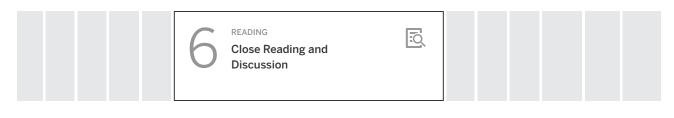
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

I	Peer Discussion Guidelines
	Share The answer I chose was
	Explain think my answer is correct because of from the text.
	There were a couple of examples from the text that gave me my answer. One example is
I	think this is the answer because
	Comment You have an interesting point. What more can you tell me about?
I	didn't think of it that way. Can you explain?
١	Where in the text did you see?

WRITING PROMPT:

Directions

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

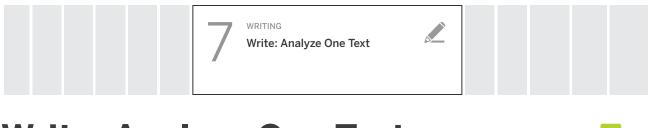
1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

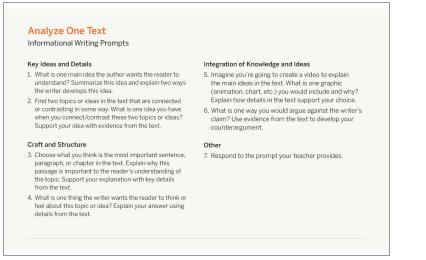
Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text				
Literary Writing Prompts				
Key Ideas and Details	Integration of Knowledge and Ideas			
 What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. 	5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.			
 Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. 				
Craft and Structure	 Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with 			
 Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. 	the language, but keep the main ideas and details the same.			
Support your explanation with key details from the text.	Other			
 Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. 	7. Respond to the prompt your teacher provides.			







WRITING PROMPT:

If you are writing about *The Titanic Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

 Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

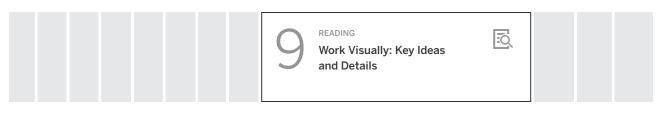
5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *The Titanic Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

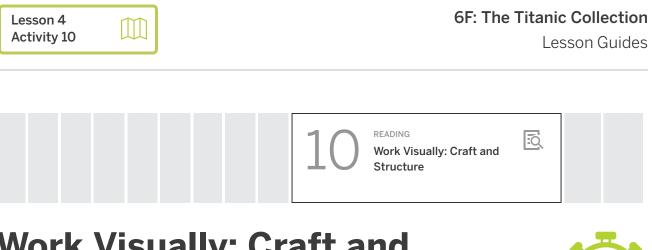
WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

6F: The Titanic Collection Lesson Guides

- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.



- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.

Lesson 4 Activity 11



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

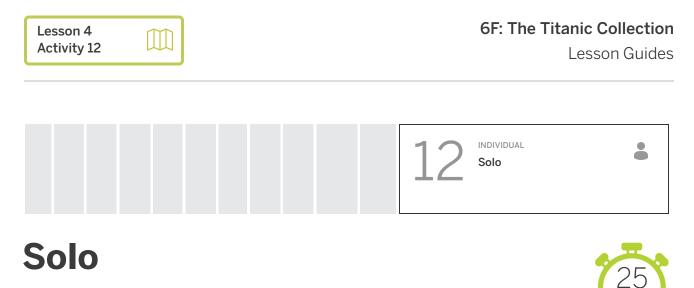
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

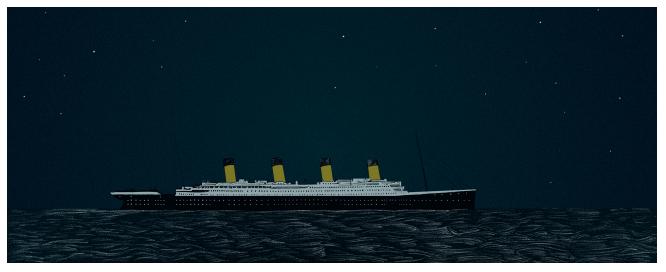
Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.





Sub-unit 5 Write an Essay



Lesson 1 Gathering Evidence

Overview

In this lesson, students choose the topic for their essay and begin to research. They can choose between two options:

- An argumentative essay: Who's to blame for the loss of life on the *Titanic*?
- An informative essay: the *Titanic* orphans.

After they have made their selection, they begin exploring texts in the Collection, and searching for additional information on the Internet. They use the information literacy skills they have been practicing throughout the unit to analyze sources for reliability.

Students assess their progress at the end of the lesson to determine, with your help, whether they have enough information to start their essays tomorrow. If needed, they will be assigned a Solo to complete their research.

Connections to Other Lessons:

Students gather research materials in this lesson. The information they gather will be used in subsequent lessons as they construct their essays. Each of the lessons in this sequence relate to each other as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** V VOCABULARY 1 Present: Research Project Options and Calendar (7 min) ∇ 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Select: Research Option (3 min) Ă 3 Students select a research option. INDIVIDUAL Work Visually: Conduct Your Research (30 min) • 4 Students research both The Titanic Collection and the Internet for INDIVIDUAL information about their selected topics. Wrap-Up: Ready to Write? (5 min) 7 5 Students prepare to write in the next lesson. CLASS **Solo** (15 min) 6 Students continue to research their topics.

INDIVIDUAL



Preparation

1. Students should have completed the Information Literacy lessons before starting this Internet research project. Prepare for students to use the Internet while working on their research.

2. Please review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized through the essay writing process of this unit. After students finish writing their essays, you will use this rubric to assess each essay.

3. Print the Essay Graphic Organizer PDF and *The Titanic* Collection Essay Sentence Starters PDF for students who would benefit from this support.

Skills & Standards

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.4

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.)

CCSS.ELA-Literacy.W.6.7

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

CCSS.ELA-Literacy.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.

Az WORDS TO USE

- Supremacy
- Plausible
- Warped
- Inherent

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Grade 6 Essay Rubric

Titanic Essay Sentence Starters

Essay Graphic Organizer

Carpathia Manifest Records (1912)

Margaret Brown and Captain Rostron (1913)

Amalgamated Musicians Union Poster (1912)

Titanic Deck (unknown artist, circa 1912)

First-Class Menu

Second-Class Menu

Third-Class Menu

CCSS.ELA-Literacy.W.6.9

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

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Scraping Past the Berg, Sphere (April 27, 1912)

How the "Titanic" Gradually Sank Bow First With Her Lights Blazing to the Last, Sphere (April 27, 1912)

The Sinking of the Titanic, Max Beckmann, (1912–1913)

Steamship "Titanic" Showing Length As Compared With Highest Buildings (1912)

Cabins on the Titanic (1911–1913)

An Essay Graphic Organizer is provided in Materials to assist students who

need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Titanic Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 2, Present: Research Project Options and Calendar

Students who need an extra challenge should be encouraged to create their own research question for this project.

Activity 3, Select: Research Option

Students who struggle with organizing their thoughts in writing should be encouraged to complete Option 2 for the Research Project.

Activity 4, Work Visually: Conduct Your Research

Check in with students who struggle with research or have executive function disorder at the beginning to assist them with starting the chart and understanding where to find their information. You may choose to complete one row of the chart with them to model how to do this.

Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror and Excerpt: Chapter 6— "Women and Children First!"* from *Sinking of the Titanic and Great Sea Disasters* are complex texts. Therefore, we have provided four versions



of each text for differentiation purposes: original, adapted, paraphrased, and Spanish. Assign specific versions to students according to their reading abilities. These differentiated versions of the text can be found below the original text. Direct students to scroll down to find them.

Adapted versions: edited to update archaic language, complex syntax, and unusual punctuation.

Paraphrased versions: trimmed sentence length, cut confusing and non-essential phrases, and conventionalized spelling. The paraphrased version should be used as a support to help students understand the original text.

Spanish versions: translation of paraphrased version for ELL support. Students should be encouraged to read the adapted passage after reading the Spanish translation. This will help with their English language development.

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Vocabulary Activities





Present: Research Project Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from The *Titanic* Collection. Their essays will...

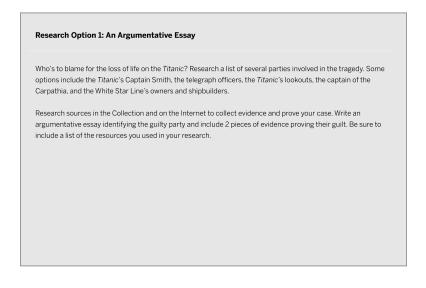
- be either argumentative or informative.
- consist of 4 paragraphs: an introduction, 2 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they've been conducting Internet research at various points during the *Titanic* unit. They will use the skills they've been practicing to conduct research for their paper.

NOTE: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.





Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

 Research Option 2: An Informative Essay

 Who Were the Titanic Orphans?

 Write an informative essay detailing the experience of the 2 young children known as the Titanic Orphans.

 As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed Titanic, how they managed to survive the sinking, and what happened to them after the disaster.

 Be sure to include a list of resources used while researching this project.

Lesson 1 Activity 2

Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

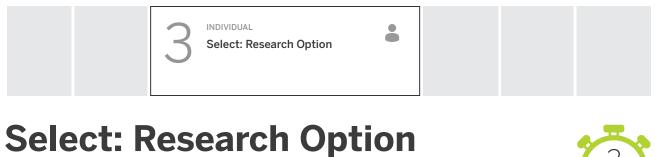
Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

An int	roduction to the essay that includes:
• A	lead
• Re	elevant background or context of the topic and the texts
• A	statement of the claim
Body	paragraphs to develop the reasoning and evidence. Each includes:
• Sp	pecific textual evidence that supports the claim
• De	escription of the key parts of your evidence
• CI	ear explanation of how this evidence supports the claim
• In	-text citations
A con	clusion that wraps up the ideas about the claim. It includes:
• A	restatement of the claim
• A	final thought
A Wor	ks Cited page
So	purce information for Collections texts, web, and print

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to preview the work students will complete in today's lesson.





Students select a research option.



Card 1 Instructional Guide

Both informational and argumentative essays require a claim to be made in the first paragraph, so once you have chosen your research question, you should not change your topic—or you will have to do a lot of rewriting.

Allow students a few minutes to review the research options and make their selections. Address any questions or concerns students have about the options before they decide.



Work Visually: Conduct Your Research

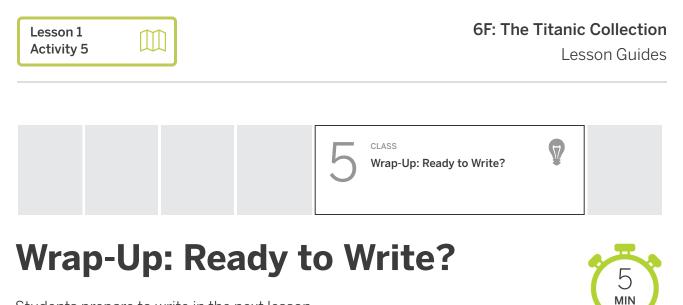


Students research both *The Titanic Collection* and the Internet for information about their selected topics.

Card 1 Instructional Guide

Tell students to review the Collection, then the Internet, and choose valid and relevant sources to use in their essays.

Tell students to stop and fill out the chart below when they have found a valid source with useful information for their essays.



Students prepare to write in the next lesson.

Card 1 Instructional Guide

Check students' status with their research to see if they are ready to begin writing in the next lesson. If any students are not ready to start writing, assign the Solo at the end of this lesson.

		5	6	individual Solo	•

Solo

Students continue to research their topics.



Card 1 Instructional Guide

If necessary, tell students to continue researching their topics.

WRITING PROMPT:

If you don't have enough information for your essay, continue researching until you're confident that you're ready to start writing your essay. Add any new sources you find to the chart you used in the **Work Visually: Conduct Your Research** activity.



Lesson 2

Making a Claim and Writing a Body Paragraph

Overview

Today's lesson focuses on writing a claim and supporting that claim with textual evidence. Students work in pairs to deconstruct the *Titanic* sample essay, beginning with highlighting claims and evidence. The Elements of a Research Essay are discussed and students begin to see that this essay will be similar to the essays they wrote in other units earlier in the year.

Students write claims and work on body paragraphs, keeping track of where in-text citations will be inserted during a later lesson.

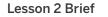
NOTE: Amplify uses the term "claim" consistently in all essay assignments rather than alternating between "claim," "thesis statement," and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.

Connections to Other Lessons:

Each of the lessons in this sequence relate to each other as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 2

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **OPT: Review Research Options and Calendar** (5 min) 77 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Select Text: Evidence and Transitions (5 min) Ă 3 Students look at body paragraphs in a sample essay to find sentences in INDIVIDUAL which the writer describes and explains evidence and makes transitions between paragraphs. Share: Reviewing Evidence and Transitions (10 min) ** Students share sentences they identified as describing or explaining a piece 4 PARTNER of textual evidence and making a transition between paragraphs. Write: Claims and Body Paragraphs (20 min) 5 Students write claims and body paragraphs for their essays. WRITING Share: Writing (10 min) 7 6 Students share their writing. CLASS **Solo** (20 min) Students add more to the body paragraph(s) for their essays. 7 INDIVIDUAL





Preparation

- 1. Plan to put students in pairs for the Share: Reviewing Evidence and Transitions activity.
- 2. Write the claim statement for the sample research essay on the board: First-class and second-class passengers had a much better chance of survival than those in third class on the *Titanic*.

Note: Students should have completed the Information Literacy lessons before starting this Internet research project.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2

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

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.6.9

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

Az WORDS TO USE

- Outdated
- Infamy
- Henceforth
- Ensues

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Sample Essay: Titanic Unfairness 1 - Sample Essay: Titanic Unfairness

Essay Graphic Organizer

Titanic Essay Sentence Starters

Grade 6 Essay Rubric

Elements of a Research Essay

Sample Essay with Highlighted Transitions and Evidence

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of *The Titanic* Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Introduction from Sinking of the "Titanic" Most Appalling Ocean Horror and Excerpt: Chapter 6—"Women and Children First!" from Sinking of the Titanic and Great Sea Disasters

These are complex texts, so we have provided four versions of each text for differentiation purposes: original, adapted, paraphrased, and Spanish. Assign specific versions to students according to their reading abilities. These differentiated versions of the text can be found below the original text. Direct students to scroll down to find them.

Adapted versions: edited to update archaic language, complex syntax, and unusual punctuation.

Paraphrased versions: trimmed sentence length, cut confusing and non-essential phrases, and conventionalized spelling. The paraphrased version should be used as a support to help students understand the original text.

Spanish versions: translation of paraphrased version for ELL support. Students should be encouraged to read the adapted passage after reading the Spanish translation. This will help with their English language development.

Activity 4, Share: Reviewing Evidence and Transitions

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.



Activity 5, Write: Claims and Body Paragraphs

Use the over-the-shoulder conference guides to support students' individual needs. Card 3: Students who struggle to get started with multi-step tasks may feel overwhelmed at the number of steps in this task.

Explain that they are responsible to complete number 1 and number 2 only. Remind them that number 2 is just showing them how to reference the text they use, but isn't really a separate task.

VOCABULARY Vocabulary Activities			
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Vocabulary Activities





OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

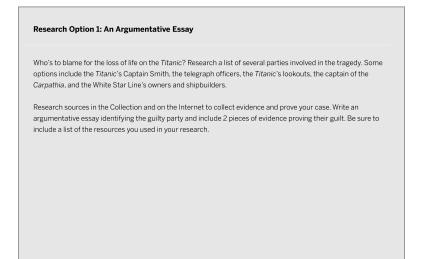
Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.



Lesson 2 Activity 2

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

 Research Option 2: An Informative Essay

 Who Were the Titanic Orphans?

 Write an informative essay detailing the experience of the 2 young children known as the Titanic Orphans.

 As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed Titanic, how they managed to survive the sinking, and what happened to them after the disaster.

 Be sure to include a list of resources used while researching this project.



Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

An int	roduction to the essay that includes:
• A	lead
• R	elevant background or context of the topic and the texts
• A	statement of the claim
Body	paragraphs to develop the reasoning and evidence. Each includes:
• S	pecific textual evidence that supports the claim
• D	escription of the key parts of your evidence
• C	ear explanation of how this evidence supports the claim
• In	-text citations
A con	clusion that wraps up the ideas about the claim. It includes:
• A	restatement of the claim
• A	final thought
A Wor	ks Cited page
S	purce information for Collections texts, web, and print

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.

Lesson 2 Activity 3

3	INDIVIDUAL Select Text: Evidence and Transitions	•	4			
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Select Text: Evidence and Transitions

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	5

Students look at body paragraphs in a sample essay to find sentences in which the writer describes and explains evidence and makes transitions between paragraphs.

Card 1 Instructional Guide

Write the claim from the sample essay on the board:

First-class and second-class passengers had a much better chance of survival than those in third class on the *Titanic*.

Today you're going to use the evidence from your research to write 2 body paragraphs for your essay. To do that, you first need to decide on the claim you will make for your essay. To help with this process, we're going to read this sample claim and a sample research essay written about it.

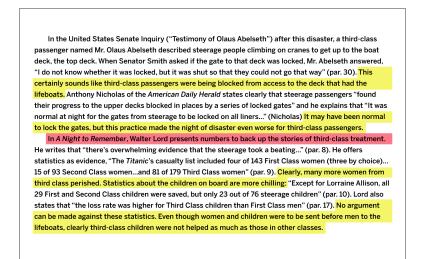
Read aloud the sample claim you wrote on the board. Have a student(s) read aloud the sample research essay.

- When you write your body paragraphs, you should focus on only one general idea for each paragraph.
- You also need to describe and explain how the textual evidence you chose in the last lesson supports your claim.
- Remember to write a transition sentence at the start of the second paragraph to connect the 2 paragraphs.
- Let's take a look at how this was done in the sample essay.



Have students complete the highlighting activity. They will share their highlights with a partner in the next activity.

Possible Correct Responses:



WRITING PROMPT:

- 1. Highlight the sentences in the two body paragraphs where the writer describes and explains the textual evidence.
- 2. In another color, highlight the transition sentences that show how the body paragraphs relate to each other.

Lesson 2 Activity 4

MIN



Share: Reviewing Evidence and Transitions

Students share sentences they identified as describing or explaining a piece of textual evidence and making a transition between paragraphs.

Card 1 Instructional Guide

Arrange students in pairs and have them share the sentences they identified. Then ask volunteers to share the sentences they identified with the whole class.

DISCUSSION QUESTIONS:

- How does this sentence describe what the writer noticed about the textual evidence?
- How does this sentence help explain the quote to the reader?
- How does this sentence connect back to the claim?
- How does this sentence show a transition from one body paragraph to another?

WRITING PROMPT:

Directions

With a partner, share the sentences you identified in the previous activity that...

- describe and explain the textual evidence.
- make transitions between body paragraphs.





Write: Claims and Body Paragraphs



Students write claims and body paragraphs for their essays.

Card 1 Instructional Guide

Raise your hand if...

- you have at least 2 convincing pieces of evidence you can write about.
- you can think of a clear way your evidence supports the point you are making.
- you can think of a way to describe key parts of your evidence.

Card 2 Instructional Guide

Now you're going to write a claim for your essay. A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. Think about your research for your chosen topic. State your main point about what the evidence in your research showed you.

Answer any questions students may have, including showing them how to navigate to My Work to see their Evidence Chart from the previous lesson, in the **Work Visually: Record Your Research** activity. Then get them writing as quickly as possible.

NOTE: Amplify uses the term "claim" consistently in all essay assignments rather than alternating between "claim," "thesis statement," and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.

WRITING PROMPT:

Lesson 2 Activity 5

Directions

Research Option 1: Argumentative Essay

Who's to blame for the loss of life on the *Titanic*?

Research Option 2: Informative Essay

Who were the *Titanic* orphans?

- 1. Go to My Work to review your Evidence Chart from the **Work Visually: Record Your Research** activity of the previous lesson.
- 2. What idea are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose.

Your claim statement should be written as a complete sentence, and make a clear point that can be supported by the evidence you have gathered.

Card 3 Instructional Guide

Eventually you will write 2 body paragraphs. Today you'll focus on the first one. Remember that you should focus on describing 1–2 key pieces of evidence in each paragraph and explaining how it supports your claim. If you finish the first body paragraph, you can begin another one to write about a second point you want to make.

Answer any questions students may have.

On-The-Fly Support

ON TRACK

Students explaining how their evidence supports their claim.

I like how you explain what Walter Lord wrote: "Except for Lorraine Allison, all 29 First and Second Class children were saved, but only 23 out of 76 steerage children" (10) showing that this author's statistics support the point you made that first and second classes had advantages over third class.

NEEDS SUPPORT

Students choosing good evidence but not explaining how it supports the claim.

Remember, you need to explain how the quote "the loss rate was higher for Third Class children than First Class men" (17) supports your claim that first and second classes had an advantage over third class. Your explanation of this evidence is what will help convince your reader of your claim.

NEEDS SUPPORT



Students choosing evidence that is not specific enough.

Right here you quote 3 lines of text. When you include that much, your reader can't tell which part of the text struck you. Work on narrowing this quote down to include just the words or phrases that really help support your claim. I'll be back to see what you end up with.

WRITING PROMPT:

Directions

Research Option 1: Argumentative Essay

Who's to blame for the loss of life on the *Titanic*?

Research Option 2: Informative Essay

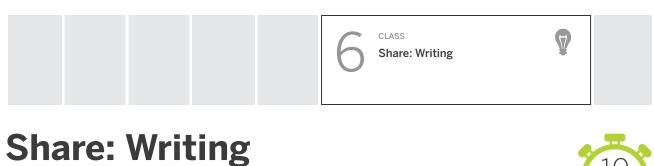
Who were the *Titanic* orphans?

1. Hit return a few times below your claim statement to start a new body paragraph. Write the first body paragraph for your essay. In your body paragraph, use 1–2 pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.

2. Any time you reference a text directly, mark the spot with the author's last name, like this (Smith). In a later lesson, you will come back to these spots to add proper in-text citations.

3. If you have time, begin your second body paragraph.

4. Remember to write a transition sentence to establish a connection between the body paragraphs. Your claim statement should be written as a complete sentence and should make a clear point that can be supported by the evidence you have gathered.



Students share their writing.



Card 1 Instructional Guide

Call on 2–3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

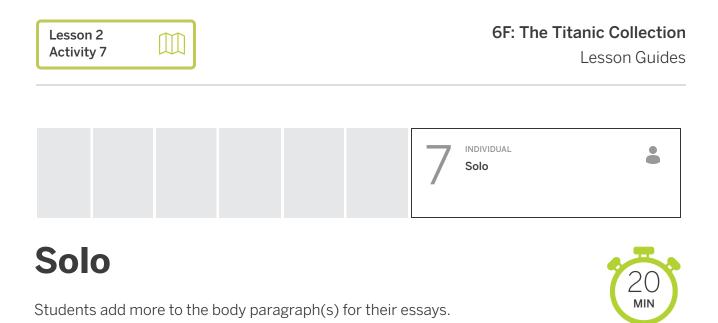
Call on as many students as possible to share.



Who discovered something really interesting or surprising?

WRITING PROMPT:

Raise your hand to share what you have written.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your body paragraphs, go back to the activity called **Write: Claims and Body Paragraphs** to do that work.

Lesson 3

Writing a Body Paragraph and an Introduction



Overview

The first task in this lesson is student self-evaluation. Students assess their progress so far and submit this information to you, allowing you to determine which students need extra attention as they finish work on their body paragraphs.

In the second part of the lesson, the Elements of an Introduction are discussed. Students take another look at the sample essay to deconstruct the introduction, and determine the lead, context, and claim. They work on their introductions and reassess where they are in the development of their essays at the end of the unit.

Connections to Other Lessons:

Each of the lessons in this sequence relate to each other as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 3

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **OPT: Review Research Options and Calendar** (5 min) 77 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Self-Assess: Status Update (3 min) Ă 3 Have students check in about the progress of their essays. INDIVIDUAL Write: Finish Body Paragraphs (17 min) 4 Students should finish writing the 2 body paragraphs for their essays. WRITING Present: Elements of an Introduction (3 min) 7 5 Review the Elements of an Introduction with students. CLASS Select Text: The Sample Introduction (5 min) ∇ 6 Have students identify the elements of an introduction in the sample essay. CLASS

Lesson 3		6F: The Titanic Collection Lesson Guides
7	Write: The Introduction (12 min) Students write their introductions.	WRITING
8	Wrap-Up: Poll (5 min) Students assess their progress.	CLASS
9	Solo (20 min) Students will polish their introductions.	INDIVIDUAL

Preparation

Print the Essay Graphic Organizer PDF and *The Titanic* Collection Essay Sentence Starters PDF for students who would benefit from this support.

Before Next Lesson

Before the next lesson, read your students' body paragraphs from this lesson and prepare 2–4 Spotlights using student writing and the Spotlight App.

- Each Spotlight should contain sentences where the student used specific evidence that supports his or her claim. Be sure to include the student's claim with the evidence.
- Correct the spelling, grammar, and punctuation in each Spotlight before you post them.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.1.B

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

CCSS.ELA-Literacy.W.6.2.A

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.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

Other Standards Addressed in This Lesson

WORDS TO USE

- Errant
- Engulfed
- Deteriorated
- Debris

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Sample Essay: Titanic Unfairness 1 - Sample Essay: Titanic Unfairness

Essay Graphic Organizer

Titanic Essay Sentence Starters

Grade 6 Essay Rubric

Elements of a Research Essay

Highlighted Sample Essay Introduction



CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Titanic Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Write: Finish Body Paragraphs

If students struggle with explaining evidence and how it supports their claim, have them focus on including only one piece of evidence with effective explanation, rather than 2 or more pieces that are not used effectively.

Strong writers should be encouraged to describe and explain 2 pieces of evidence in each body paragraph.

Activity 7, Write: The Introduction

Use the over-the-shoulder conference guides to support students' individual needs.

Lesson 3 Activity 1

VOCABULARY Vocabulary Activities	V			
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Vocabulary Activities





OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

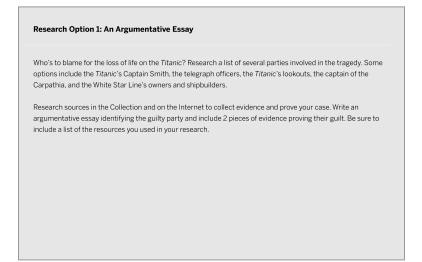
Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.



Lesson 3 Activity 2

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

 Research Option 2: An Informative Essay

 Who Were the Titanic Orphans?

 Write an informative essay detailing the experience of the 2 young children known as the Titanic Orphans.

 As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doorned Titanic, how they managed to survive the sinking, and what happened to them after the disaster.

 Be sure to include a list of resources used while researching this project.



Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

An introduc	tion to the essay that includes:
 A lead 	
 Relevant 	t background or context of the topic and the texts
• A stater	nent of the claim
Body parag	raphs to develop the reasoning and evidence. Each includes:
 Specific 	c textual evidence that supports the claim
 Descrip 	tion of the key parts of your evidence
 Clear ex 	planation of how this evidence supports the claim
 In-text of 	itations
A conclusio	n that wraps up the ideas about the claim. It includes:
 A restat 	ement of the claim
• A final t	hought
A Works Cit	ed page
Source	information for Collections texts, web, and print

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.

Lesson 3 Activity 3

3

Self-Assess: Status Update

Self-Assess: Status Update

Have students check in about the progress of their essays.

INDIVIDUAL

Card 1 Instructional Guide

Have students complete the activity to self-monitor their progress on their essays. Make a note of students who reply "yes" to number 6 so you can give them extra attention during today's work period.



MIN



Write: Finish Body Paragraphs

Students should finish writing the 2 body paragraphs for their essays.

Card 1 Instructional Guide

In the last lesson, you worked on developing the first and possibly second body paragraphs of your essay by describing and explaining evidence to support your claim. Today you will focus on your second body paragraph.

Review the elements of a body paragraph so students can make sure they have all of the components. Circulate and help students who need support.

NOTE: If students did not submit the Solo from the previous lesson, have them return to the Solo activity and select HAND IN before they proceed with this activity.

An	introduction to the essay that includes:
	• A lead
	 Relevant background or context of the topic and the texts
•	A statement of the claim
Во	dy paragraphs to develop the reasoning and evidence. Each includes:
•	Specific textual evidence that supports the claim
•	Description of the key parts of your evidence
•	Clear explanation of how this evidence supports the claim
•	In-text citations
Ac	conclusion that wraps up the ideas about the claim. It includes:
•	A restatement of the claim
•	A final thought
A١	Norks Cited page
	Source information for Collections texts, web, and print

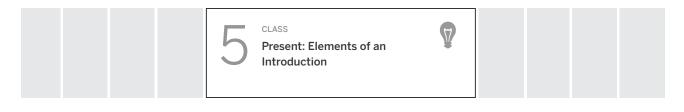
WRITING PROMPT:

Directions

1. Reread your writing from the last lesson. Write the second body paragraph for your essay.

2. In your body paragraph, use 1–2 pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.





Present: Elements of an Introduction



Review the Elements of an Introduction with students.

Card 1 Instructional Guide

Above your body paragraphs, you will need a paragraph to introduce your essay. Here are the elements of a good introductory paragraph.

Review the Elements of an Introduction with students. Point out that the claim statement does not have to be the last sentence in the introduction.





Select Text: The Sample Introduction



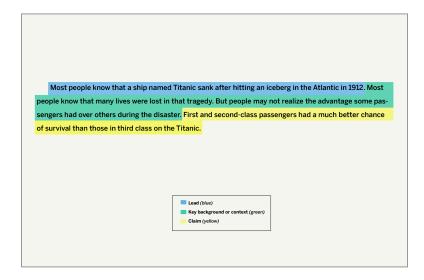
Have students identify the elements of an introduction in the sample essay.

Card 1 Instructional Guide

Let's look for the elements of an introduction: lead, key background or context, and claim in the sample research essay.

Ask students to highlight these elements in the sample research essay. Then call on volunteers to share what they highlighted. Ask students if they agree or disagree with the answer and have them explain why.

Once students have identified the elements of the introduction correctly, project the introduction with the elements pre-highlighted so students can double check their own answers.



WRITING PROMPT:

Directions

Reread the introduction and highlight each of the following elements in the appropriate color:

- Lead (blue)
- Key background or context (green)
- The claim (yellow)

Lesson 3 Activity 7



Write: The Introduction

Students write their introductions.

Card 1 Instructional Guide

Now that you know the basic elements of an introduction and you've looked at a sample introduction, it's time to write your own.

Experiment and have fun writing an engaging opening line for your essay. Start by writing 2–3 different leads, then select the one you like the best.

Card 2 Instructional Guide

Have students write the introduction.

Students should copy and paste their favorite lead from the previous screen to begin their introduction. For their claim statement, they can use the one that should be at the top of their body paragraphs or they can write a new one.

Circulate to support struggling students.



ON TRACK

Students having fun experimenting with different lead techniques.

This is a striking question to ask: "Who should be held accountable for the loss of life on the *Titanic*?" I'd want to read more to learn about who is responsible for this tragedy. That's exactly what your lead should do: make your reader want to read on!

NEEDS SUPPORT Students writing only their claims.



This is your claim, that the Whitestar Line's shipbuilders and owners are to blame for the loss of life on the Titanic. In this activity, you are practicing writing a lead to tell your reader one thing about your idea that might get them interested. In one of your body paragraphs, you focused on the detail that there weren't enough lifeboats and if there were more lifeboats fewer people would have died. Write 1–2 sentences to describe this moment, so you can hook your reader so they will want to read more!

NEEDS SUPPORT

Students writing a lead that is not connected to their essays.

This question you ask about how it would feel as a child to watch so many people die is great. Try writing a lead that gets us interested in learning about the Titanic orphans and their experience on the Titanic.

NEEDS SUPPORT

Students unsure how to begin.

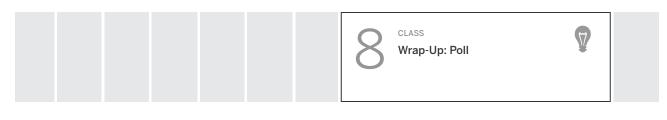
What is one thing that surprised or shocked you about the sinking of the Titanic? Let's try making that detail into a lead. It might sound surprising or shocking to read about __.

WRITING PROMPT:

Directions

Write the introduction above your body paragraphs by doing the following:

- 1. Copy and paste your favorite lead.
- 2. Write 1–2 sentences explaining the key background information or context to your reader.
- 3. End with your claim statement.



Wrap-Up: Poll

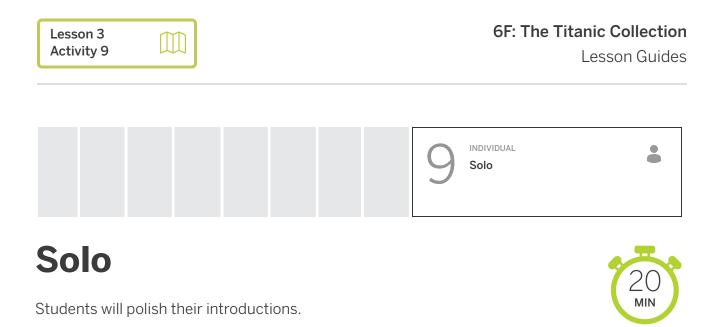
Students assess their progress.



Card 1 Instructional Guide

Students assess the work they did on their body paragraphs and introductions today.

Open up a general discussion by asking for comments or questions.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your introduction, return to the activity called **Write: The Introduction** to do that work.

Lesson 4

Revising and Writing a Conclusion



Overview

Today's lesson begins with a Spotlight projection that shows strong examples of supporting evidence for claims in student writing. After discussing the Spotlight examples as a class, students revise their body paragraphs with an eye to strengthening the evidence for their claims.

At about midway in the lesson, you will project and lead a whole-class discussion on the Elements of a Conclusion. Students revisit the *Titanic* sample essay, highlighting the restatement of their claim and their final thought. Students work on their own conclusions and, at the end of the lesson, may volunteer to read their work aloud to the class.

Connections to Other Lessons:

Each of the lessons in this sequence relate to each other as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson at a Glance

1

4

5

Lesson 4

ACTIVITY **Vocabulary Activities** VOCABULARY **OPT: Review Research Options and Calendar** (5 min) 77 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Revise: Identifying Places to Revise (9 min) Ă 3 Students analyze the Spotlights showing supporting evidence for claims to INDIVIDUAL prepare for their own revisions. Students then identify places to revise their body paragraphs. Revise: Body Paragraphs (8 min) • Students revise the body paragraphs of their essays. INDIVIDUAL Present: Elements of a Conclusion (3 min) 7 Present the Elements of a Conclusion to students. CLASS Select Text: Elements of a Conclusion (4 min) Ă 6 Students identify the elements of a conclusion in the sample essay. INDIVIDUAL

Lesson 4		6F: The Titanic Collection Lesson Guides
7	Discuss: Conclusion for Essay (5 min) Students discuss the conclusion in relation to the claim statement.	CLASS
8	Write: Conclusion for Essay (13 min) Students write a few versions of a conclusion for their essays.	WRITING
9	Share: Conclusions (3 min) Students share part of their conclusions with the class.	CLASS

Preparation

- 1. Prepare to project 2–4 Spotlights that show where students provided strong evidence to support their claims.
- 2. Identify students who may struggle to identify two places in their writing to revise by adding or further explaining their evidence. Mark one place in their writing where they could do this work. They can also use this marking as a model to independently find the second place to revise.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.6.5

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.)

CCSS.ELA-Literacy.W.6.1.E

Provide a concluding statement or section that follows from the argument presented.

CCSS.ELA-Literacy.W.6.2.F

Provide a concluding statement or section that follows from the information or explanation presented.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2

WORDS TO USE

- Assuaged
- Abyss
- Clarity
- Condolences

MATERIALS

The Titanic Collection 1 - Sinking of the &Idquo;Titanic" Most Appalling Ocean Horror

Sample Essay: Titanic Unfairness 1 - Sample Essay: Titanic Unfairness

Essay Graphic Organizer

Titanic Essay Sentence Starters

Grade 6 Essay Rubric

Sample Essay Claim Statement and Conclusion



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

CCSS.ELA-Literacy.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.6.4

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.)

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Titanic Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 3, Individual: Identifying Places to Revise

If students are struggling to identify where to revise their writing, you may choose to identify 1 or 2 places for them.

+ Activity 8, Write: Conclusion for Essay

Assign students to the level of support that matches their needs.

♦ Core

Students write a few versions of a conclusion for their essays.

∎ ■ ► Substantial, Moderate, Light

This lesson includes an alternate writing prompt that provides step by step guidance for writing a conclusion.

VOCABULARY Vocabulary Activities			
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Vocabulary Activities





OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

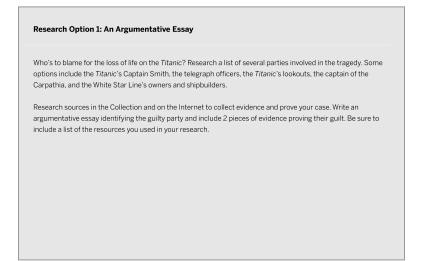
Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.



Lesson 4 Activity 2

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

 Research Option 2: An Informative Essay

 Who Were the Titanic Orphans?

 Write an informative essay detailing the experience of the 2 young children known as the Titanic Orphans.

 As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed Titanic, how they managed to survive the sinking, and what happened to them after the disaster.

 Be sure to include a list of resources used while researching this project.



Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

An int	roduction to the essay that includes:
• A	lead
• R	elevant background or context of the topic and the texts
• A	statement of the claim
Body	paragraphs to develop the reasoning and evidence. Each includes:
• S	pecific textual evidence that supports the claim
• D	escription of the key parts of your evidence
• C	ear explanation of how this evidence supports the claim
• In	-text citations
A con	clusion that wraps up the ideas about the claim. It includes:
• A	restatement of the claim
• A	final thought
A Wor	ks Cited page
S	purce information for Collections texts, web, and print

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.

Lesson 4 Activity 3

INDIVIDUAL Revise: Identifying Places to Revise

Revise: Identifying Places to Revise



Students analyze the Spotlights showing supporting evidence for claims to prepare for their own revisions. Students then identify places to revise their body paragraphs.

Card 1 Instructional Guide

1. Project Spotlights - WHOLE CLASS

Launch the Spotlight App and project the 2–4 Spotlights you prepared from student writing.

2. Discuss Spotlights - WHOLE CLASS

Call on students to read each Spotlight and talk about how the evidence in each supports the writer's claim.

3. Introduce Activity - WHOLE CLASS

Direct students to reread their 2 body paragraphs, underlining places where they could add more evidence and develop their explanations.

Today you are going to spend some time revising your body paragraphs. You will work on adding more explanation to your evidence, or adding new evidence to help support your claim.

WRITING PROMPT:

Directions

Underline two places in your body paragraphs to revise. One could be a place where you can add more evidence to support the claim in your essay. Another could be a place where you can develop your evidence further in order to support your claim.

WRITING PROMPT:







Revise: Body Paragraphs

Students revise the body paragraphs of their essays.



Card 1 Instructional Guide

Circulate to offer support to students who are in need of help as they revise their writing.

Ask students to answer the polling question when they are done with their writing.

WRITING PROMPT:

Directions

1. For each place you identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further. Then reread your body paragraph with the new sentences and revise the sentences so they connect clearly with one another. Do not delete your original sentences. Add the revised sentences after the original sentences.

2. When you are done, compare what you wrote before and after your revision.

3. Complete the poll to show which version you think supports your claim most effectively.



Present: Elements of a Conclusion



Present the Elements of a Conclusion to students.

Card 1 Instructional Guide

You've worked hard on the introduction and body paragraphs of your essay. Today you'll write the last piece of your essay—the conclusion.

Present the Elements of a Conclusion to students, and read them aloud.

When you restate your claim, go beyond simply repeating what you've already said. Use new and interesting language and add details to give your reader a more complete understanding of your point.

Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.





Select Text: Elements of a Conclusion



Students identify the elements of a conclusion in the sample essay.

Card 1 Instructional Guide

Let's look for the elements of a conclusion in the sample research essay.

Have students read the conclusion to the sample research essay and highlight the claim and the final thought.

Ask for any comments or questions to ensure that all the students are clear on what constitutes a good conclusion before moving on to the next activity.

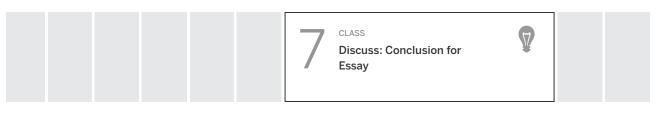
WRITING PROMPT:

Directions

- 1. Read the conclusion to the sample research essay.
- 2. Highlight in yellow the sentence where the writer restates the claim.
- 3. Highlight in green the sentence where the writer gives a final thought.

Lesson 4 Activity 7

5 MIN



Discuss: Conclusion for Essay

Students discuss the conclusion in relation to the claim statement.

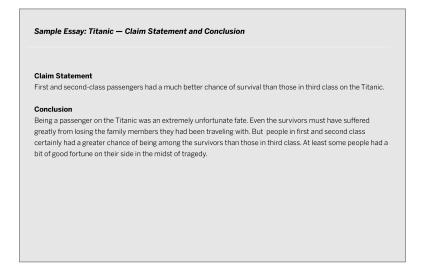
Card 1 Instructional Guide

Project the claim statement and conclusion from the sample research essay on a white board or piece of poster paper.

Ask volunteers to share the sentences they highlighted as the restatement of the claim and the final thought. Highlight correct responses on the displayed conclusion. Ask the students if they agree or disagree with the answers and to explain why.

Correct Answers:

- **Restates claim:** But people in first and second class certainly had a greater chance of being among the survivors than those in third class.
- Final thought: At least some people had a bit of good fortune on their side in the midst of tragedy.

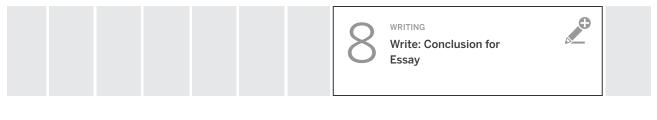




How is the restatement of the claim different from the original claim in the introduction? (It's the same idea but the writer uses different words.)

How does the final thought relate to the claim? (It expands on the claim by explaining that the writer sees some good fortune even in this terrible tragedy.)





Write: Conclusion for Essay

Students write a few versions of a conclusion for their essays.

13 MIN

Card 1 Instructional Guide

Now that you know the elements of a conclusion and you've looked at a sample conclusion, it's time to write one of your own. If you finish a little early, experiment with more than one final thought and then choose the one you like best.

Let students know that they will work at their own pace to complete this activity and that anything they do not complete in class can be completed as a Solo.



ON TRACK

Students restating the claim and writing a final thought.

I like the way you have restated your claim, and left your readers with a final thought: that even though the *Titanic* had many luxuries it was missing the one thing that could have saved people's lives—lifeboats.

NEEDS SUPPORT

Students having trouble restating the claim.

In the introduction, you stated how the Whitestar Line's owners and shipbuilders were to blame for the loss of life because there weren't enough lifeboats. In your conclusion, write 1–2 sentences to give us a clear description of how having more lifeboats would have changed the outcome and saved many lives. Perhaps try starting, "If the owners and shipbuilders had provided enough lifeboats for all the passengers, then _."

NEEDS SUPPORT

Students struggling to develop a final thought.



I see you are deeply convinced that the *Titanic* lookouts were to blame for the loss of life. Now you need to add a final thought. Write 1–2 sentences to describe why you think they are to blame. I'll check back in a minute to see how you're doing.

NEEDS SUPPORT

Students not writing.



Why don't you tell me what you want me to remember after I've finished reading your essay? Don't read it to me. You know it already. Just tell me what you want me to remember.

Write what the student dictates to you on a piece of paper.

] I think you just wrote your final thought. I'll be back to see how you're doing in a few minutes.



WRITING PROMPT:

5) Now write a conclusion to your essay below your body paragraphs. Remember to include the following:

- A restatement of your claim
- A final thought for your reader to take away



WRITING PROMPT:

Directions

- 1. Reread the introduction and body paragraphs of your essay.
- 2. Write a conclusion to your essay below your body paragraphs. Remember to include...
 - a restatement of your claim.
 - a final thought for your reader to take away.

WRITING PROMPT:

				9	CLASS Share: Conclusions	Q
						_

Share: Conclusions

Students share part of their conclusions with the class.



Card 1 Instructional Guide

Select 2–3 student volunteers to read their favorite sentence or two from their conclusion aloud for the class.

WRITING PROMPT:

Choose your favorite sentence or two from your conclusion and be prepared to read them aloud to the class.



Lesson 5 Finishing and Editing the Essay



Overview

This lesson allows students to work on unfinished parts of their essays. Students choose from two options to complete their essays.

- Option 1: Revise writing to make essays stronger, with particular emphasis on introductions and conclusions.
- Option 2: Work on editing.

Connections to Other Lessons:

Each of the lessons in this sequence relates to the other as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 5

Lessona	at a Glance	
	Vocabulary Activities	VOCABULARY
2	OPT: Review Research Options and Calendar (5 min) Students review the research project options and the work they will do on the essay in this lesson.	CLASS
3	Self-Assess: Status Update (3 min) Have students check in about the progress of their essays.	CLASS
4	Revise: Complete Your Essay (12 min) Students review the Elements of a Research Essay and complete the writing of the introduction, body paragraphs, and conclusion of their essays.	INDIVIDUAL
5	Revise: Edit Your Essay (20 min) Students use Editing Process guidelines to edit their essays.	INDIVIDUAL
6	Share: One Moment in Essay (10 min) Students give their classmates feedback about a specific place in the writing that made an impact on them.	CLASS
7	Solo (20 min) Students finish any incomplete parts of their essays.	INDIVIDUAL





Preparation

Print the Essay Graphic Organizer PDF and *The Titanic* Collection Essay Sentence Starters PDF for students who would benefit from this support.

Before Next Lesson

Before the next lesson, read your students' introductions and conclusions and prepare four Spotlights using student writing and the **Spotlight App**.

- Two of the Spotlights should provide examples of strong lead sentences in introductions and two should provide examples of strong restatements of the claims in conclusions.
- Correct the spelling, grammar, and punctuation in each Spotlight before you post them.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.L.6.2.B Spell correctly.

CCSS.ELA-Literacy.W.6.6

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.

CCSS.ELA-Literacy.W.6.1.D Establish and maintain a formal style.

CCSS.ELA-Literacy.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.W.6.2.E Establish and maintain a formal style.

Other Standards Addressed in This Lesson

WORDS TO USE

- Amplitude
- Trivial
- Gravitational
- Designates

MATERIALS

The Titanic Collection 1 - Sinking of the &Idquo;Titanic" Most Appalling Ocean Horror

Sample Essay: Titanic Unfairness 1 - Sample Essay: Titanic Unfairness

Essay Graphic Organizer

Titanic Essay Sentence Starters

Grade 6 Essay Rubric

Elements of a Research Essay

Editing Process Guidelines

CCSS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.4

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.)

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of *The Titanic* Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 5, Revise: Edit Your Essay

If students get overwhelmed with large lists of tasks, you may choose to select one or two things from the editing list for students to focus on.



VOCABULARY Vocabulary Activities	V						
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Vocabulary Activities

Lesson 5 Activity 2

2 CLASS OPT: Review Research Options and Calendar

OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

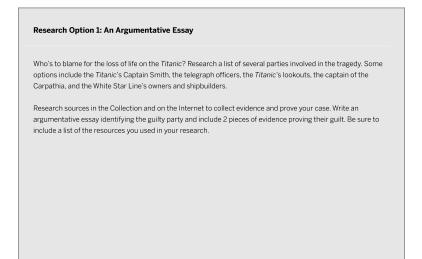
Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.





Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

 Research Option 2: An Informative Essay

 Who Were the Titanic Orphans?

 Write an informative essay detailing the experience of the 2 young children known as the Titanic Orphans.

 As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed Titanic, how they managed to survive the sinking, and what happened to them after the disaster.

 Be sure to include a list of resources used while researching this project.

Lesson 5 Activity 2

Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

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lence. Each includes		
	•	
he claim		
m. It includes:		
	the claim i m. It includes:	

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



З



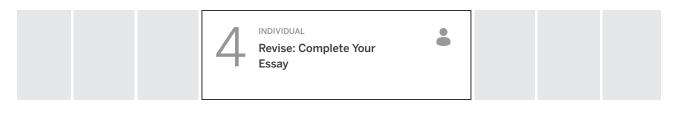
Self-Assess: Status Update

Have students check in about the progress of their essays.

Card 1 Instructional Guide

Have students complete the activity to monitor their progress. Make a note of students who reply "yes" to number 7 and answer question 8 so that you can give them extra attention during today's class.

MIN



Revise: Complete Your Essay

Students review the Elements of a Research Essay and complete the writing of the introduction, body paragraphs, and conclusion of their essays.

Card 1 Instructional Guide

You have worked on all the elements of your essay. Today you can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.

First, review the Elements of a Research Essay to make sure you know what you should be including in your essay. Then, choose 1–2 places where you could add more evidence to support your claim.

An introd	luction to the essay that includes:	
• A lea	d	
Relev	ant background or context of the topic and the texts	
• A sta	tement of the claim	
Body par	agraphs to develop the reasoning and evidence. Each includes:	
 Spec 	ific textual evidence that supports the claim	
• Desc	ription of the key parts of your evidence	
 Clear 	explanation of how this evidence supports the claim	
• In-tex	xt citations	
A conclus	sion that wraps up the ideas about the claim. It includes:	
• A res	tatement of the claim	
• A fina	al thought	
A Works	Cited page	
Sour	ce information for Collections texts, web, and print	

Card 2 Instructional Guide

Circulate to support students who are completing their writing.

WRITING PROMPT:

Revise your essay to make any improvements necessary to your introduction, body paragraphs, or conclusion.

WRITING PROMPT:



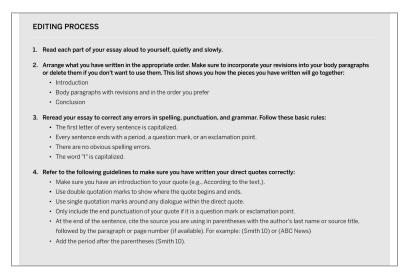
Revise: Edit Your Essay

Students use Editing Process guidelines to edit their essays.



Card 1 Instructional Guide

Project the Editing Process and review the steps with students.

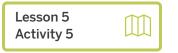


Card 2 Instructional Guide

Circulate to support students as they work.

WRITING PROMPT:

Follow the steps in the Editing Process to revise and polish your essay. Use the digital editing tools to format your essay appropriately.



WRITING PROMPT:

MIN



Share: One Moment in Essay

Students give their classmates feedback about a specific place in the writing that made an impact on them.

Card 1 Instructional Guide

Give students a few minutes to find one moment in their essay—no more than a paragraph—that they want to share.

Call on 2–3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

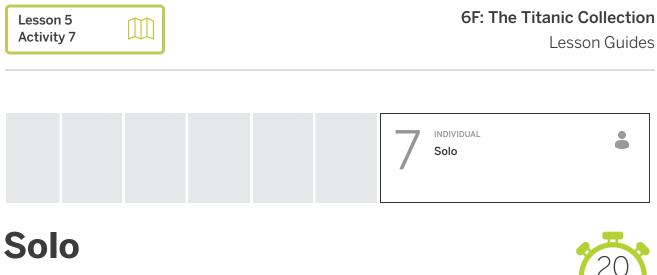
WRITING PROMPT:

Original Writing Prompt:

Research Option 1: Argumentative Essay: Who's to blame for the loss of life on the Titanic?

Research Option 2: Informative Essay: Who were the *Titanic* orphans?

WRITING PROMPT:



Students finish any incomplete parts of their essays.

20 MIN

Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your essay, return to the activity called **Revise: Edit Your Essay** to do that work.

Lesson 6

Creating Citations and a Works Cited List



Overview

Today, students use the editing process guidelines to edit their essays. They complete in-text citations and a Works Cited page for their sources. This lesson requires students to focus on MLA formatting, which can be confusing. We recommend referring to the Purdue OWL for answers to questions that may come up.

As they prepare to revise, students review the Guidelines for In-text Citations by reading parts of the list aloud, and by thinking about how different types of texts call for different emphasis and expression.

Connections to Other Lessons:

Each of the lessons in this sequence relates to the other as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson at a Glance

Lesson 6

VOCABULARY

77

7

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CLASS

CLASS

Vocabulary Activities OPT: Review Research Options and Calendar (5 min) Students review the research project options and the work they will do on the essay in this lesson. Discuss: Spotlights (5 min) Spotlight student writing that provides examples of strong leads in introductions and strong restatements of the claims in conclusions. Revise: Complete In-text Citations (10 min) Students write their in-text citations to show where their evidence comes

Students write their in-text citations to show where their evidence comes from.

5

Write: Create a Works Cited Page (20 min) Students create a Works Cited page for sources used in their essay.

INDIVIDUAL

77

CLASS

INDIVIDUAL

6

Share: Essays (10 min) Students share their writing, demonstrating a command of formal English, and celebrate their hard work.





Preparation

1. Prepare Spotlights for four student essays: Two with strong introductions and two with strong conclusions.

2. When students finish writing their essays, please use the essay rubric found in the Materials section to assess each essay.

Before Next Lesson

Tomorrow, students will create a social media profile for the person(s) they wrote about in their essay.

- Students who wrote about the *Titanic* orphans can create social media profiles for the two boys.
- Students who chose to write about who was to blame for the *Titanic* disaster can create a profile for the responsible party using their research.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.6.6

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 for specific expectations.)

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-Literacy.W.6.4

WORDS TO USE

- Inexpressible
- Therefore
- Provision
- Transactions

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Sample Essay: Titanic Unfairness 1 - Sample Essay: Titanic Unfairness

Grade 6 Essay Rubric

Essay Graphic Organizer

Titanic Essay Sentence Starters

Guidelines for a Works Cited Page

Grade 6 Essay Rubric

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.)

CCSS.ELA-Literacy.W.6.6

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.

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 5, Write: Create a Works Cited Page

If students get overwhelmed with multi-step directions, check in with them at the beginning of the activity and model how to do the first text for the Works Cited page.



VOCABULARY Vocabulary Activities	V					
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Vocabulary Activities

CLASS

OPT: Review Research Options and Calendar Lesson 6 Activity 2

OPT: Review Research Options and Calendar

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Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.

Research Option 1: An Argumentative Essay
Who's to blame for the loss of life on the *Titanic*? Research a list of several parties involved in the tragedy. Some
options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the
Carpathia, and the White Star Line's owners and shipbuilders.
Research sources in the Collection and on the Internet to collect evidence and prove your case. Write an
argumentative essay identifying the guilty party and include 2 pieces of evidence proving their guilt. Be sure to
include a list of the resources you used in your research.



Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

 Research Option 2: An Informative Essay

 Who Were the Titanic Orphans?

 Write an informative essay detailing the experience of the 2 young children known as the Titanic Orphans.

 As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed Titanic, how they managed to survive the sinking, and what happened to them after the disaster.

 Be sure to include a list of resources used while researching this project.

Lesson 6 Activity 2

Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

the texts lence. Each includes		
lence. Each includes		
	•	
he claim		
m. It includes:		
	the claim i m. It includes:	

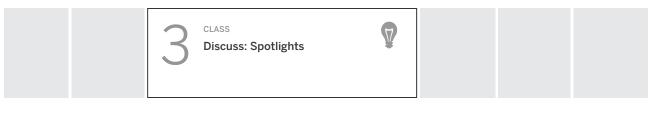
2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



MIN



Discuss: Spotlights

Spotlight student writing that provides examples of strong leads in introductions and strong restatements of the claims in conclusions.



Launch the Spotlight app to project the 2 strong introductions and 2 strong conclusions you selected.

Call on volunteers to read the introductions and conclusions aloud.

Discuss the introductions and conclusions by asking:

- What are the claims in these introductions?
- What are the leads? What makes them effective?
- What are the restatements of the claims in the conclusions? What makes them effective?
- Listen as your classmates read the Spotlights of introductions and conclusions aloud, or volunteer to read yourself.

WRITING PROMPT:

Directions

Discuss the Spotlights your teacher will project.



Revise: Complete In-text Citations



Students write their in-text citations to show where their evidence comes from.

Card 1 Instructional Guide

Review the Guidelines for In-Text Citations and answer any questions students may have. Explain that when citing texts from the Collection, students should include paragraph (par.) numbers from the text in parentheses at the end of the quotation.

Have students finalize their in-text citations.

Circulate and offer support as needed.

NOTE: If students did not submit the Solo from the previous lesson, have them return to the Solo and select HAND IN.

Card 2 Instructional Guide

Have students finalize their in-text citations.

Circulate and offer support as needed.

NOTE: If students did not submit the Solo from the previous lesson, have them return to the Solo and select HAND IN.

WRITING PROMPT:

Directions

1. Reread your essay and check that your citations are complete and correct.

2. Make sure you have an opening frame, that you have quoted the text, and that you have cited the text used.



WRITING PROMPT:

MIN



Write: Create a Works Cited Page

Students create a Works Cited page for sources used in their essay.

Card 1 Instructional Guide

Explain that students also need a complete list of citations titled "Works Cited" below their essay. Project and read the guidelines to students.

Tell students that if only the name of the editor is available for a book, they should start with the editor's name and put "ed." after the name.

GUIDELINES FOR A WORKS CITED PAGE

- 1. Title the page "Works Cited." Center this title.
- 2. Double space all citations.
- 3. Indent the second line of each citation one-half inch.
- 4. Capitalize each word in a title except for small words.

Examples of Citations:

Citing a Book

Author's last name, first name. *Title of book*. City of publication: Publisher's name, year. Format.

Herrera, Hayden. Frida: A Biography of Frida Kahlo. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor's name and put "ed." Or "eds." after the name as follows: Lapham's Quarterly, eds. Titanic Collection. 2014. Web.

Citing a Newspaper or Magazine Article

 Author's last name, first name, "Title of Article." Name of
 Citing an Image

 Newspaper/Magazine. Day Mo. Year, Edition: Pages, Format.
 Artist's last name

 Kennedy, Randy..."Frida Kahlo's Garden' to Sprout in New York City."
 Name of website.

 The New York Times. I7 June 2014, late ed. C.3. Print.
 Kahlo'rida. Still

- Put your citations in alphabetical order by author's last name.
- by author's last name.
- 6. Follow punctuation styles in the examples below.
- 7. Skip any pieces of information that are not available

Citing an Article From a Website

Author's last name, first name. "Title of Article." *Name of site*. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

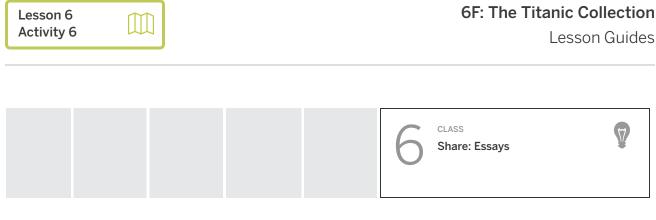
Zimmermann, Kim Ann. "Mexican Culture: Customs & Traditions." Livescience.com. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include "n.d." as follows: Weiser, Kathy. "California Legends: Coloma - Gold Town to Ghost Town," legendsofamerica.com. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website Artist's last name, first name. *Title of Work*. Date of creation.

Name of website. Kahlo, Frida. Still Life with Parrot and Fruit. 1951. fridakahlofans.com

WRITING PROMPT:



Share: Essays

Students share their writing, demonstrating a command of formal English, and celebrate their hard work.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

You have researched, written, and revised your essays. Now is your opportunity to share your hard work with your classmates.

MIN

Formal, written English is different from everyday spoken English. As you read, be sure to pronounce your words clearly, to pause where needed, and to vary your intonation to help engage your audience.

In addition to this quick and limited sharing session, consider additional ways to showcase your students' essays, such as:

- Provide time for an extended 15-minute sharing session.
- Have students highlight their favorite paragraph from their essays, and copy and paste those paragraphs to create Spotlights that you can showcase in class.
- Allow students to print their essays and display them on a classroom bulletin board.

Card 2 Instructional Guide

WRITING PROMPT:

Research Option 1: Argumentative Essay: Who's to blame for the loss of life on the Titanic?

Research Option 2: Informative Essay: Who were the *Titanic* orphans?

WRITING PROMPT:



Lesson 7

Lesson 7 Media Project

Overview

Students use Amplify's simulated social media app, Spinnr, to create a social media presentation that ties-in with the research essay they have completed. They refer back to their essays and their original research to find pertinent information to use as they create their Spinnr profiles. This project requires students to take the research they used for an essay and redirect it for a very different purpose. Resynthesizing information in this way aids in comprehension and adds an element of fun to the unit.

Connections to Other Lessons:

This lesson relies on the research conducted in the essay lesson sequence. It is this research, and the essay itself, that provides the information needed for the Spinnr project.

Lesson 7

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VOCABULARY

Lesson at a Glance



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Vocabulary Activities		

Present: Social Media Project (5 min)

Discuss the sample essay to introduce the social media project and help students create a consistent style.

3

Work Visually: Media Project (35 min) Students create a media project to tie in with the essay they wrote.



CLASS



Wrap-Up: Rehearse Presentations (10 min)

Students discuss the components of their social media presentations and use a rubric to practice delivering information in clear and compelling ways.

PARTNER





Preparation

Prepare to organize students into pairs to rehearse their presentations at the end of class.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.L.6.3.B

Maintain consistency in style and tone.

CCSS.ELA-Literacy.W.6.6

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.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.4

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.

CCSS.ELA-Literacy.SL.6.5

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

CCSS.ELA-Literacy.SL.6.6

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 for specific expectations.)

CCSS.ELA-Literacy.W.6.3

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

CCSS.ELA-Literacy.W.6.7

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

Az WORDS TO USE

- Deaden
- Barred
- Immitigable
- Expedition

	MATERIAL	S
-		-

The Titanic Collection 1 - Sinking of the &Idquo;Titanic" Most Appalling Ocean Horror

Sample Research Essay

CCSS.ELA-Literacy.W.6.10

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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Activity 3, Work Visually: Media Project

If students are below grade level in reading or writing, you may choose to have them work in partners for this project.

Activity 4, Wrap-Up: Rehearse Presentations

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.



VOCABULARY Vocabulary Activities		
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Vocabulary Activities

Lesson 7 Activity 2

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2 CLASS Present: Social Media Project

Present: Social Media Project

Discuss the sample essay to introduce the social media project and help students create a consistent style.

Card 1 Instructional Guide

Now that you've finished your essays, you can create a simulated social media presentation to go with them. You will use the information in your essays as the foundation for this project. But you should also review your research to see if there is any additional information that you didn't use in your essay but could use for this project.

Let's quickly review some of the information in the sample research essay, so we can see one possible way to build a social media project to go with it.

Project the first 2 paragraphs of the sample research essay. Ask a volunteer to read them aloud.

Most people know that a ship named Titanic sank after hitting an iceberg in the Atlantic in 1912. Most people know that many lives were lost in that tragedy. But people may not realize the advantage some passengers had over others during the disaster. First and second-class passengers had a much better chance of survival than those in third class on the Titanic.

In the United States Senate Inquiry after this disaster, a third-class passenger named Mr. Olaus Abelseth described steerage people climbing on cranes to get up to the boat deck, the top deck. When Senator Smith asked if the gate to that deck was locked, Mr. Abelseth answered, "I do not know whether it was locked, but it was shut so that they could not go that way" ("Testimony of Olaus Abelseth" 30). This certainly sounds like third-class passengers were being blocked from access to the deck that had the lifeboats.



Card 2 Instructional Guide

1. Introduce Activity - WHOLE CLASS

If Olaus Abelseth could have posted entries on a social media site in 1912 to tell of his experiences on the *Titanic*, perhaps his first few entries might read like this.



Raise your hand if you wrote your essay about who's to blame. You will post entries from the point of view of the person you found to be most responsible for the accident (the captain, the telegraph operator, etc.). Your entries will document the events surrounding the sinking of the *Titanic* from your point of view, starting with the earliest date or time in your research and ending with the latest date.

Raise your hand if you wrote your essay about the *Titanic* orphans. You will post entries as if you are one of the orphans, documenting your experience from your point of view. If your research extended into the orphans' adulthood, please post into the orphans' adult years.

Keep the same time period as your research. This media piece should match the time period of your essay.

2. Introduce Consistent Tone and Style - WHOLE CLASS

When you write these pieces, you want to make sure that your style is consistent—so that all your sentences and the words you choose sound as though they were written by the same person.

You also want to think about the emotion—or tone—you want to communicate in this passenger's writing. Do they write this with lots of fear, or sadness, or anger?

3. Activity on Card - PAIRS

##4. Share Responses: Confirm Accurate Understanding - *WHOLE CLASS?*

Ensure that students recognize that the final sentence of the second entry changes in style and tone. The writer needs to continue writing in the voice of the passenger.

WRITING PROMPT:

Directions

1. Read the sample social media project, where the student is trying to write in the style and tone of the real *Titanic* passenger Olaus Abelseth.

2. Does the student maintain the same style and tone of Olaus Abelseth's voice throughout the two entries?

Lesson 7 Activity 3

MIN



Work Visually: Media Project

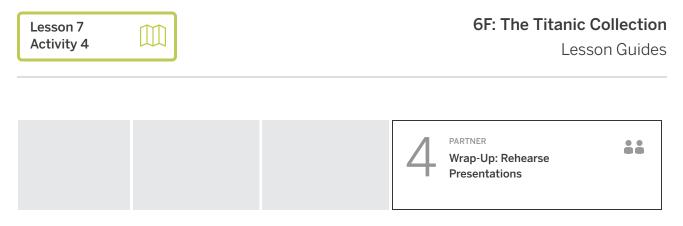
Students create a media project to tie in with the essay they wrote.

Card 1 Instructional Guide

Ask students to look over the Spinnr project then discuss as whole class.

Tell students to consult their research and essays for the information they need when writing their entries for the social media site. Discuss the kinds of information that would be most useful for this assignment, e.g., events that happened at specific times, details about how your character felt at a given time.

Circulate to support students as they work.



Wrap-Up: Rehearse Presentations



Students discuss the components of their social media presentations and use a rubric to practice delivering information in clear and compelling ways.

Card 1 Instructional Guide

Activity on Card - PAIRS

Organize students into pairs. Have them practice presenting their social media projects to each other in preparation for the next class.

WRITING PROMPT:

Take turns sharing your social media presentations with your partner.

Use this rubric to assess your partner's practice presentation.

Lesson 8 Social Media Project Presentations



Overview

Today, students present their Spinnr projects to the class. The presentation of their multimedia project allows students a moment to share their hard work and achievement with each other. During their presentations, students will focus on using using descriptions, facts, details, and other elements to express their ideas and discoveries. As each student gives his or her presentation, the rest of the class takes notes on what they are learning. Students should also note what worked well in the presentations, and where they see room for improvement.

Connections to Other Lessons:

Students are offered the opportunity to share the work done in the last lesson, which relied on research conducted during the essay sequence.

Lesson 8

Lesson at a Glance



Vocabulary Activities

VOCABULARY

Student Presentations: Spinnr Project (40 min)

Students present their social media projects, using descriptions, facts, details, and multimedia elements to express ideas and themes.

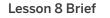


3

2

Wrap-Up: Reflection (5 min) Students reflect on their work.







Preparation

Prepare for student to present their projects in front of the class.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.6.5

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

CCSS.ELA-Literacy.SL.6.4

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.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.6.6

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 for specific expectations.)

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Activity 2, Student Presentations: Spinnr Project

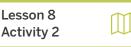
If students struggle to write fluently or are ELL students, give them time to discuss their presentation with a partner before writing their notes about what they learned.

Az WORDS TO USE

- Intersection
- Irrespective
- Intimately
- Permitted

VOCABULARY Vocabulary Activities	V		
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Vocabulary Activities





Student Presentations: Spinnr Project



Students present their social media projects, using descriptions, facts, details, and multimedia elements to express ideas and themes.

Card 1 Instructional Guide

Cards 1–6: Students present their social media projects using facts, details, and descriptive language to clearly express their ideas. During oral presentations, the rest of the class provides feedback.

1. Introduce Activity - WHOLE CLASS

Tell students to get ready to present their Spinnr projects to the class. They should navigate back to Lesson 7, Activity 3 and be ready to display their social media project as they talk.

Begin by asking students who chose Research Option 1, Who's to Blame? to present their projects to the class. When they're done, ask students who chose Research Option 2, Titanic Orphans, to present to the class.

Remind students that as their classmates are presenting, they should be paying close attention so they can provide feedback on each presentation.



Your social media projects are intended to help us all learn something more about your topic. Before we start the presentations, think about your answers to a few key questions that will help everyone understand your project better:

- What are the claims you are making?
- What evidence do you use to support your claims?
- What interesting facts or ideas did you discover along the way?
- What order should you follow in presenting your ideas?

Also, as you present, remember to use nonverbal cues, appropriate eye contact, and adequate voice volume to make a connection with the audience. It helps everyone pay closer attention and makes your presentation more interesting!

As you listen to others present their social media projects, consider the strengths of their presentation and questions you would like to ask to clarify their claims and ideas.

2. Presentations - WHOLE CLASS

3. Activity on Card - INDIVIDUAL

Card 2 Instructional Guide

Cards 1–6: *Students present their social media projects using facts, details, and descriptive language to clearly express their ideas. During oral presentations, the rest of the class provides feedback.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 3 Instructional Guide

Cards 1–6: *Students present their social media projects using facts, details, and descriptive language to clearly express their ideas. During oral presentations, the rest of the class provides feedback.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Cards 1–6: *Students present their social media projects using facts, details, and descriptive language to clearly express their ideas. During oral presentations, the rest of the class provides feedback.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 5 Instructional Guide

Cards 1–6: *Students present their social media projects using facts, details, and descriptive language to clearly express their ideas. During oral presentations, the rest of the class provides feedback.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 6 Instructional Guide

Cards 1–6: *Students present their social media projects using facts, details, and descriptive language to clearly express their ideas. During oral presentations, the rest of the class provides feedback.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

CLASS

Wrap-Up: Reflection



7

Wrap-Up: Reflection

Students reflect on their work.



Card 1 Instructional Guide

Tell students that they will be assessing their own performances, noting areas in which they struggled and areas in which they excelled. Remind them that this self-assessment should be thoughtful, and that this information should help them the next time they are required to make a presentation.





Assessment

The Titanic Collection Unit Reading Assessment



Lesson 1

The Titanic Collection Unit Reading Assessment

561

Overview

This assessment is designed to evaluate students' use of the main reading skills practiced in this unit, as well as their understanding of some of the texts and content from the unit. The assessment uses 2 or 3 excerpts from texts students have read in the unit.

The assessment consists of 20–22 auto-scored questions and two constructed response questions. The auto-scored questions use a variety of item types: selected response and a range of technology enhanced items (TEIs). The constructed responses are text-based prompts, where students will develop a claim supported by evidence in 10 minutes. The teacher should choose which constructed response will be a more effective evaluation of the skills students have been practicing.

Lesson 1

•

INDIVIDUAL

INDIVIDUAL

Lesson at a Glance



Selected Response Questions (30 min) Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.





Constructed Response: Argumentative (10 min) Students complete a constructed response using evidence from a single passage.



Constructed Response: Informative (10 min) Students complete a constructed response using evidence

Students complete a constructed response using evidence from two passages.





Preparation

Download the rationale for this assessment from the Materials section to note the correct responses and review the rubrics you will use to score the constructed response(s) in Classwork.

Watch the Teacher Tip video in the Materials section.

Review the assessment and determine any information you want to present to your students about the items.

Note the item type that asks students to select a word or passage from the text as their answer: for example, see Question 2. For this type of question, students click an answer choice to select it as an answer. To change the answer, students click the choice again to remove the highlight.

Choose which constructed response question the students should answer. The assessment is designed to take 40 minutes: 30 minutes for the selected response section and 10 minutes for the constructed response.

Remember to unlock the student assessments and re-lock them if you do not complete the assessment in one sitting.

Skills & Standards

CCSS.ELA-LITERACY.RI.6.1

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

CCSS.ELA-LITERACY.RI.6.2

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.

CCSS.ELA-LITERACY.RI.6.3

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

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to

Az WORDS TO USE

- Contrast
- Comparison
- Context
- Scene
- Plot
- Theme
- Character

MATERIALS

The Titanic Collection 1 - Sinking of the "Titanic" Most Appalling Ocean Horror

Teacher Tip: Summative Reading Assessment

Print Assessment: The Titanic Collection

Rationale: The Titanic Collection Reading Assessment develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.RI.6.8

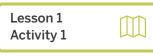
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.RI.6.9

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).

Differentiation

The items within this assessment are not differentiated. Teachers should consider timing accommodations for specific students as they plan.





Selected Response Questions

Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.



WRITING PROMPT:

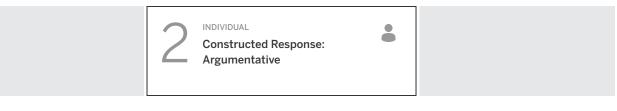
Directions

- 1. Read each passage and answer the questions that follow.
- 2. There are 10 selected response questions in the first part of the exam.
- 3. Check with your teacher to see how much time you have to complete this portion of the exam.
- 4. Remember to click HAND IN when you are finished with the selected response section.

Card 13 Instructional Guide

WRITING PROMPT:

Look again at the painting titled The Sinking of the Titanic. Then click NEXT to answer a question about this image.



Constructed Response: Argumentative

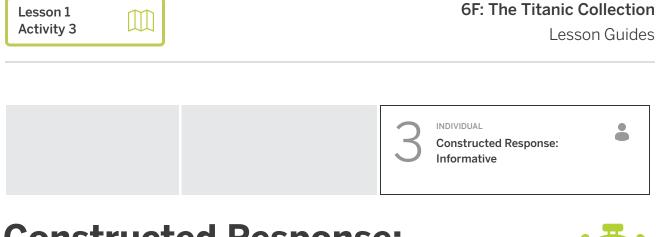


Students complete a constructed response using evidence from a single passage.

Card 1 Instructional Guide

WRITING PROMPT:

Using evidence from "There is Your Beautiful Nightdress Gone," write an argument about the treatment of passengers in steerage, and to a certain extent in Second Class, compared to First Class passengers. Include at least two pieces of evidence to support your answer.



Constructed Response: Informative



Students complete a constructed response using evidence from two passages.

Card 1 Instructional Guide

WRITING PROMPT:

Compare and contrast the way each passage presents information about the *Titanic*. What ideas are the same in both texts? What ideas are only in one text? Use details from both texts to support your response.

Teacher References





Vocabulary

Vocabulary

In Amplify ELA, students practice vocabulary skills in three main ways: Reveal words, the Vocab App, and vocabulary videos and GIFs with accompanying activities. In general, students spend the first five minutes of class working with vocabulary.

Reveal Words

Amplify's eReader contains a Reveal tool that highlights words inline that are key to understanding the text and building important Tier 2 vocabulary. When students click on a word, a contextual definition is provided, allowing students to understand how the word is used in that specific passage to quickly continue reading. The number of dots over each Reveal word indicates the word's difficulty, which is determined by considering the following questions:

- Are there contextual clues to help a student understand the word?
- Has the student seen the word elsewhere in the passage or another text?
- Is this a word that students may encounter in texts across content areas?
- Has research shown that the majority of students at this grade level are unfamiliar with this word?

The eReader keeps track of which words students have "revealed," and they can easily access their specific list of words in a personal glossary within the Amplify Library.

Vocabulary Modules

The Amplify Vocabulary Modules provide instruction in skills key to developing vocabulary and building word knowledge. Students also receive instruction and ongoing practice in these skills within the Vocab App. Each Vocabulary Module is aligned to and integrated into a core instructional unit within each grade of Amplify ELA. These modules should be used within the first five lessons of each unit.

The 6th grade Vocabulary Modules are located in the Materials section of each Unit Overview.

- 6A: Dahl & Narrative Context Clues
- 6A: Dahl & Narrative Dictionary Skills*
- 6B: Mysteries and Investigations Connotations and Denotations
- 6C: The Chocolate Collection Greek and Latin Roots
- 6D: The Greeks Synonyms and Antonyms
- 6E: Summer of the Mariposas Figurative Language
- 6F: The Titanic Collection Prefixes and Suffixes?

*Dictionary Skills module can work with any unit

The printable Work That Word PDF worksheet accompanies these modules, giving students opportunities to apply the strategies to unit vocabulary while working in either the digital curriculum or print Student Editions. This worksheet can be found in the Materials section of the Unit Overview.

Vocab App

The Vocab App, a self-guided and adaptive means of learning new vocabulary, introduces students to words that are integral to understanding the texts and key concepts in each unit. These words come from the texts students are studying, as well as academic vocabulary lists. Students will receive a new set of approximately 6 words each time they open the Vocab App in a new lesson (this number will vary).

- 2 text-sourced words common across all levels
- 2 academic words common across all levels
- 1–2 words unique to the student's level (set by the teacher)

Once a word is introduced, it remains in the students' backlogs until a student has three consecutive, successful encounters with that word in one of the app's activities. At that point, the word is considered mastered.

Activity results are tabulated by lesson and appear in Classwork as the number of activities correct out of the number of activities students are given. The teacher's view within the Vocab App provides more specific information about the words students have encountered, as well as their progress and rate of mastery.

Vocabulary Media: Videos and Animated GIFs

In some lessons, students watch a short vocabulary video or animated GIF, and then answer two multiple choice questions about the content. These videos and GIFs illustrate the contextual definition of a given Reveal word, and then provide multiple examples of that word used in context. Students then answer multiple choice questions about the word.



Additional Reading Opportunities

The following text appears to your students in the Suggested Reading section of the Student Lesson Brief, throughout the collection unit.

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America



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