

**6th ELA Unit 3 Plan**  
**Exploring Textual Design**

**1. Seedfolks: [slides](#) [point of view](#) [Characterization](#)**

- a. Fiction annotation (CLOSE read) (entire 45 minute block - once students are used to the process)
  - i. 1st reading- vocabulary, circle words you don't know, have pre-planned words you think they will struggle with and add pictures, number all the paragraphs (3 minutes) (individually)
  - ii. 2nd reading- underline or highlight things you learned about the character (listen to audio) Mini summary on the sides.
  - iii. 3rd reading- use the 2nd graphic organizer (fixed one from curriculum) to practice analyzing the character and infer about the character and events (with a partner)
- b. Plickers for STAAR questions
  - i. Used for Kim [Plickers](#) and Sam
- c. Dictionary Game
- d. Point of View- Gonzalo
- e. Characterization- Sam

| Priority TEKS   | Notes  |
|---|--|
| 6.9B- how text structure contributes to author's purpose **   | <ul style="list-style-type: none"> <li>● Discussed in first three chapters (Kim and Anna)</li> <li>● Hard to determine later on in the book</li> </ul>   |
| 6.7C- analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback** | <ul style="list-style-type: none"> <li>● Each group will be assigned a character. Students will analyze the character's plot and create a mini poster.</li> <li>● Gallery Walk- do you agree/disagree with Kim's plot, etc.</li> </ul> |
| 6.9A- explain author's purpose and message in a text**  |  |
| 6.5F- making inferences (SKILL)   | Use chart from curriculum to guide inferencing   |

**2. Non-fiction**

**Slides shared in the group ELA folders**

- a. Read the article
  - i. 1st reading - what is the text structure?
  - ii. 2nd reading - highlighted statements that showed the text structure. Example: highlighted problem and solution statements in a problem and solution text. Summarized the paragraphs or every couple paragraphs.
  - iii. Answer questions using RICE and labeling the answer choices "correct," "wrong," or "distractor"

| Priority TEKS  | Notes   |
|--|---|
| 6.9A*** - explain the author's purpose and message within a text<br>6.9B- analyze how text structure contributes to author's purpose | <a href="#">Organizational Patterns Stations</a><br><a href="#">Organizational Patterns Quiz</a><br>* Text Structures Card Sort (Bailey's paper copy) |

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| <p>6.9C- analyze the author's use of print and graphic features to achieve specific purposes</p> <p>6.8 D*- analyze characteristics and structural elements of information text</p> <p>6.8 Di *- analyze the controlling idea or thesis with supporting evidence</p> <p>6.8Diii *** -analyze organizational patterns such as definition, classification, advantage, and disadvantage</p> | <p><a href="#">Make the Case</a> with Flying into History STAAR 2019 <a href="#">Macey's Slides</a></p> <p>1st- Problem/Solution- <a href="#">Robo Bee's Robo Bee's Quiz</a></p> <p>2nd- Compare/Contrast- <a href="#">The House Falls Apart The House Falls Apart Quiz</a></p> <ul style="list-style-type: none"> <li>Similar to problem/solution so students were released a little more for this article</li> </ul> <p>3rd- Cause and Effect- <a href="#">Wildfires</a></p> <p>4th Sequence- <a href="#">Civil War</a></p> <p>5th- Description- <a href="#">Venezuela's Lightning Storms Quiz</a> - STAAR Passage 2018</p> |
| <p>6.5F -make inferences and use evidence to support understanding</p> <p>6.6C -use text evidence to support an appropriate response</p> <p>6.6D - paraphrase and summarize texts in ways that maintain meaning and logical order</p>  |   |

### Last Year

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| <p><b>Priority TEKS- INFORMATIONAL</b></p>   |
| <p>6.9A - explain the author's purpose and message within a text</p> <p>6.9B- analyze how text structure contributes to author's purpose</p> <p>6.9C- analyze the author's use of print and graphic features to achieve specific purposes</p> <p>6.8 D- analyze characteristics and structural elements of information text</p> <p>6.8 Di- analyze the controlling idea or thesis with supporting evidence</p> <p>6.8Diii -analyze organizational patterns such as definition, classification, advantage, and disadvantage</p> <p>6.5F- making inferences (SKILL)</p> <p>6.6C -use text evidence to support an appropriate response (SKILL)</p> <p>6.5E- making connections (SKILL)</p> <p>6.6D - paraphrase and summarize texts in ways that maintain meaning and logical order (SKILL)</p> |
| <p>None of these TEKS have been taught this year or at least not in informational</p>  |

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| <p><b>Priority TEKS- FICTION</b></p>  |
| <p>6.9B- analyze how text structure contributes to author's purpose</p> <p>6.7C- analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p> <p>6.9A- explain author's purpose and message in a text</p> <p>6.5F- making inferences (SKILL)</p> <p>6.5E- making connections (SKILL)</p> |

Previously taught this year  
Question

### Options

1. Locomotion and Non-Fiction
2. Seedfolks (whole book minus “naughty” chapter) and Non-Fiction
3. Seedfolks (selected chapters) and Non-Fiction
4. Number the Stars and Non-Fiction

### Questions to Think Through

- Would the fiction TEKS need to shift at all if a verse novel is chosen or would it be nice to have poetry included?
- Should the main focus be on Fiction TEKS, Informational TEKS, or split evenly?
- Which would be the best option to spiral fiction TEKS from unit 2 that students need more work on?
- Would any of these lend itself better to pairing with informational texts?