

ADDENDUM FOR GRADE 6

The materials found here are designed to serve as an extension of the modules provided for this project. Throughout the six modules, you will find lessons that relate to the TEKS. While some lessons were written to be grade specific (e.g., a lesson was written for use in a 10th grade classroom), the TEKS can be generalized across grades. As an example, *Tell Me a Story* (found in Module 2, Handout MC25D) works on English II TEKS (1) A, C, E, F (2) A, B, C (5) C (6) A (7) A, B, C, D, E, G, J (8) C, D, E (10) A, C, D, E (11) A, B, C (12) C, D. But those particular skills are also associated with the following 6th grade TEKS: ELA 6.8 (A); 6.9 (A); 6.10 (A, B, C, D, E, G); 6.11 (C); 6.12 (G, I); 6.15 (E, F, H); 6.18 (A, B, C, D). Thus, the matrix for a particular grade level depicts the TEKS that we have generalized to other grades (in this case, the 6th grade matrix). As a 6th grade teacher, you can adapt the lesson for use in your classroom with a more grade level-appropriate text.

There are two parts to this addendum. In Part 1, you have the TEKS that are tested at this grade level. In Part 2, the matrix, you will find five columns. Column 1 tells you the module in which the lesson can be found. Column 2 lists the handout that contains the lesson. Note that one handout may contain more than one lesson, or several mini-lessons. In the third column is the topic of the lesson or its name. Column 4 provides the number of the TEKS (skill) the lesson teaches. We'll come back to this column in a second. The fifth column provides the stated objective from the lesson. Now back to the TEKS information found in Column 4. Note that in some cases the TEKS are in bold italics. When you see this, it means that the TEKS objective is also a TAKS objective (i.e., it is tested on the TAKS at this grade level). For example, in Module 2, Handout MC25D, you see the following: ELA 6.8 (A) ... **6.12 (G, I)** ... This signifies that TEKS 6.12 (G) (**Reading/text structures/literary concepts**. The student analyzes the characteristics of various types of texts (genres). The student is expected to (G) recognize and analyze story plot, setting, and problem resolution) is tested by the TAKS.

Part 1 Grade 6 Reading TEKS

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

- (6.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
 - (B) draw on experiences to bring meanings to words in context such as interpreting [idioms,] multiple-meaning words, and analogies (6–8);
 - (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4–8); and
 - (F) distinguish denotative and connotative meanings (6–8).
- (6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
 - (F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8); and
 - (G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

- (6.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8);
 - (G) recognize and analyze story plot, setting, and problem resolution (4–8); and
 - (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6–8).

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

- (6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (E) use the text 's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);
 - (I) find similarities and differences across texts such as in treatment, scope, or organization (4–8); and
 - (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8) .
- (6.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);
 - (C) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2–8); and
 - (H) describe how the author 's perspective or point of view affects the text (4–8) .

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

- (6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4–8); and
 - (J) distinguish fact and opinion in various texts (4–8) .
- (6.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
- (C) support responses by referring to relevant aspects of text [and his/her own experiences] (4–8); and
 - (D) connect, compare, and contrast ideas, themes, and issues across text (4–8) .
- (6.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6–8) ;and
 - (K) recognize how style, tone, and mood contribute to the effect of the text (6–8) .

Part Two
Grade 6 TEKS Matrix for Modules

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 1	MC1-12B	What Exactly Is This "Word Processing" Thing?	<ul style="list-style-type: none"> • ELA 6.23 (B, C) 	1. Students will locate and evaluate information about word processing on the Internet using Internet databases.
	MC1-12D	What Exactly Is This "PowerPoint" Thing?	<ul style="list-style-type: none"> • ELA 6.23 (B, C), 7.23 (B, C), 8.23 (B, C) 	1. Students will locate and evaluate information about PowerPoint on the Internet using Internet databases.
	MC1-12F	What Exactly Is This "Internet" Thing?	<ul style="list-style-type: none"> • ELA 6: 6.20 (A, B, F); 6.21 (A); 6.22 (B, C); 6.23 (B, C); 6.24 (C) 	1. Students will locate and evaluate information on the Internet using Internet databases.
	MC1-14C	Phase One, Step 1: Introduction to TKAM and anchoring instruction	<ul style="list-style-type: none"> • ELA 6.10 (B) 	1. The students will learn about the purpose of the anchoring instruction lesson.
	MC1-14C	Phase One, Step 2: Learning how to interview	<ul style="list-style-type: none"> • ELA 6.10 (B); 6.13; 6.24 (A) 	<ol style="list-style-type: none"> 1. The students will collect and share objects that represent them. 2. The students will interview one another about the objects. 3. The students will record which questions get best responses. 4. The students will create character boxes.

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 1	MC1-14C	Phase One, Step 3: Learning how to conduct research	<ul style="list-style-type: none"> • ELA 6.10 (B); 6.13; 6.24 (A) 	<ol style="list-style-type: none"> 1. The students will respond orally to a photograph. 2. The students will generate questions about the photograph. 3. The students will research the 1930s. 4. The students will create presentations of their research.
	MC1-14C	Phase One, Step 4: Demonstrating research?	<ul style="list-style-type: none"> • ELA 6.5 (A, B, D, E, F); 6.24 (A, C) 	<ol style="list-style-type: none"> 1. The students will present their research to the class.
	MC1-14C	Phase One, Step 5: Transitioning to the anchor	<ul style="list-style-type: none"> • ELA 6.10 (M); 6.23 (B, C) 	<ol style="list-style-type: none"> 1. The students will discuss their presentations. 2. The students will generate questions about the movie clip. 3. The students will orally compare and contrast photos and clips from TKAM. 4. The students will record questions in their journals..

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Module 1	MC1-14C	Phase Two: Watching the Anchor/Retelling the Story	<ul style="list-style-type: none"> • ELA 6.10, 6.22 (B) 	<ol style="list-style-type: none"> 1. The students will predict the trial verdict. 2. The students orally will recall the movie. 3. The students orally will retell events in movie.
	MC1-14C	Phase Three: Segmenting	<ul style="list-style-type: none"> • ELA 6.10 (E, H) 	<ol style="list-style-type: none"> 1. The students will divide the movie into segments.
	MC1-14C	Phase Four: Characterization	<ul style="list-style-type: none"> • ELA 6.10; 6.22 (B) 	<ol style="list-style-type: none"> 1. The students will identify important characters in the movie. 2. The students will find scenes in the film that represent a chosen character. 3. The students will create a multi-media presentation of a chosen character.
	MC1-14C	Phase Five: Student Research	<ul style="list-style-type: none"> • ELA 6.10; 6.22 (B) 	<ol style="list-style-type: none"> 1. The students will identify questions and concerns about TKAM. 2. The students will categorize questions. 3. The students will research questions. 4. The students will compare and contrast 1930s Macon to 1990s in their hometown. 5. The students will create a portrait of the 1930s.

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 1	MC1-14D	Billboard Design Lesson	<ul style="list-style-type: none"> • ELA 6.22 (A), 6.23 (A, D) 	1. Students will examine, analyze, and critique the effectiveness of a billboard in conveying message
	MC1-14E	Lesson on Genre in Film	<ul style="list-style-type: none"> • ELA 6.23 (B) 	1. Students will analyze the genre of a film, and compare/contrast it to the same/similar genre in written form.
	MC1-14G	Searching Internet Databases and Conducting Research	<ul style="list-style-type: none"> • ELA 6.20 (A, B, F); 6.21 (A); 6.22 (B, C); 6.23 (B, C); 6.24 (C) 	4. Students will locate and evaluate information on current topics using databases (CD-ROM or Internet).

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 2	MC2-5B	Language Arts Technology Integration Project (TIP) (Grade 6): TOPIC: Reading/Writing Connection – Introduction to Poetry	<ul style="list-style-type: none"> • ELA 6.1 (A, C, D); 6.2 (A, D, E); 6.3 (A, B, C); 6.5 (A, C); 6.10 (A, B); 6.11 (C); 6.12 (B) 	<ol style="list-style-type: none"> 1. Students will listen to story for moral and personality of characters 2. Students will discuss moral and the idea of the cocoon eventually turning into a butterfly 3. Students will use background knowledge of poetry skills to write a character sketch about themselves by following the outline given to them 4. Students will discuss the idea of this being their own "coming out of their cocoon" to show what beautiful butterflies 5. Students will be introduced to poetry by understanding that the notion of "I can't write poetry" has already been removed by the writing of this cocoon poem. 6. Students will integrate graphics into their poem; thus, creating a picture poem, should they choose.

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 2	MC2-5C	Language Arts Technology Integration Project (TIP) (Grade 8); TOPIC: The African- American Experience	<ul style="list-style-type: none"> • ELA 6.20 (A, C, D, G) 	<ol style="list-style-type: none"> 1. The student will demonstrate an understanding of the African-American experience by writing 3 facts about the lives of each of the following: Booker T. Washington, Harriet Tubman, and W.E. Dubois. 2. The Student will use the Internet as a primary source material.
	MC2-5D	Language Arts Technology Integration Project (TIP) (Grade 10) PROJECT NAME: Tell Me a Story	<ul style="list-style-type: none"> • ELA 6.8 (A); 6.9 (A); 6.10 (A, B, C, D, E, G); 6.11 (C); 6.12 (G, I); 6.15 (E, F, H); 6.18 (A, B, C, D) 	<ol style="list-style-type: none"> 1. Students will demonstrate mastery of short story elements as they apply to children's literature by analyzing and evaluating children's literature by creating a spreadsheet to log and graph their data, and then creating their own original children's stories on a multi-media presentation system.
	MC2-9C	Romeo and Juliet: The Life and Times of William Shakespeare (Featuring Scanning)	<ul style="list-style-type: none"> • ELA 6.10; 6.13; 6.22 (B); 6.24 (A) 	<ol style="list-style-type: none"> 1. Students will realize that Shakespeare was a product of his time, his background, and his opportunities -- that without those, his plays would not have been written the way they were. Students will: <ul style="list-style-type: none"> • illustrate what they know of Shakespeare (through research) • describe his life, his works, and his time

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Module 3	MC3-5A	Language Arts Technology Integration Project (TIP) (Grade 7); PROJECT NAME: Greek Gods and Goddesses	<ul style="list-style-type: none"> • ELA 6.1 (A, B, C, F); 6.2 (A, B, C); 6.4 (A); 6.5 (B, C); 6.6 (A, B, C); 6.7 (A, D, E, F, G); 6.10 (A, D); 6.11 (A, B) 	1. Students will demonstrate mastery in the study of Greek mythology through cooperative learning and research. Students will demonstrate the use of word processing, spreadsheet, database, and slide show presentations. They will use research tools to include CDROM and the Internet.

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 4	MC4-5A	Screenplay Writing Module; Screenwriting -- Lesson 1 Story Elements	<ul style="list-style-type: none"> • ELA 6.3; 6.12 (B, C, E, G, I, J, K) 	<ol style="list-style-type: none"> 1. To review the elements of storytelling 2. To use story elements to capture a reader's attention
	MC4-5A	Screenplay Writing Module; Screenwriting - Lesson 2 Understanding the "Short"	<ul style="list-style-type: none"> • ELA 6.22, 6.23 	<ol style="list-style-type: none"> 1. To identify screenwriting fundamentals 2. To view and evaluate a "short"
	MC4-5A	Screenplay Writing Module; Screenwriting - Lesson 3 Writing a Story Outline	<ul style="list-style-type: none"> • ELA 6.24 (B) 	<ol style="list-style-type: none"> 1. To write a story as a story outline 2. To plan, draft, revise, edit, and proof a story outline
	MC4-5A	Screenplay Writing Module; Screenwriting - Lesson 4 Script Formatting and Submission	<ul style="list-style-type: none"> • ELA 6.18 (F, G, H), 6.22, 6.23 	<ol style="list-style-type: none"> 1. To write a story in script format 2. To submit a completed script

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Module 5	MC5-5A	Poetry Lesson 1; Title: Look, Listen, and Learn	<ul style="list-style-type: none"> • ELA 6.8 (A, B); 6.11 (A, B, C, D); 6.12 (B, E) 	<ol style="list-style-type: none"> 1. to develop an understanding of poetry as a medium of expression 2. to define poetry 3. to read poetry by various poets 4. to respond to the meaning of poems
	MC5-5A	Poetry Lesson 2; Title: The Poet's Toolbox	<ul style="list-style-type: none"> • ELA 6.7 (D); 6.8; 6.9 (A); 6.10 (D); 6.11 (A, C, D); 6.12 (H, I, J, K) 	<ol style="list-style-type: none"> 1. to read poetry by various poets 2. to identify the techniques of poetry 3. to analyze and interpret how the techniques enhance or affect meaning in poems 4. to respond to the meaning of poems
	MC5-5A	Poetry Lesson 3; Title: The M&M's of Poetry	<ul style="list-style-type: none"> • ELA 6.11 (A, B, C, D); 6.12 (H, I, J, K) 	<ol style="list-style-type: none"> 1. to analyze and interpret how poetic techniques enhance or affect meaning in poetry 2. to respond to the meaning of poems
	MC5-5A	Poetry Lesson 4; Title: The Poet Within	<ul style="list-style-type: none"> • ELA 6.15 (A, B, C, D, E, F, G, H) 	<ol style="list-style-type: none"> 1. To plan, draft, revise, edit, proof, and publish personal poems

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 6	MC6-7B	Creating a Classroom/Student Web Site	<ul style="list-style-type: none">• ELA 6.20 (A, B, F); 6.21 (A); 6.22 (B, C); 6.23 (B, C); 6.24 (C)	1. The students will learn how to create a Web site to post their work on.