

## Quarter 1 Unit 1: Figure It Out

**Start day:** 1

**Meetings:** 35 days

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### Skills and Concepts

I can statements (based on Common Core Standards for 6th grade):

- I can determine which passages (or clues) from texts contribute to the development of a text's plot (mystery), setting, and/or theme. **RL 6.1, RL 6.5**
- I can distinguish between explicit clues and inferences drawn from the text and evaluate the importance of the clues in relation to the plot. **RL 6.1, RL 6.2**
- I can compare mystery stories by a variety of authors and how each author uses the mystery genre elements in diverse ways. **RL 6.9**
- I can identify the characteristics of the mystery genre and evaluate, using evidence, if a text fits the genre. **RL 6.3 (?), RL 6.9, W.6.2-W.6.2f**
- I can apply the elements of the genre to my own mystery writing. **W.6.3- W.6.3e**

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### Unit Summary

#### Unit Overview:

This unit is taught at the beginning of the 6th grade academic year. Students have read the novel, *Something Upstairs* by Avi, for their summer reading and are coming in with a basic background knowledge of the mystery fiction genre. Teaching a basic overview of genres allows the students to review prior knowledge as well as get used to diving deeper into texts and structures of texts. Furthermore, as it is the beginning of the year, reading short mystery texts and looking for clues is a great way to introduce and teach reading strategies, context clues, and close reading techniques.

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### Essential Questions

Essential Question:

What are the defining characteristics of the mystery fiction genre, and how do authors use these elements in their writing to create a well- developed mystery?

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### Learning Progressions

Cluster	Before	During	After
Reading	<p>RL 5.5 Explain how a series of chapters, scene, or stanza fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI 5.4 Determine the</p>	<p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI 6.4 Determine the</p>	<p>RL 7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI 7.4 Determine the meaning of words and phrases as they are used in a text,</p>

	meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area.	meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Writing	W 5.2 Write informative/explanatory texts to examine a topic and convey ideas, and information clearly.	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.	W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Speaking/Listening	SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	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.	SL 7.4 Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation.
Language	L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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**Academic Vocabulary Tier II**

Tier II vocabulary words will be determined dependent upon the resources used. (see attachment)


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**Domain Specific Vocabulary**

Student need to have an understanding of specific vocabulary pertaining to mysteries and problem solving. Understanding these words is the key to making and revising

predictions along with various strategies that help solve problems.

alibi	clue	deductive reasing	evidence
hunch	inductive reasoning	inference	investigator
mystery	prediction	problem solving	red herring
slueth	suspect	victim	witness

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## Literary Texts

### Math Stories

- *The Number Devil: A Mathematical Adventure* (**Hans Magnus Enzensberger**)
  - *The Adventures of Penrose the Mathematical Cat* (*Theoni Pappas*)
  - *Fractals, Googols and Other Mathematical Tales* (*Theoni Pappas*)
  - *The Westing Game* (Ellen Raskin)
  - *G is for Googol: A Math Alphabet* (David M Schwartz and Marissa Moss)
  - *Math Curse* (Jon Scieszka)
  - *Toothpaste Millionaire* (Jean Merrill)
  - *Sir Cumference* and (Series,Cindy Neuschwander)
- the First Round Table
  - ... the Sword in the Cone
  - ... the Dragon of Pi
  - ... the Great Knight of Angleland
  - ... the Isle of Immeter
  - ... All the King's Tens
- Mini-math mysteries <http://teacher.scholastic.com/maven/index.htm>

### Graphic Novels

- Nancy Drew #5: The Fake Heir (Stefan Petrucha & Vaughn Ross)
- Brain Camp (Kim, Klavan, & Hicks)
- Batman Secrets (Kieth)
- Kingdom Hearts (Series, Shiro Amano)
- Stormbreaker [Alex Rider] (Johnson)
- Skeleton Key [Alex Rider] (Johnson)

### Classic Mysteries

- *The Mysterious Adventures of Sherlock Holmes* (Arthur Conan Doyle)
- *Three-Act Tragedy* (Agatha Christie)
- *Father Brown Stories* (Chesterson)

- *Nancy Drew* (Keene)
- *Hardy Boys* (Dixon)

### Contemporary Mysteries

- *39 Clues Series* (Rick Riordan)
- *The Mysterious Benedict Society* (Trenton Lee Stewart and Carson Ellis)
- *The Name of this Book is Secret* (Secret Series) (Pseudonymous Bosch)
- *Chasing Vermeer* (Blue Balliet and Brett Helquist)

### Poetry

- *Jabberwocky* (Lewis Carroll)
- *Math Talk: Mathematical Ideas in Poems for Two Voices* (Theoni Pappas)
- *Poetry for Young People: Edward Lear* (Edward Lear, Edward Mendelson, and Laura Huliska-Beith)
- *Poetry for Young People: Edgar Allan Poe* (Edgar Allen Poe, Brod Bagert, andCarolynn Cobleigh)
- *39 Clues Book 1: The Maze of Bones* (Rick Riordan) (Scholastic Audio Books)

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### Informational Texts

- *Go Figure! A totally Cool Book About Numbers (Johnny Ball)*
- *The \$1.00 Word Riddle Book (Marilyn Burns and Martha Weston)*
- *Math-terpieces: The Art of Problem Solving (Greg Tang and Greg Paprocki)*
- *Grapes of Math: Mind-Stretching Math Riddles (Greg Tang and Harry Briggs)*

### Art, Music and Media

#### Art

- *Balthus, The Mountain (1936-1937)*
- *Balthus, The Street (1933-1935)*
- *Balthus, The Living Room (1942)*
- *Balthus, Solitaire (1943)*
- *Chris Van Allsburg, illustrations from The Mysteries of Harris Burdick (1984)*

#### Media

- *The New Adventures of Sherlock Holmes (Arthur Conan Doyle) (Anthony Boucher) (audiobook CD)*
- *The Essential Agatha Christie Series: Agatha Christie's Best Short Sleuth's Crack twenty-Two Famous Cases (Agatha Christie) (BBC Audiobooks America)*

#### *Go Figure! A totally Cool Book About Numbers (Johnny Ball)*

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### Suggested Interims - Benchmarks

#### Reading and Problem Solving

- Closely read a math maven to
  - solve the math
  - solve the mystery

#### Writing

- Answer the following question using at least 3 unit vocabulary words (Type I or Type II)  
 “What strategies were used to solve the math mystery?”

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### End of Unit Common Task

Common Task:

Students will address the prompt in a well-written essay with an introduction addressing the general characteristics of the mystery fiction genre. Students will then choose and cite at least three pieces of evidence to support why the chosen text fits the mystery genre and explain *WHY* these elements make the mystery strong. Students should also include unit vocabulary to strengthen their writing.

### Content

Name	Description	Type
Mystery Essay ACES outline.docx	Mystery Essay ACES outline.docx	label.contentType.docx
Mysteries and Math organizer for Essential Question.docx	Mysteries and Math organizer for Essential Question.docx	label.contentType.docx

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### Learning Plan Instructional Strategies

Suggested Tasks:

#### 1. Opening Discussion about Genres- [SL 6.1](#), [SL 6.1 c](#)

Have a class discussion about the different types of genres. Brainstorm what the students believe are the larger genres. Have poster sized paper ready with the 5 main types. Have students walk around the room in small groups and jot down what they know about these types. Discuss the initial thoughts and the new perceptions. **Ask them where they believe mystery falls within the 5.**

#### 2. Discussion about what makes a mystery a mystery- [SL 6.1](#), [SL 6.1 c](#)

In groups, have students discuss what they believe are defining characteristics of a mystery. Come full group and brainstorm what these characteristics are. Write down. Pass out elements of mystery handout to students and review any that may have been missed.

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson865/elements.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson865/elements.pdf)

### 3. Children's Mystery Book- RL 6.1, RL 6.3, RL 6.5, RL 6.7, W. 6.2, W. 6.2b, W. 6.4,

**Collins Writing:** Begin activity with a type I prompt: Recall at least 3 elements of the mystery fiction genre.

**Collins Writing** Type II: Choose 1 element you jotted down and explain what it is/ what it contributes to the story.

Read a mystery picture book aloud (<http://www.nancykeane.com/ri/595.htm>). Have students jot down how this mystery fits in with the genre's characteristics. This can be done using a think-aloud or in groups. Use the handout given in the previous activity to help guide students.

Discuss after why this book is part of the mystery fiction genre.

**Collins Writing:** Add onto the type II by explaining if **this characteristic** was present in the picture book. **What characteristic? Are you referring to the picture book format?**

**Extension:** How does a picture book differ in the presentation of a mystery in comparison to a novel like, *Something Upstairs*?

### 4. Vocabulary Introduction- L. 6.4, L 6.4a, L. 6.4c, L.6.4d

Provide students with the *All About Mystery* handout that provides great background on mysteries and includes vocabulary.

<http://www.readworks.org/passages/all-about-mysteries>

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson865/words.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson865/words.pdf)

Go over the definitions students come up with. Create a word wall with the vocabulary words with examples from *Something Upstairs*.

**5. Context Clue Detective Video and Activity-** [RL. 6.4, L. 6.4, L. 6.4a, L. 6.4c, L.6.4d](#)

Have students watch the Flocabulary Word Detective video rap.  
Review the context clues that can be used to figure out what words mean.  
Have students complete the activity of 10 sentences.

Choose 10 sentences with tricky words from *Something Upstairs* and have students explain their meaning and also explain what context clue they used.

**Unit tie in:** How does using context clues make you a detective?

**6. Teach Reading Strategies and Use with Jabberwocky Poem-** [RL. 6.1, RL 6.2, RL. 6.4, RL. 6.5,](#)

Pose the question: How can we be detectives when we read? What strategies do we use that we may have understood the detectives in our stories to have used?  
Introduce the students to the different reading strategies: predicting, summarizing, inferences, questioning, connecting.

Have the students use these strategies to TRY and interpret *The Jabberwocky* by Lewis Carroll.

**7. Short Mysteries (Detective groups)/ Classify with genre elements-** [RL. 6.1, RL 6.2, RL. 6.3, RL. 6.4, W. 6.2, W. 6.2b, W. 6.4](#)

Divide students into small groups; call each a detective agency. Pass out a manila folder to each, which will be their "case file." Inside each case file is a different mystery for the agency to solve.

Create a case file sheet with vocabulary for the students to fill out (what is the SETTING? Who is the VICTIM? What is an ALIBI for a character? etc...) to help them solve the case.

Encourage the students to annotate the story using the reading strategies taught prior.

**Collin's Writing Type II:** After solving the mystery, have students write a short ACES paragraph on ONE way this story fits with the mystery genre. Name and explain one way in which this story has mystery elements. You might want to set up the points with 10 point awarded for a correct element and 20 points for the correct explanation.

**8. Westing Game Literature Circle**

Read *The Westing Game* as a class. Have students complete graphic organizers in order to keep the characters clear and to keep track of the elements of the mystery genre. Keep in “case files” for each group. **We will have some push-back on the selection of this novel. This may need to be optional. I like the idea of using a class novel, but this one got a lot of negative feedback from teachers, students and parents.**

**9. Something Upstairs debate and Argument Writing-** SL. 6.1, SL. 6.1a, SL. 6.1c, SL. 6.1d, SL. 6.3, SL.6.4, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e

Does Avi’s novel fit all the criteria for a mystery? If so, do you believe that the story is a well-developed mystery? Why or why not? This could also be a Socratic Seminar activity and students could take notes based on their peers’ responses which they could then use in their argument writing.

Defend your stance in a debate and then write about your position in an argument essay. Choose evidence and use the mystery vocabulary and genre elements to help defend your position.

**10. Create your own mystery-- Narrative Writing-** W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e

Have students brain storm their own mystery stories. Have them complete the mystery graphic organizer.

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson865/organizer.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson865/organizer.pdf)

Pair each student with another to make sure that all the elements of a mystery are present. Write drafts in the form of Type IIIs.

**11. Informational Writing/Common Task-** W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.3d, W.6.3e, W.6.3f

Students will address the prompt in a well-written essay with an introduction addressing the general characteristics of the mystery fiction genre. Students will then choose and cite at least three pieces of evidence to support why the chosen text fits the mystery genre and explain WHY these elements make the mystery strong. Students should also include unit vocabulary to strengthen their writing.

**12. Class Discussion**

**How do you make sense of nonsense poems such as “Jabberwocky” by Lewis Carroll? How do you figure out what words mean when they don’t really exist? How are clues provided in the text structure, repetition, or content of the poem? Your teacher may ask you to write your ideas down in your journal and share them with a partner before class discussion.**

**13. Literature Response: *The Westing Game***

**The clues provided to the heirs in *The Westing Game* are mostly words from the song “America the Beautiful” taken out of order. When rearranged, they notice the missing parts spell out the name of an heir- but this is actually a red herring. Select your own song, change the order of the lyrics, delete some words or letters, and see if your classmates can solve your mystery.**

**14. Literature Response**

**Select a pivotal passage or scene from the mystery you are reading. How does this scene fit into the overall structure of the text? How does it contribute to your**



understanding of the plot? Write your thoughts down in your journal. Reevaluate your claim at the end of the book. Do you still think that passage was critical to the solution? Why or why not? Talk with a partner to justify your answer, and cite specific details from the text.

#### 15. Writing (Argument)

How does listening to a mystery such as *The Mysterious Adventures of Sherlock Holmes* as an audiobook compare to the reading the book? Which do you prefer? Why? Write an argument to explain your preference. Be sure to include at least three reasons for your preference and examples for each reason. Take the online poll on your classroom blog for this topic. If the class responses are equally divided, your teacher may ask you to upload your response on the classroom blog to get feedback from your classmates.

#### 16. Dramatization/Fluency

Choose your favorite poem from this unit to memorize and/or recite to the class using appropriate eye contact, adequate volume, and clear pronunciation. Record your presentation using a video camera so you can evaluate your performance. (Alternatively, you can write your own poem based on a poem read in class.) After the reading, ask your classmates to point out figurative language, word relationships, and/or nuances in word meanings.

#### 17. Word Study

Keep an index card file of words studied while reading mysteries, riddles, and math problems (ie. alibi, evidence, sleuth, suspect, victim, witness, red herring, investigator, hunch, motive, etc.) Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, and so on. (Note: This will be an ongoing activity all year long.)

#### 18. Narrative Writing

After reading and discussing mysteries in class, try to write your own mystery that incorporates the new vocabulary words learned in this unit. Talk your ideas through with a partner, don't give away the ending! See how long you can keep your reader engaged without giving away the resolution. Your well-developed mystery should hook the reader with a mysterious opening sentence and have a logical sequence of events that is made clear in the concluding section. Edit your writing for varied sentence patterns and consistency in style and tone. (see Standards for more details) before publishing your mystery on a class web page.

#### 19. Art/Class Discussion

Compare the work of Balthus to the illustrations in *The Mysteries of Harris Burdick* by Chris Van Allsburg. What are the differences you notice between fine art (Balthus) and illustrations (Van Allsburg)? How are the looks of these two artists similar? How are they different? Illustrators are sometimes inspired by the work of fine artists. Might this have been the case?

#### 20. Art/Writing

Study the small details and imagery in Balthus's *The Street* and *The Mountain*. What is happening in these paintings? Imagine what might have occurred before and after each scene. Write a short story describing what you see, and what might happen next to these characters.

#### 21. Informative/Explanatory Writing

Students will address the prompt in a well-written essay with an introduction addressing the general characteristics of the mystery fiction genre. Students will then choose and cite at least three pieces of evidence to support why the chosen text fits the mystery genre and explain WHY these elements make the mystery strong. Students should also include unit vocabulary to strengthen their writing.

#### 22. Mechanics/Grammar Wall

As a class, continue adding to the Mechanics/Grammar bulletin board started in unit one. Remember- once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication.

#### 23. Language/Style

Read the opening pages from two books, such as *Math Curse* by Jon Scieszka and a book from the *39 Clues* series by Rick Riordan, by different authors in this unit. Describe both authors' styles. Are they formal or informal? How does each author's style compare to yours? Choose a piece of your own writing and compare it with a classmate's. Describe how your styles are similar and different. Read your work aloud, and listen for shifts in style. Working with a partner, revise your work as necessary so the style is consistent.

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### Core Shifts to be Incorporated

Shift 1 Balancing Informational & Literary Text Students read a true balance of informational and literary texts.

Shift 2 Knowledge in the Disciplines Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities

Shift 3 Staircase of Complexity Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.

Shift 4 Text-based Answers Students engage in rich and rigorous evidence based conversations about text.

Shift 5 Writing from Sources Writing emphasizes use of evidence from sources to inform or make an argument.

Shift 6 Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

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### Differentiation for Struggling Learners

Struggling learners are addressed in each lesson plan.

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### Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms
- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
- **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.

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### Differentiation for Extension

Extensions will be addressed in each lesson plan.

Pre-assess students for their knowledge. If students already know the context of the lesson/book, choose another related text from this unit for students to utilize.

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### Common Misconceptions

Inductive vs. Deductive Reasoning

Fact and Opinion

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### Instructional Resources

Collins Writing Program

Novels and short stories previously noted

Something Upstairs by Avi

The Westing Game by Ellen Raskin

Scholastic.com has a variety of "Math Maven" mystery stories with varying degrees of difficulty (easy, medium, difficult). These passages have students analyze and solve different types of math from probability to geometry.

The Core Six: Essential Strategies for Achieving Excellency with Common Core

Videos

Vocabulary Workshop

Writing graphic organizers

Writing checklists or rubrics

## Content

Name	Description	Type
hatcher_hotel_heist_whole number ops_easy.pdf	hatcher_hotel_heist_whole number ops_easy.pdf	label.contentType.pdf
loud_louie_combinations & probability_difficulty.pdf	loud_louie_combinations & probability_difficulty.pdf	label.contentType.pdf
mad_adder_whole number ops_easy.pdf	mad_adder_whole number ops_easy.pdf	label.contentType.pdf
mysterious_money_trail_money & decimals_easy.pdf	mysterious_money_trail_money & decimals_easy.pdf	label.contentType.pdf
peculiar_zoo_whole number ops_easy.pdf	peculiar_zoo_whole number ops_easy.pdf	label.contentType.pdf
pilfered_pizza_logical_medium.pdf	pilfered_pizza_logical_medium.pdf	label.contentType.pdf
pirate_ringold_fractions & ratios_medium.pdf	pirate_ringold_fractions & ratios_medium.pdf	label.contentType.pdf
shifting_shapes_geometry & spatial relationships_easy.pdf	shifting_shapes_geometry & spatial relationships_easy.pdf	label.contentType.pdf
shrinking_garden_geometry & spatial relationships_difficult.pdf	shrinking_garden_geometry & spatial relationships_difficult.pdf	label.contentType.pdf
troublesome_triplets_money & decimals_medium.pdf	troublesome_triplets_money & decimals_medium.pdf	label.contentType.pdf
virtual_pet_2000_fraction & ratios_medium.pdf	virtual_pet_2000_fraction & ratios_medium.pdf	label.contentType.pdf
bell_clapper_caper_logical_medium.pdf	bell_clapper_caper_logical_medium.pdf	label.contentType.pdf
big_top_carnival_whole number_ops_medium.pdf	big_top_carnival_whole number_ops_medium.pdf	label.contentType.pdf
cafeteria_caper logical easy (2).pdf	cafeteria_caper logical easy (2).pdf	label.contentType.pdf
cajun_chili_caper_fractions & ratios_difficult.pdf	cajun_chili_caper_fractions & ratios_difficult.pdf	label.contentType.pdf
captain_devious_measurement & time_difficult.pdf	captain_devious_measurement & time_difficult.pdf	label.contentType.pdf
circus_caper_measurement & time_difficult.pdf	circus_caper_measurement & time_difficult.pdf	label.contentType.pdf
cool_calculator_measurement & time_medium.pdf	cool_calculator_measurement & time_medium.pdf	label.contentType.pdf
crime_measurement & time_easy.pdf	crime_measurement & time_easy.pdf	label.contentType.pdf
cuckoo_caper_whole number ops_difficult.pdf	cuckoo_caper_whole number ops_difficult.pdf	label.contentType.pdf

dastardly_disguiser_combinations & Probability_ medium.pdf	dastardly_disguiser_combinations & Probability_ medium.pdf	label.contentType.pdf
dirty_dealer_money & decimals_ easy.pdf	dirty_dealer_money & decimals_ easy.pdf	label.contentType.pdf
equation the great _ patterns & missing numbers _ easy (2).pdf	equation the great _ patterns & missing numbers _ easy (2).pdf	label.contentType.pdf
golden_bat_bandit_logical_difficulty.pdf	golden_bat_bandit_logical_difficulty.pdf	label.contentType.pdf

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**Suggested and Required Text**

All suggested or required text are noted above.