

GRADE 6		
READING INFORMATIONAL TEXT		
Key Ideas and Details <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Craft and Structure <ol style="list-style-type: none"> 3. Analyze how a particular sentence, paragraph chapter or section fits into the overall structure of a text and contributes to the development of ideas. 		
ASSESSMENT TARGETS A. Identify Key Ideas and details B. Paraphrasing the key idea and detail		
TEXT AND DISCOURSE IN CONTEXT		
PURPOSE: Identify Key Idea and Details; Paraphrase Key ideas and details; to recount		
TYPE: Autobiographical Narrative		
COGNITIVE OBJECTIVES: Identify main idea; paraphrasing		
LANGUAGE OBJECTIVES: Connect and condense ideas using conjunctions		
STUDENT FRIENDLY OBJECTIVES: I can identify key ideas and details. I can explain key ideas and details in my own words. I can paraphrase.		L1 SUPPORT STUDENT FRIENDLY OBJECTIVES Yo puedo identificar las ideas clave y los detalles Yo puedo explicar las ideas claves y los detalles en mis propias palabras. Yo puedo parafrasear.
EMERGING	EXPANDING	BRIDGING
Collaborative		

1. Exchanging Information/Ideas

Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and -wh questions and responding using simple phrases.

- T: What did the author and his father do?
S: They played with them.
T: What did his father do with the tiles?
S: His father set them up
T: How did he set them up?
S: The father set them up **vertically**
T: Where did he set them up?
S: ...on the **highchair**
T: What did they look like?
S: ...like **dominoes**,
T: What did the author do next?
S: ... **he** would push one end
T: Why did the author push them?
S: ...**so** they would all go down.

2. Exchanging Information/Ideas

Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

What did Feynman and his father do?

Paraphrasing chart depicting similar language choices.

Who	Did What	How
Father and Son	played	with tiles
The Author and His Father	set up tiles	vertically and on the highchair
A father and his son	spent time together	playing with tiles
They	learned about patterns	by playing games.
Richard 's dad	taught his son to think like a scientist	Playing with common objects

2. Exchanging information/ideas

Contribute to class, group, and partner discussions y following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

In your own words....

What was Feynman's father trying to teach his son with the tiles?

Find textual evidence to support your response.

Paraphrase using the same structure:

Pretty soon, we're setting them up in a more complicated way.

When , Who Did What How

Right away, the father and the son set up the ties in a harder way.

In a short time, they came up with more difficult patterns.

Soon enough, the author and his father organized different and complex ways of creating patterns.

STRUCTURING COHESIVE TEXT

2. Cohesion

Apply knowledge of language resources that make texts more cohesive (e.g., how pronouns refer back to nouns in text, how the definite article can show that a noun has already been introduced) to writing basic texts.

2. Cohesion

Apply knowledge of language resources that make texts more cohesive (e.g., how pronouns or synonyms refer back to nouns in text) to writing texts with increasing cohesion.

2. Cohesion

Apply knowledge of language resources that make texts more cohesive (e.g., appropriate use of nominalization) to writing cohesive texts.

EXPANDING AND ENRICHING IDEAS

5. Modifying to add details

Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.

5. Modifying to add details

Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.

5. Modifying to add details

Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Interpretative																							
<p>7.Evaluating language choices Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.</p> <p>Coordinating Conjunctions and = idea + idea so = idea + consequence but = idea ≠ idea</p> <p>My father would set them up and I would push one end so they would all go down</p> <p>...he would be tall enough to put his head through our window up here.” “But his head would be too wide to fit in the window.”</p>	<p>7.Evaluating language choices Explain how well writers and speakers use specific language to present ideas or support argument and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.</p> <p>Adverbial phrases indicating time When I was a little kid After a while Pretty soon</p>	<p>7.Evaluating language choices Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence with light support.</p> <p>Make these words your own : When my mother, Then after a while,.... Before I was born...</p>																					
Connecting and Condensing Ideas																							
<p>6. Connecting ideas b) Link ideas, events or reasons throughout a simple text using frequently appearing appropriate words or phrases (e.g., <i>so, because, before</i>).</p>	<p>6. Connecting ideas b) Link ideas, events or reasons throughout a text using an increasing variety of appropriate words or phrases (e.g., <i>as a result, on the other hand, moreover</i>).</p>	<p>6. Connecting ideas b) Link ideas, events or reasons throughout a text using a wide variety of appropriate words or phrases (e.g., <i>consequently, nevertheless, in other words</i>).</p>																					
Productive																							
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This template is intended to show cognitive planning of ELA/ELD integration and Designated ELD as well as how Part I and Part II of ELD standards support each other. This chart also shows how designated ELD scaffolds can be planned continuously build in to correlate to the key performance indicators at each proficiency level.

While the vignette is intended for Expanding Level students, some tasks correspond to Emerging, others to Expanding and yet a few others to Bridging, demonstrating the possibility of organizing skills systematically and sequentially across proficiency levels.