



**English Language Proficiency (ELP) Standards/English Language Arts (ELA) Alignment**  
 Integrating Supports for English Learners into ELA Teaching and Learning

Grade Level: Grades 6-8

<b>Strategy: Focus:</b>	<b>SOMETHING HAPPENED BUT SO COMPREHENSION</b>
<b>ELA Standard:</b>	<b>LA 10.1.6</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
<b>ELA Indicator (by grade):</b>	<b>LA 6.1.6.d</b> Summarize and analyze a literary text and/or media, using key details to explain the theme. <b>LA 7.1.6.d</b> Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme. <b>LA 8.1.6.d</b> Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
<b>ELP Corresponding Standard(s):</b>	<b>6.8.1</b> Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and writing. <b>6.8.3</b> Speak and write about grade-appropriate complex literary and informational texts and topics
<b>Objective/Learning Target:</b>	I can make comparisons between a literary text and informational text in print, digital, and/or other media.
<b>Time Required:</b>	Whole class period
<b>Materials Needed:</b> (additional materials in blue for ELs)	<ol style="list-style-type: none"> <li>1. Whole-class viewing device (projector, document camera).</li> <li>2. Handouts with basic sequence and examples for both. (Handout #1). See Attached.</li> <li>3. Handout with T-Chart. (Handout #2). See Attached.</li> <li>4. Three sets of fiction and nonfiction texts with same topic.</li> <li>5. <a href="#">Anchor chart with pictures</a></li> </ol>

	<p>6. Books or video to use for teacher modeling (step 1)</p> <p>7. Picture cards for sort with <i>Something Happened</i> template</p>
<p><b>Strategy Overview and Rationale:</b></p>	<p>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.</p> <p><b>Non-fiction Text:</b></p> <p><b>Something</b> (independent variable) - Main Idea  <b>Happened</b> (change in that independent variable) - Cause/Change  <b>And</b> (effect on the dependent variable) - Effects  <b>Then</b> (conclusion) - Conclusion/Examples</p> <p><b>Fiction Text:</b></p> <p><b>Somebody</b> (characters)  <b>Wanted</b> (plot motivation)  <b>But</b> (conflict)  <b>So</b> (resolution)</p>
<p><b>Step-By-Step Instructions*:</b></p> <p><i>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). Ideas in blue are considerations for English Learners.</i></p>	<p>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 (<a href="#">consider either a video or a book with visuals</a>). 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. Include a check for understanding. The teacher then models the process of making comparisons between the themes and main ideas using the T-Chart.</p> <p>2. Divide the class into two groups. In the two groups, students work with a partner. <a href="#">Strategically partner ELL students considering academic and language level. Option 2: consider a triad and have ELL student join a pair.</a> 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. <a href="#">Consider doing all fiction or all non-fiction texts.</a></p>

	<p>3. Students work with a partner so that one has a fiction text and the other has a nonfiction text. <b>Suggestion: ELLs compare fiction to fiction, then fiction to non-fiction.</b> Students complete the templates independently. <b>Do one or two, then share with a partner.</b> Students will share the template and work together with a partner to complete the T-Chart.</p> <p>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.</p>		
<p><b>Leveled Supports for English Learners</b></p> <p><i>Considerations for English Learners have been inserted throughout the step-by-step instructions (in blue). Additionally, supports have been added here for students by proficiency levels.</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• Complete a picture match to <i>Something Happened</i> template (following teacher model – step 1).</li> <li>• Provide sentence strips for students to use to make the T chart with the fiction and nonfiction</li> </ul>	<p>Progressing</p> <ul style="list-style-type: none"> <li>• T to a partner to discuss template using sentence frames provided by teacher (following teacher model – step 1).</li> <li>• Turn and talk using sentence frames prior to the T chart.</li> </ul>	<p>Nearly Proficient</p> <ul style="list-style-type: none"> <li>• Turn to a partner for check with understanding using <i>Something Happened</i> template (following teacher model – step 1).</li> <li>• Turn and talk using complete sentences with academic language from the previous <i>Something happened</i> graphic organizer.</li> </ul>
<p><b>Resources:</b></p>	<p>Wormeli, R (2005). <i>Summarization in any subject: 50 techniques to improve student learning.</i> Alexandria, VA: ASCD.</p> <p><i>Something Happened And Then/Somebody Wanted But So Handouts</i> (see attached)</p> <p>T-Chart (see attached)</p>		
<p><b>Meta Tagging:</b></p>	<p>Reading, Comprehension</p>		

\*This lesson has been contextualized for students in this grade band.

**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

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**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.

Herione (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 \_\_\_\_\_

(Somebody) \_\_\_\_\_

(Wanted) \_\_\_\_\_

(But) \_\_\_\_\_

(So) \_\_\_\_\_

Summary

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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