

**Snapshot 6.1 Designated ELD Connected to ELA in Grade Six**

In English language arts, students in grade six summarize and analyze stories in a variety of ways (e.g., during a teacher-led lesson, during writers' workshop, with a peer). During the analysis, students focus on the overall structure of stories, how elements such as setting and plot interact, the development and point of view of the characters, and the theme or central idea.

During designated ELD time, teachers continue to promote summary and analysis of stories by expanding the pool of language resources their English learners can choose to draw upon during their oral discussions or written analyses. Teachers show their students how in the different stages of stories (e.g., *exposition*, *rising action*, *climax*, *falling action*, and *resolution*), authors use different linking words or transitional phrases to lead the reader through the story. They explain to their students how these language resources are also useful for retelling stories, writing original stories, and for writing analyses of stories (literary criticism). For example, in the *exposition*, words and phrases to orient the reader to the characters and setting are useful (e.g., *in a faraway land*, *one day in late summer*, *on the vast plains*). In the *climax* and *rising action* stages, words and phrases for introducing conflicts or plot twists are useful (e.g., *unexpectedly*, *out of the blue*, *all of a sudden*). In the *falling action* and *resolution* stages, words and phrases for resolving the conflicts and tying everything up neatly are useful (e.g., *consequently*, *ultimately*). Teachers support their students to understand how these words and phrases create cohesive texts by providing opportunities for them to find examples in texts and by encouraging them to use the language resources in their own writing.

Teachers also help their students build up language resources to summarize and analyze the story's elements. For example, teachers can build students' vocabulary for expressing their ideas and opinions by creating banks of synonyms for *think* (e.g., *believe*, *interpret*, *propose*, *come to the conclusion*) or *says* (*suggests that*, *indicates*, *demonstrates*), as well as by teaching some of the general academic words explicitly. Similarly, word banks with adjectives to describe characters (e.g., *jealous*, *courageous*, *empathetic*) or adverbials to indicate time, manner, or place (e.g., *throughout the winter*, *fearlessly*, *along the coast*) are co-constructed with students so that they can refer to the words and phrases as they discuss and write texts.

Teachers provide structured opportunities for students to practice using these new language resources during designated ELD so that during ELA, students will use the language more confidently when summarizing and analyzing literature orally and in writing.

**CA ELD Standards:** ELD.PI.6.6b, 8, 10,12; ELD.PII.6.2b, 3-5

**CA CCSS for ELA/Literacy:** RL.6.2-4; W.6.3; SL.6.4; L.6.6

Text Dependent Questions, as developed by Kilgo (2003), is another research-based strategy that can be used to promote meaning making with various types of complex text. In this approach, teachers analyze the text and develop questions to help