

Terrific Text Features and Rocking References 6th Grade

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Interactive links to support resources, handouts, and other useful tools for this lesson can be found throughout this document. Links are underlined and only active if viewing this document as a PDF. The interactive PDF can be accessed at ELAOKTeachers.com/ttfandrr. Mental tags are provided with each day to encourage students to create a brain bookmark. Mental tags can be identified by the # symbol followed by a one or two word summary of the day. You are encouraged to use them on social media to brag about your students' progress as appropriate.

UNIT OVERVIEW	<p>In this unit, students will understand what text features are and how they aid in comprehension of nonfiction text, the difference in primary and secondary sources, and how to determine credible sources. Because students spend most of their time reading nonfiction in science and social studies, it is beneficial to complete this unit towards the beginning of the school year. Throughout the year, students can continue to talk about these concepts with the readings they use in all subjects.</p>
ESSENTIAL QUESTIONS	<p>How do text features contribute to your understanding of nonfiction?</p>
LEARNER OBJECTIVES	<ul style="list-style-type: none"> ❖ Students will be able to identify text features. ❖ Students will be able to explain why authors include text features in nonfiction.

Activities At-A-Glance

Day 1	Day 2	Day 3	Day 4	Day 5
Text Mapping	Text Feature Notes	GIST (Summarizing)	Magazine Analysis	Reference Books
Day 6	Day 7	Day 8	Day 9-10	
GIST (Summarizing)	Credible Sources Online Encyclopedia	Primary and Secondary Sources	Create-A-Plant/Animal Task	

Audio Walkthrough

An audio overview is provided thanks to Kelli and Rebekah! It can be accessed via **SoundCloud** by scanning the QR code to the right or by visiting ELAOKTeachers.com/ttfandrr! You can also leave comments on the *SoundCloud* audio stream or ELAOKTeachers.com page.



Bundled Standards

Reading		Writing	
6.1. R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	6.1. W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
6.2. R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of event.	6.6. W.3	Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.
6.2. R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.		
6.6. R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).		
6.6. R.3	Students will determine the relevance, reliability, and validity of the information gathered.		

Materials	Bundles	
	Reading	Writing
<input checked="" type="checkbox"/> Copies of article with several text features. Include a <u>citation</u> on the article. <input checked="" type="checkbox"/> Copies of <u>Concept Check</u> <input checked="" type="checkbox"/> Highlighters or Colored Pencils	6.1. R.3	6.1. W.2
	6.2. R.2	
	6.4. R.1	

Directions	
Engage	<p><u>Concept Check</u></p> <p>Students mark on the left side of the words before the lesson.</p>
Explore/ Explain	<p>Following the directions in the <u>this blog post</u>, facilitate students in the Text Mapping activity.</p> <p>When finished, point out the citation on the article. Remind students of the importance of citing sources.</p>
Extend	<p>Have students write down at least two text features and explain how they help a reader better understand the text.</p> <p>Discuss in small group.</p> <p>Discuss as a large group.</p>
Evaluate	<p>Exit Ticket - Complete Concept Check</p> <p>Students mark on the right side of the concept check to show learning.</p>

Materials	Bundles	
	Reading	Writing
<input checked="" type="checkbox"/> Science and Social Studies books <input checked="" type="checkbox"/> Notes <u>handouts</u> <input checked="" type="checkbox"/> Sticky Notes	6.1. R.3	6.1. W.2
	6.2. R.2	
	6.4. R.1	

Directions	
Engage	Have students list all of the nonfiction text features they can remember. Discuss in small group, adding to their lists. Make a whole class list on the board.
Explain	Students take <u>notes</u> about the <u>Text Feature Powerpoint</u> .
Extend	Using sticky notes, student should tab their textbooks (e.g. table of contents, glossary, index, subheadings). Trade books and have a partner check to make sure the tabs are correct.
Evaluate	Give each student two sticky notes. Students should label them SCIENCE and GEOGRAPHY. Have students write a statement about how the tabs will help them in their respective classes. The sticky notes should be placed on the inside cover of their books. Next, students should share their thoughts in small groups and large group.

Materials	Bundles	
	Reading	Writing
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Nonfiction Article of Teacher's Choice. Include a citation on the article. <input checked="" type="checkbox"/> Chart paper or Uhaul packing paper <input checked="" type="checkbox"/> Markers <input checked="" type="checkbox"/> Sticky notes (optional) 	6.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	6.1. W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
	6.2. R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	

Directions

Engage	Find an appropriate video clip to introduce an article of your choice. Be sure to choose an article that has several text features.	<p style="color: #4CAF50; margin: 0;">Article Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Newsela <input type="checkbox"/> TweenTribune <input type="checkbox"/> Learning Network <input type="checkbox"/> *Scholastic Scope <input type="checkbox"/> *Izzit <p style="text-align: right; font-style: italic;">(*subscription required)</p>
Explain	<ol style="list-style-type: none"> I. Read the article together as a class, discussing the text features as you read. II. When finished, point out the citation on the article. Remind students of the importance of citing sources. III. Students write a <u>GIST statement</u> (individually or in pairs). For more information about GIST, read here. IV. Students should share their statements in small groups. V. Students create a group GIST, either using one already created or combining ideas to create a new one that is written large on 1/2 sheet of chart paper/Uhaul packing paper. VI. Using a <u>Gallery Walk</u>, students read each group's GIST statement. 	

Directions (continued)

Extend

I. Groups must choose their top two GIST statements.

Groups can vote by either marking on the paper or using sticky notes.

II. Keep the poster with the most votes.

Optional - The next day you can post the winner from each hour and have students go through the process again. This helps as a review or simply allows practice in the process.

Evaluate

Focused Freewrite

How do you feel your group worked together during the voting process?

What improvements, if any, could have made the process easier?

Materials	Bundles		
<input checked="" type="checkbox"/> Variety of magazine articles <input checked="" type="checkbox"/> Copies of <u>Magazine Analysis Guidance Doc</u>	Reading	Writing	
	6.1. R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	6.1. W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
	6.2. R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	6.6. W.3 Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.
	6.6. R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).	

Directions

Engage	<p>Who Am I?</p> <p>Give each group a different text feature. Groups must write statements explaining which text feature they have. Encourage students to use their notes from Day 2.</p>	<p>Example</p> <p><i>I come in many different types.</i></p> <p><i>I present information in a visual form.</i></p> <p><i>I show you how far away or how close something is.</i></p> <p><i>What am I?</i></p> <p><i>I am Map.</i></p>
Explain	<p>Using a variety of magazine articles, have students complete the <u>Magazine Analysis Guidance Doc</u>. This can be done in pairs or individually, depending upon the abilities of your students.</p>	<p style="text-align: center; color: #4a90e2;">TEACHER NOTE</p> <p><i>The Magazine Analysis asks students to cite their magazine. Depending upon how much you have worked with this, you may need to provide examples and/or walk students through the process.</i></p>

Directions (continued)

Extend If you had students do the activity in pairs, you may want them to practice individually with another article.

Evaluate Have students share the answer to their last question from the Magazine Analysis in small groups.

*Explain which text feature could be added to your article to either **increase understanding** or to simply **give more information**.*

Have volunteers share in large groups.

Materials	Bundles			
<input checked="" type="checkbox"/> Variety of Reference Books	Reading		Writing	
	6.6. R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).	6.1. W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
	6.6. R.3	Students will determine the relevance, reliability, and validity of the information gathered.		

Directions

Engage	Present students with the following question: <p style="text-align: center;"><i>If you wanted to research a topic but our internet was down, how could you find the information you needed?</i></p> <ol style="list-style-type: none"> I. Students individually write down ideas. II. Students share in small groups. III. Groups share ideas with whole group.
Exploration	Provide groups with a variety of reference books (e.g., atlas, almanac, encyclopedia, dictionary, thesaurus, and newspapers). In groups, students will explore different types of reference books, noting similarities and differences.
Explain	Using the <u>Fruyer Model</u> , work together as a class to fill in information about the reference materials. Remind students that there are many websites/companies that have these resource books in a digital form.
Extend	Students can use a <u>matching game</u> ** to continue learning about reference books. An example of a sort can be found on TPT. While this is not a free resource, we felt it would give teachers an idea for an activity. <p style="text-align: right;">**Links to resource requiring purchase.</p>
Evaluate	<p>3-2-1 Exit Ticket</p> Students complete a <u>3-2-1 Exit Ticket</u> (a template is provided, but students can very easily write their 3-2-1 on a piece of paper). <p style="text-align: center;"><i>Three Things You Learned – Two Questions You Have – One Comment</i></p>

Recursive Teaching and Learning: *Students need frequent repetition to fully understand how to do an activity. Doing the same activity from Day 3 will allow students more practice with the application of text features, summarizing, and group collaboration.*

Materials	Bundles	
	Reading	Writing
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Nonfiction Article of Teacher's Choice. Include a citation on the article. <input checked="" type="checkbox"/> Chart paper or Uhaul packing paper <input checked="" type="checkbox"/> Markers <input checked="" type="checkbox"/> Sticky notes (optional) 	6.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	6.1. W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
	6.2. R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	

Directions

Engage

Remind students of their reflections from **Day 3**.
 Find an appropriate video clip to introduce an article of your choice.
 Be sure to choose an article that has several text features.

Article Resources:

- [Newsela](#)
 - [TweenTribune](#)
 - [Learning Network](#)
 - [*Scholastic Scope](#)
 - [*Izzit](#)
- (*subscription required)

Explain

- I. Read the article together as a class, discussing the text features as you read.
- II. When finished, point out the citation on the article. Remind students of the importance of citing sources.
- III. Students write a GIST statement (individually or in pairs). For more information about GIST, read here.
- IV. Students should share their statements in small groups.
- V. Students create a group GIST, either using one already created or combining ideas to create a new one that is written large on 1/2 sheet of chart paper/Uhaul packing paper.
- VI. Using a Gallery Walk, students read each group's GIST statement.

Directions (continued)

Extend

I. Groups must choose their top two GIST statements.

Groups can vote by either marking on the paper or using sticky notes.

II. Keep the poster with the most votes.

Optional - The next day you can post the winner from each hour and have students go through the process again. This helps as a review or simply allows practice in the process.

Evaluate

Focused Freewrite

You want more information about the topic of the article.

Explain which resource books would be the best to use.

Materials	Bundles	
<input checked="" type="checkbox"/> Internet Access <input checked="" type="checkbox"/> Pacific Northwest Tree Octopus website	Reading	
	6.6. R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
	6.6. R.3	Students will determine the relevance, reliability, and validity of the information gathered.
Writing		

Directions

Engage	<p>Respond to the following questions:</p> <ol style="list-style-type: none"> I. What is your favorite animal? II. Explain which sources you would use to learn more about this animal.
Exploration	Direct students to the website Pacific Northwest Tree Octopus . Explain that they are to simply explore the website. Teachers should just sit back and watch without answering a lot of questions. Let the students come up with their own conclusions about this website!
Explain	<p>Teacher background information from Evaluating Internet Information.</p> <p>Talk to the students about the 5 W's of Website Evaluation.</p> <p>Model how to evaluate a website using this Website Evaluation page.</p>
Extend	<p>Students should explore a credible site and a noncredible site, using the Website Evaluation page.</p> <p>Examples of credible sites: Time For Kids and American Cancer Society.</p> <p>Examples of noncredible sites: Fake Sites - Credibility ratings refers to how real it looks. All sites listed are fake.</p>
Evaluate	<p>3-2-1 Exit Ticket</p> <p>Students complete a 3-2-1 Exit Ticket (a template is provided, but students can very easily write their 3-2-1 on a piece of paper).</p> <p style="text-align: center;"><i>Three Things You Learned – Two Questions You Have – One Comment</i></p>

Materials	Bundles	
<input checked="" type="checkbox"/> Examples of primary and secondary sources <input checked="" type="checkbox"/> Teaching Primary and Secondary Sources PDF	Reading	
	6.6. R.2	Students will record and organize information from various primary and secondary sources (e.g., <i>print and digital</i>).
	6.6. R.3	Students will determine the relevance, reliability, and validity of the information gathered.
	Writing	
	6.7. W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.

Directions	
Engage/Exploration	<p>Individually, have students list all the sources that they can get information from. Encourage them to think beyond the books and websites we've discussed so far.</p> <p>In small groups, share lists and try to place the sources into categories.</p> <p>Share large group.</p>
Explain	<p>Primary and Secondary Sources</p> <p>Review and choose an appropriate activity for students from the ideas listed in the following PDF - Teaching Primary and Secondary Sources.</p>
Extend	<p>Go back to students' original lists.</p> <p style="text-align: center;"><i>What can be added?</i></p> <p style="text-align: center;"><i>What should be changed?</i></p>
Evaluate	<p>Groups/Individuals can make a poster sharing their new information.</p>

Materials	Bundles	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Copy paper <input checked="" type="checkbox"/> Markers <input checked="" type="checkbox"/> <u>Planning Page</u> <input checked="" type="checkbox"/> Optional: Fact Sheets 	Reading	Writing
	6.6. Students will record and organize information from various primary and secondary sources (<i>e.g., print and digital</i>). R.2	6.7. Students will create presentations that integrate visual displays and other multimedia to enrich the presentation. W.2
Directions		

The purpose of this assessment is to see if students truly know how to effectively use the text features they have been studying. Depending upon teacher preference, students can work on this assignment at home as well as in class.

Engage	<p>Individual</p> <p>Students write down as many text features as they can think of (Hopefully they have a complete list!)</p> <p>Small Group</p> <p>Share lists with a small group; students should add to their list if any are missing.</p> <p>Large Group</p> <p>Have each group share one feature until all have been shared.</p>
Exploration	<p>Fact Sheets</p> <p>Share a variety of Fact Sheets with students. Have small groups discuss commonalities.</p> <p>Examples</p> <ul style="list-style-type: none"> <input type="checkbox"/> World Animal Foundation <input type="checkbox"/> National Geographic <input type="checkbox"/> Canadian Geographic <input type="checkbox"/> USDA Forest Services <input type="checkbox"/> Forest Invasive Plants Resource Center
Evaluate	<p>Tell students to pretend that they are scientists who have just discovered a new plant or animal. It is up to them to create a Fact Sheet to share information about the newly discovered plant/animal. Students should use this <u>Planning Page</u> before they begin the Fact Sheet. The Fact Sheet should be on 8.5 x 11 inch paper. Students can choose to create it by hand or use a computer. An example rubric can be found <u>HERE</u>.</p>
Extend	<p>Students write an essay about the text features they choose, the purpose of the text feature, and how it helps the reader better understand the information.</p>