

## Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six

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

Designated ELD lessons for the next several days are designed to support EL students' understandings of the text (The Making of a Scientist) and enhance their ability to convey their understandings through speaking and writing.

### Learning Target:

Students will analyze the language of a familiar complex text to understand how it is organized and how particular language resources are used to convey meanings.

### ELD Standards: (Expanding):

- 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.6.7 – Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support;
- ELD.PII.6.1 – Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion;
- ELD.PII.6.2a – Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.

### Designated ELD Instructional Sequence

**Setting:** Small group, self-contained

Teacher	Students	Level or type of D-ELD Support
1. States lesson objectives. Reviews academic language and process. ( <i>Language analysis</i> ).	1. Listen actively. Prepare for learning	1. Conceptual, linguistic and analytical support
2. Elicits prior knowledge by asking students to review their notes taken during ELA class.	2. Recall, review and restate	2. Metacognitive skill: Note taking, referencing
3. Orchestrates a group discussion. Monitors understanding and language development.	3. Discuss, communicate	3. Interactive support
4. Reviews, explains and charts the student self-selected vocabulary. "Important words to know"	4. Clarify meaning, confirm or expand meaning, analyze vocabulary	4. Visual support
5. Facilitates a discussion about text organization and structure.	5 - 6 Read Closely to understand text structure and cohesion.	5-6 Visual support Annotation and interactive support
6. Contrasts story structure to the structure of a memoir.	7. Analyze how writers use vocabulary. Engage in dialogue. Confirm learning	7. Visual support Interactive support
7. Charts out structure of memoir and asks students to skim to find/identify these parts in the text and facilitates a discussion.	8. Analyze how writers use vocabulary. Find text evidence. Annotate	8. Visual and Textual support
8. Guides students in identifying and highlighting adverbial phrases and words that denote sequencing.	9. Analyze, compare and contrast text structures.	9. Visual and Textual support
9. Continues to guide the comparison (use of past tense and sequence of events) and contrasting between the structure of memoirs and stories.	10. Listen actively.	10. Affirm the identification of text structure as a reading strategy.
10. Concludes by reminding students to notice how stories and memoirs are structured and how author's use language. States that paying attention to text structures will help them become good readers.		