NEBRASKA ENGLISH LEARNER PROGRAMS

NEBRASKA DEPARTMENT OF EDUCATION

English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment

Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grades 4-5

Strategy: Focus:	SOMETHING HAPPENED BUT SO COMPREHENSION
ELa Standard: ELA Indicator (by grade):	**LA 10.1.6** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. **LA 4.1.6.d** Summarize a literary text and/or media, using key details to identify the theme. **LA 5.1.6.d** Summarize and analyze a literary text and/or media, using key details to explain the theme.
ELP Corresponding Standard(s):	**4-5.1** Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
Objective/Learning Target:	I can make comparisons between a literary text and informational text in print, digital, and/or other media.
Time Required:	Whole class period
Materials Needed:	1. Whole-class viewing device (projector, document camera). 2. Handouts with basic sequence and examples for both. (Handout #1). See Attached. 3. Handout with T-Chart. (Handout #2). See Attached. 4. Three sets of fiction and nonfiction texts with same topic.
Strategy Overview and Rationale:	Something Happened And Then/Somebody Wanted But So are summarization techniques for nonfiction and fiction texts. The goal is to use these templates to support students as they write one-or two-sentence summaries of longer text.

	Non-fiction Text: **Something** (independent variable) - Main Idea **Happened** (change in that independent variable) - Cause/Change **And** (effect on the dependent variable) - Effects **Then** (conclusion) - Conclusion/Examples *Fiction Text:* **Somebody** (characters) **Wanted** (plot motivation) **But** (conflict) **So** (resolution)
Step-By-Step Instructions: *During instruction, adhere to a gradual release of responsibility. First, explain and model the strategy for students (ME) and then have the class complete the strategy together (WE). Next, put students into pairs to practice the strategy (TWO), and finally, have the students work independently to complete the strategy (YOU).*	1. Teacher models the process of identifying the characters, plot motivation, conflict, and resolution for a story familiar to all students using the template Somebody Wanted But So. The teacher then models the process of identifying the independent variable (identify the main idea), the change in that independent variable (the cause or change), the effect on the dependent variable (the effects of the change), and the conclusion for a nonfiction text with a similar topic (known by all students) using the template Something Happened And Then. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart. 2. Divide the class into two groups. In the two groups, students work with a partner. Half of the students work on a fiction text with the template Somebody Wanted But So, and the other half work on a nonfiction text with the template Something Happened And THen. Students combine to make a group of four and complete the T-Chart comparing the theme and main idea of their fiction and nonfiction texts. 3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. Students complete the templates independently. Students will share the template and work together with a partner to complete the T-Chart. 4. Have students work independently to complete each template, one for a fiction text and one for a nonfiction text. Students independently complete a T-Chart comparing the two texts.

Leveled Supports for English Learners	Emerging	Progressing	Proficient
	• Provide a text that meets student's reading level. • Provide a graphic organizer. • Provide sentence starters. • Have students work with a partner to compare texts. • Provide theme choices to choose from. • Provide fiction and nonfiction element examples.	• Provide a text that meets student's reading level. • Provide a graphic organizer. • Provide examples of theme. • Have students work with a partner. • Provide fiction and nonfiction element examples.	• Provide a text that meets student's reading level. • Provide a graphic organizer. • Provide examples of theme.
Resources:	Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD. Something Happened And Then/Somebody Wanted But So Handouts (see attached) T-Chart (see attached)		
Meta Tagging:	Reading, Comprehension		

Something Happened And Then/ Somebody Wanted But So

Something (independent variable) - Main Idea
Happened (change in that independent variable) - Cause/Change
And (effect on the dependent variable) - Effects
Then (conclusion) - Conclusion/Examples

Nonfiction Example:
After reading a text about water erosion, their might might look something like this.

Heavy rains (independent variable) washed away the soil (change in that independent variable) making it nearly impossible (effect on the dependent variable) for plants to grow there (conclusion).

Text Title _____

(Something) _____

(Happened) _____

(And)_____

(Then) _____

Summary

_____

_____

_____

_____

_____

_____

_____

_____

Somebody Wanted But So

Somebody (characters)
Wanted (plot motivation)
But (conflict)
So (resolution)

Fiction Example:
After reading Harry Potter and the Sorcerer's Stone, their summary might look something like this.

Hermione (character) wanted to be accepted as a respected student at Hogwarts School for Witchcraft and Wizardry (plot motivation), *but* those who resented her muggle ancestry constantly thwarted her efforts (conflict), *so* she worked twice as hard to be better than everyone else in her students (resolution).

Text Title _____

(Someboy) _____

(Wanted) _____

(But)_____

(So) _____

Summary

_____

_____

_____

_____

_____

_____

_____

Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning.*
Alexandria, VA: ASCD.

T-Chart: Comparison of Nonfiction and Fiction Text

Nonfiction	Fiction

| | |
| | |