



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

Grade Level: Kindergarten

Strategy: Focus:	SOMETHING HAPPENED BUT SO COMPREHENSION
ELA Standard:	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.
ELA Indicator (by grade):	LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.
ELP Corresponding Standard(s):	K.3 Speak and write about grade-appropriate complex literary and informational texts and topics. K.9 Create clear and coherent grade-appropriate speech and text.
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:	<ol style="list-style-type: none"> 1. Somebody Wanted But So template (see attached) 2. Chart paper for interactive writing 3. Pictures cards, if necessary. 4. Whole class viewing device
Strategy Overview and Rationale:	<p>Somebody Wanted But So is a summarization technique for literary texts. The goal is to use this template to support students as they discuss or write one-or two-sentence summaries of longer text.</p> <p>Literary Text:</p> <p>Somebody (characters) Wanted (plot motivation) But (conflict) So (resolution)</p>

<p>Step-By-Step Instructions*:</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).</i></p>	<ol style="list-style-type: none"> 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. 2. Teacher reads a literary text aloud. Together the whole group completes the Somebody Wanted But So (SWBS). Write the summary sentence together using interactive writing. 3. Teacher reads a literary text aloud. Together the whole group completes the SWBS using interactive writing. Then students turn and verbally share a summary sentence. 		
<p>Leveled Supports for English Learners</p>	<p>Emerging</p> <ul style="list-style-type: none"> • Use picture cards or draw pictures to match each part of SWBS. 	<p>Progressing</p>	<p>Nearly Proficient</p>
<p>Resources:</p>	<p>Wormeli, R (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: ASCD.</p> <p>Somebody Wanted But So Handout (see attached)</p>		
<p>Meta Tagging:</p>	<p>Reading, Comprehension</p>		

*This lesson was contextualized for students at this grade level.

Somebody	Wanted	But	So

Summary sentence: _____
