

One More Place

T01 · v1.0.3 · Student example copy · Grade 6 ELA

Invented Grade 6 ELA planning example; not classroom tested. All characters and events are invented; the starting-check mini-scene is separate from the main story.

T01-TEXT03 • Open seats

Invented mini-scene for the starting check.

Before game club begins, Jules sets out two extra chairs beside the puzzle table and places a card that says “Join us.”

T01-R01 • Starting check

Starting check: From the separate mini-scene T01-TEXT03, name one action you can observe and one inference it might support. Tell your partner which is which.

T01-TEXT01 • Read the whole story. Keep it available for every task.

[1] Leila had spent lunch arranging paper cards for the class reading display. Each card named an invented book and showed a small drawing. She lined them up by the color of their borders. When Owen suggested putting the cards in pairs so visitors could compare them, Leila pressed the last piece of tape firmly into place. “I already worked out the order,” she said.

[2] Before the display opened, their classmate Jo tried looking at it from the doorway. “The pale card disappears beside that bright one,” Jo said. Leila stepped back just far enough to see the first row. “It looks fine from here.” She reached for the title sign instead of moving a card.

[3] Owen picked up a loose card, but its corner slipped from the tape. He frowned and pushed it back against the board. When it slipped again, he laughed softly. “This one has its own plans.” He set it on a folded scrap of paper and tried a different position. This time it stayed.

[4] Leila went to the doorway to collect the remaining tape. From there, she could not read the pale card either. She carried it back to the board, held it beside a darker card, then paused. “Owen, could you try your pairs here?” she asked. Together they arranged two cards at a time, leaving space between each pair.

[5] As Jo returned, Leila handed over the title sign. “Will you check it from the doorway again?” she asked. She left two cards untaped on the table. “We might want to move these after you look.” The roll of tape stayed beside them.

Practice • a model, then guided work

T01-TEXT02 • Mara's sketch

Invented miniature text.

At first, Mara kept her sketch inside her folder while the group planned a sign. "You probably have enough ideas," she said. After the group asked to see it, Mara unfolded the page. A few minutes later, she offered to draw the border and bring another sketch the next day.

T01-M01 • Modeled

Watch the teacher model an inference about how Mara changes. In the model below, find the early detail, later detail and reasoning that joins them.

Mara changes from hesitant about sharing to willing to take part. Keeping the sketch in her folder suggests she is unsure her idea is wanted. Offering to draw and bring another sketch shows that she now wants to contribute. The two actions support a change; the text does not tell us everything she feels.

T01-G01 • Guided

With a partner, reread paragraph 3 of One More Place. How does Owen's response to the slipping card change? Use two actions from that paragraph and explain what each suggests. Be ready to discuss a different reasonable interpretation.

Independent response • use the story

T01-I01 • Your own thinking

Work on your own with the story open. How does Leila's attitude toward other people's ideas change from the beginning to the end? Explain your inference with one early detail (paragraph 1 or 2) and one later detail (paragraph 4 or 5). Explain how each detail supports your thinking. You may write a paragraph or labeled notes, or give an individual oral explanation if arranged with your teacher. Do not use a partner's answer.

Look for: a change in attitude; two accurate details from different stages; an explanation of how each detail supports the inference.

T01-FRAME01 • Optional planning frame

Optional blank frame: use only if it helps. Choose your own interpretation and details. You may also use a paragraph or labeled notes.

At first, Leila seems _____ about other people's ideas.

In paragraph __, she _____. This suggests _____ because _____.

Later, she seems _____. In paragraph __, she _____.

This supports a change because _____.