

Vignette 6.1. “The Making of a Scientist”
Close Reading of a Memoir in ELA with Integrated ELD in Grade Six

Background Interdisciplinary Teaching Team using Cross- Curricular Themes	Grade Level 6 English Language Arts Self Contained Designated ELD	Students Class Size 35 2 Mild disabilities 4 English Learners (Ex) 1 Newcomer
---	--	---

Lesson Context:

Careers in Action: Making of a Scientist, Memoir, by Richard Feynman

Learning Target:

The students will analyze a short memoir, discuss their interpretations, identify the central idea, and analyze how it is conveyed through details in the text. (they also take notes and practice summarizing the text).

ELA Standards:

- RI.6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments;
W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research;
SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

ELD Standards:

- ELD.PI.6.1 – Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas;
ELD.PI.6.6b – Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).

ELA with Integrated ELD Instructional Sequence

Teacher	Students	Level or type of Integrated ELD Support
1. Connects new learning to student’s prior knowledge. Provides conversation prompt.	1. Turn and Talk to partners	Interactive peer support
2. Shows animated video Ode to a Flower to give a sense of who Feynman was. After video, teacher asks students to describe what type of person they thought Feynman was and to share out.	2. View video In groups of 4 discuss and describe Feynman and share out.	Visuals/Sensory Interactive peer support
3. Explains terms critical to understanding the text.	3. Listen attentively	Auditory, Word level understanding
4. Reviews the concept “theme” references anchor chart and elicits prior knowledge. Sets a purpose for reading: to look for the theme.	4. Listen, recall, and reference chart.	Visual, graphic organizer
5. Reads aloud, modeling prosody, thinks aloud to “untangle” complex or confusing structures and unfamiliar vocabulary.	5. Listen and follow along in their copies of the text.	Auditory and visual
6. Ask students to engage in academic conversation to identify theme or lesson. Observes students level of response for formative assessment and to inform instruction.	6. Interpret text and discuss perspectives with peers	Interactive peer support
7. Asks students to re-read text independently to get the general understanding of text. Posts focus questions and handout. Encourage students to underline words or phrases they do not know and to annotate questions and comments.	7. Read independently, take notes.	Metacognitive support (question guide, self monitoring, selective attention, advance organizing

<p>8. Ask students to pair up to discuss reading and share notes. She circles around the room to assist students, clarify, and explain.</p> <p>9. Monitors EL students. Joins their dialogue.</p> <p>10. Orchestrates whole class dialogue. Uses facilitation techniques (listed) to ensure all students participate in the discussion.</p> <p>11. Structures the conversation to elicit concise statement. Facilitates joint construction of chart. Displays chart on docucam and asks students to identify central idea and key details from the text and to expand and enrich sentence with precision as they paraphrase or quote the text.</p> <table><tr><td>Central Idea</td><td>Details from text</td></tr><tr><td>(in our words)</td><td>(paraphrase or quote)</td></tr></table> <p>12. Repeats the same steps with the next section, Invites students to construct and revise their own central idea and details from the text chart.</p> <p>13. Concludes by showing video once again. Prompts a student discussion and facilitates a share out.</p> <p>14. Next Steps: Continues Close Reading, Annotation and discussions,</p> <ul style="list-style-type: none">• Second Read: Focused on craft and structure• Third Read: Focus on integrating knowledge and ideas <p>15. Assigns a collaborative writing task. (Explanatory paragraph). Reviews writing process, reminds them to combine and condense ideas into cohesive sentences, provides them with tips for revising and editing.</p>	Central Idea	Details from text	(in our words)	(paraphrase or quote)	<p>8. Discuss text, listen to peers, make and clarify meaning, use their notes. Focus on particular phrases to detangle meaning.</p> <p>9. Participate in dialogue with teacher.</p> <p>10. Participate in class discussion.</p> <p>11. Generate and discuss central ideas and details. Refer back to text, quote and paraphrase text.</p> <p>12. Construct their own graphic organizer and craft responses.</p> <p>13. Students participate in class discussion.</p> <p>14. Students participate in second and third close readings, with focus and purpose.</p> <p>15. Students engage in collective writing task. Reference text and follow the writing process.</p>	<p>Interactive Support Metacognition: monitoring comprehension</p> <p>Monitoring production and comprehension</p> <p>Interactive support</p> <p>Metacognition: Note taking, resourcing, referencing</p> <p>Visual support Modeling</p> <p>Learning routine Elaboration on prior knowledge</p> <p>Interactive support</p> <p>Learning routine</p> <p>Interactive support</p>
Central Idea	Details from text					
(in our words)	(paraphrase or quote)					