### Grade 6 – Collection 3 – Dealing With Disaster

#### Central Text Selections
- **Anchor Text:** Informational Text: “Mammoth Shakes and Monster Waves” by Brenda Z. Guberson 1140L p. 139
  - EQ: Identify and analyze cause-and-effect organization and determine meanings of technical language in informational text.
- **Close Reader:** Book Review: “Moby-Duck” by David Halahlan p. 156c
  - **Reading Focus:**
    - Technical Language
    - Cause and Effect
    - Diagram
    - Form
    - Free Verse
    - Point of View
    - Tone
    - Repetition
    - Rhythm
    - Narrative Non-Fiction
    - Foreshadowing
  - **Writing Focus:**
    - Write a Description
    - Cite Evidence – Resource Handout
    - Formulate Research Questions
    - Rylee Beers Discussion Terms

#### Additional Suggested Resources
- **Formative and Summative Assessments**
  - Online Selection Tests
  - Performance Task: Create a Disaster Magazine
  - Intertextual Unit: “Choices”
  - Task A: Multimedia Presentation Rubric p.204
  - Task B: Write Narrative Nonfiction Rubric p.205
  - Task B: Narrative Nonfiction Rubric p.208

#### Extensions (Gifted Resources)
- Discussion Etiquette
- Analyze Structure: Meter
- Draw Conclusions

#### Interventions (ELL Strategies / S.I.E.S. Strategies)
- Analyze Structure: Cause and Effect: Level Up Tutorial: Cause and Effect Organization
- Compare Poetic Forms: Interactive Whiteboard
- Determine Meaning: Figurative Language: Level Up Tutorial: Figurative Language
- Analyze Meaning: Style: Level Up Tutorials:

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**Listening & Speaking Focus**

- **Close Reader:**
  - Discussion: Short Story: “There Will Come Soft Rains” by Ray Bradbury p. 184c
  - Interpret Diverse Media

- **Language Focus (Grammar, Vocabulary, Syntax)**
  - Greek Affixes (auto-, geo-, -phone, -ism)
  - Pronouns
  - Figurative Language
  - Metaphor
  - Context Clues
  - Capitalization

**Academic Vocabulary**

- 1. **circumstance** (circumstantial, circumstantially, circumstances)
- 2. **constraint** (constrain)
- 3. **impact** (impaction, impacted)
- 4. **injure** (injurers, injurious, injury, injuriously, injuriousness)
- 5. **significant** (significantly, significance)

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**Choice Board**
<table>
<thead>
<tr>
<th>Formulate Research Questions</th>
<th>Whiteboard Lesson: Cite Textual Evidence</th>
<th>Lesson: Form in Poetry Level Up Tutorial: Elements of Poetry</th>
<th>Author's Style: Tone: Imagery Elements of a Documentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies for Gifted Learners - FL Gifted Frameworks</strong></td>
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Thematic Connections – 6th Grade – Collection 3

Text 1
"Mammoth Shakes and Monster Waves, Destruction in 12 Countries"
This informational text describes how earthquakes affect people, animals, the land, and the ocean, and how people explain and deal with the impact of these damaging events.

Text 2
"After the Hurricane" by Rita Williams-Garcia
"Watcher After Katrina. 2005" by Natasha D. Tiethewey
On August 29, 2005, Hurricane Katrina ripped through the Gulf coast. These two poems describe the events that take place and how each speaker reacts to them.

Text 3
"The Banana Tree"
This short story narrative describes the relationship between a boy and his father. It describes the power of nature and how it can affect people.

Text 4
"A Night to Remember"
This nonfiction narrative tells the account of the sinking of the Titanic on April 15, 1912. By mixing research and interviews, Lord connected readers to the immediacy of historical events.

Text 5
"Titanic at 100: Mystery Solved"
The research team in this documentary clip believe they finally know the answers to the questions surrounding the sinking of the Titanic.

Connecting Theme
In this collection, you will discover how people react in the face of disaster.

Essential Question
What characteristics help one to become a survivor?

Connection: In both texts, the effects of natural disasters are described. In Text 1, the effects are described in an informational context. In Text 2, the effects are described lyrically through poetry. In Text 3, the effects are described in a narrative format.

Connection: Both texts deal with the Titanic disaster in 1912. In Text 4, the events of the crash into the iceberg are described. In Text 5, the questions surrounding the crash are explored.

Connection: In both texts, the reasons for disasters are examined. In Text 5, the questions surrounding the ash are explored. In Text 1, the science of earthquakes is explored.