

Task Title	Introducing and Elaborating on Communication
Grade Level	6
LAFS	LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Description	The student will read an informational passage and analyze how the main idea is introduced, illustrated, and elaborated on in the passage. The student will use textual evidence to answer questions on a handout.
Materials	<ul style="list-style-type: none"> • Passage entitled “The Process of Communication” (one per student) • Introducing and Elaborating on Communication handout (one per student) • Notebook paper (one piece per student) • Teacher checklist
Considerations for Planning	<ul style="list-style-type: none"> • This task may be bundled with LAFS.6.SL.2.4 Presenting on the Process of Communication. The recommended sequence is LAFS.6.RI.1.3 Introducing and Elaborating on Communication and LAFS.6.SL.2.4 Presenting on the Process of Communication. • Students have prior knowledge of and experience identifying the main idea and supporting details in informational texts. • Students have prior knowledge of and experience analyzing informational text to determine how the main idea is introduced, illustrated, and elaborated on in text. • Students have prior knowledge of and experience citing textual evidence. • Teacher may replace the passage “The Process of Communication” with another grade-level passage in curriculum. <p>English Language Learner Considerations:</p> <ul style="list-style-type: none"> • Since ELLs are aware of the problems involved in communication, discuss the communication process in light of language learning. Ask, for instance, "Which part of communicating in English is hardest? Which part of communicating in English is easy? Is it easy or hard to understand in English? Why is it easier to explain things in your language than in English? How do you know if you understand correctly?" • Call attention to how the reading is divided into sections and ask ELLs how this can be helpful in completing the task. • ELLs may need assistance with some of the terms and words in the passage. Allow them to use a bilingual dictionary with definitions. • ELLs may need to work in a small group with native speakers of English and more proficient ELLs to complete the task. • Preview and pre-teach tier two and tier three vocabulary words in the passage and discuss their importance in the communication process.
Time Allotment	60 minutes
Group Size	Individual

Task Directions

1. Teacher introduces the task and states the overall purpose, expectations for students, and why the task is important. Teacher says, “Today you are going to analyze how the main idea of an informational text is introduced, illustrated, and elaborated on in the text. You will read a passage titled “The Process of Communication,” identify the main idea, and answer questions regarding how the main idea is introduced, illustrated, and elaborated on in the text. When reading informational text, it is important to analyze how main ideas are supported by details. By understanding how the main idea is introduced, illustrated, or elaborated on in the reading, you can better understand what the text is about, claims, biases, and arguments in informational text.”
2. Teacher presents task directions to students, going over the various steps, student expectations, and materials.
 - Teacher distributes copies of “The Process of Communication” and the handout to each student.
 - Teacher instructs students to read the passage and then to answer the questions on the Introducing and Elaborating on Communication handout. Teacher reminds students to use textual evidence from the passage to answer the questions.
3. While students engage in the task, teacher observes, asks questions, and assists students. Teacher utilizes rubric and checklist to determine student performance based on common misconceptions/errors, identify appropriate questions to ask students to elicit evidence of student thinking, and determine next steps for instruction.

Rubric: Introducing and Elaborating on Communication

Level 1: The student demonstrates a beginning understanding of how a key idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student is unable to explain how the main idea is introduced, illustrated, and elaborated on in the text.</p>	<p>“Tell me in your own words what parts of the passage you understood.”</p> <p>“What do you think the author’s purpose was in writing this passage? What does the passage say that makes you feel this way?”</p> <p>“Why does the author include this example?”</p> <p>“Why does the author include this visual example?”</p> <p>“What was the story mostly about?”</p> <p>“What was the author trying to convey to you?”</p>	<p>Model strategies for identifying main idea and supporting details. Have student use a main idea/supporting detail graphic organizer.</p> <p>Reteach identifying the main idea.</p>
<p>English Language Learner Misconceptions:</p> <p>ELLs may not have sufficient language skills to read and understand most sections of the reading or to determine the main idea and supporting details.</p> <p>ELLs may have difficulty understanding academic language structures as well as words with multiple meanings, even when provided a bilingual dictionary.</p>	<p>English Language Learner Considerations:</p> <p>Guide ELL through parts of the reading selection, asking questions such as, “Let’s look at the different sections of the passage. What does the word ‘process’ in the title mean? Do processes have steps? Now, look at the first section. Show me where you see a process. Look at the next section. Is this the first step? Do you see other words in the passage (second, third, final) that show you the</p>	<p>English Language Learner Considerations:</p> <p>Continue helping ELLs identify linguistic clues to understand different parts of a reading selection, including main idea and supporting details.</p> <p>Provide graphic organizers and demonstrate how to write down main ideas and supporting details from the different sections of the reading selection.</p>

Level 1: The student demonstrates a beginning understanding of how a key idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
ELLs may not have sufficient linguistic knowledge and strategies to identify the authors' purpose.	<p>number of steps? Now, let's go back to the first step.</p> <p>What is the main idea of this section? (message) How should the message be? Look at the next section. What does 'encoding' mean?"</p> <p>"What do 'receiver,' 'sender,' and 'transmission' mean in the passage? Where else have you seen these words used? What about the word 'turkey'? How does the author explain its different meanings?"</p> <p>"Why do you think the author wrote this? Did the author want to tell a story or give information? What kind of information? Does the author think that this information is important? How can you tell?"</p>	<p>Discuss words with multiple meanings and how the context can change the meaning. Explain that dictionaries can also show several meanings for words and students must determine the correct meaning for a specific situation.</p> <p>Continue helping ELLs to identify structural and linguistic clues to understand the author's purpose by asking questions and modeling responses.</p>

Level 2: The student demonstrates some understanding of how a key idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student is able to provide some textual evidence to explain how the main idea is introduced, illustrated, and elaborated on in the text..</p> <p>English Language Learner Misconceptions:</p> <p>ELLs have sufficient instructional background and language skills to determine the main idea of the passage but may still have difficulty completing the worksheet questions on introduction, illustration, and elaboration of main idea.</p> <p>ELLs may still lack comprehension of details due to difficulty with tier two and tier three vocabulary words.</p>	<p>“What was this passage mainly about? Where in the passage did you understand this for the first time?”</p> <p>“What was this passage mainly about? What did the author say about this main idea?”</p> <p>“Show me in the text where the author uses an example to show the main idea.”</p> <p>“Show me in the text where the author uses details to support the main idea.”</p> <p>English Language Learner Considerations:</p> <p>Can you tell me where in the passage the author first mentions the main idea? Does the author stop there or does the author give the reader examples to illustrate and explain the idea? Show me where you see these examples. How many examples does the author give?</p> <p>“Please show me the words that you do not understand. Can you find them in the bilingual dictionary? Let’s look for ‘encoding.’ Is there a similar word in your language? Can you find a hint in</p>	<p>Review strategies for identifying the main idea and have student practice these with below- or at-grade-level passages.</p> <p>Review strategies for identifying supporting details and have student practice these with below- or at-grade-level passages.</p> <p>English Language Learner Considerations:</p> <p>Use guiding questions to help ELLs identify main ideas and supporting details in text.</p> <p>Model how to answer the questions on introduction, illustration, and elaboration in the worksheet using details and other evidence from the text. Help ELLs with sentence starters for the answers to the questions in task.</p> <p>Encourage ELLs to use multiple strategies for finding the meaning of words, including using dictionaries, cognates, and contextual evidence.</p>

Level 2: The student demonstrates some understanding of how a key idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
	the text? Look at this phrase 'if the sender decides to encode the message in French.'" What other word can you substitute for 'encode'?"	

Level 3: The student demonstrates a complete understanding of how a key idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
With self-correction or teacher prompting, student is able to accurately use textual evidence to explain how the main idea is introduced, illustrated, and elaborated on in the text. Student may self-correct or require minimal scaffolding from teacher.	<p>“What words and phrases did the author use to transition into an elaborated idea?”</p> <p>“What type of elaboration did the author use? (e.g., examples, anecdotes, etc.) How did this help you better understand the main idea or author’s perspective on the topic?”</p>	<p>Provide opportunities for student to read other grade-level informational text and identify the author’s main idea and how it is introduced, illustrated, and elaborated on.</p> <p>Have student provide other suggestions for how the author could have elaborated on the main idea.</p>

Level 4: The student demonstrates an advanced understanding of analyzing how a key idea is introduced, illustrated, and elaborated in a text.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
Student has no misconceptions or errors.	“How could the author have further elaborated on the main idea of this reading?”	<p>Provide opportunities for student to analyze above-grade-level informational text and identify the author’s main idea and how it is introduced, illustrated, and elaborated on.</p> <p>Have students identify how the author was weak or strong in the introduction and elaboration of the main idea.</p>

Q1 *Does the student cite textual evidence to explain how the main idea is introduced?*

Q2 *Does the student analyze how the main idea is introduced?*

Q3 *Does the student analyze how the main idea is illustrated?*

Q4 *Does the student analyze how the main idea is elaborated on?*

Cites text evidence to explain how main idea is introduced

Analyzes how the main idea is introduced

Analyzes how the main idea is illustrated

Analyzes how the main idea is elaborated on

Level 1, Level 2, Level 3, or Level 4

Observation notes

[illegible]

Name: _____

Date: _____

Introducing and Elaborating on Communication

Directions: Use textual evidence from the passage “The Process of Communication” to answer the following questions.

1. What is the main idea of the passage?

2. How does the author introduce the main idea to readers? Cite textual evidence to support your answer.

3. How is the main idea illustrated in the passage?

4. Give three examples of details throughout the passage that the author uses to elaborate on the main idea. Cite textual evidence to support your answer.