





Below is an excerpt from the California ELA/ELD Framework from a 1<sup>st</sup> grade vignette (Vignette 3.6) demonstrating the steps one teacher employed to unpack text:

Unpacking Sentences
<ol style="list-style-type: none"><li>1. Start with a text that you are already using.</li><li>2. Identify a few sentences that students find challenging to understand.</li><li>3. Focus on meaning: Show students how to unpack the meaning in the sentence by writing a list of simple sentences that, when combined, express the meaning of the sentence.</li><li>4. Focus on form: Show students important features of the sentence (e.g., specialized vocabulary and descriptive language; conjunctions show relationships between two ideas in compound and complex sentences, prepositional phrases are used to add details, vocabulary).</li><li>5. Guided practice: Guide the students to help you with steps 3 and 4.</li><li>6. Keep it simple: Focus on one or two things and use some everyday language examples as well as examples from the complex texts.</li></ol> <p>(Adapted from Christie 2005, Derewianka 2012, Wong Fillmore 2012)</p> <p>Example:</p> <p><i>“As the forager bee collects nectar, she carries pollen from flower to flower.”</i></p> <p>There’s a forager bee. The bee collects nectar. The bee has pollen on its legs. The bee carries the pollen to many flowers.</p>

### Notes on Strategy

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**Table 3: Instructional Elements of Fiction and Non-Fiction Text**

*“Stories are about more than just plot.”*

		<b>Fiction</b>	<b>Non-Fiction</b>	
CCSS RI/RI #1-3	<b>Text Structure</b> <i>See Table 2 below</i>	Narrative: <ol style="list-style-type: none"> <li>1. Character &amp; Setting</li> <li>2. Goal/Problem</li> <li>3. Plot</li> <li>4. Resolution</li> </ol>	Text types: <ul style="list-style-type: none"> <li>• Description</li> <li>• Sequence</li> <li>• Problem/solution</li> <li>• Cause &amp; effect</li> <li>• Compare &amp; contrast</li> </ul>	
	CCSS RI/RI #4-6	<b>Text Features</b>	<ul style="list-style-type: none"> <li>• Title &amp; cover illustrations</li> <li>• Title page</li> <li>• Author &amp; author information</li> <li>• Illustrator &amp; illustrator information</li> <li>• Story summaries</li> <li>• Chapter titles and formats</li> </ul>	<ul style="list-style-type: none"> <li>• Table of contents</li> <li>• Diagrams, charts, graphs, flow charts, etc.</li> <li>• Labels &amp; captions</li> <li>• Chapter titles</li> <li>• Headings, subheadings</li> <li>• Lists, “bullets”</li> <li>• References, bibliography</li> <li>• Index, appendix, glossary</li> </ul>
		<b>Craft</b>	<ul style="list-style-type: none"> <li>• Voice</li> <li>• Style</li> <li>• Point of view</li> <li>• Repeated images</li> <li>• Figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Structure decisions</li> <li>• Connotative language</li> <li>• Implicit metaphor</li> <li>• symbolism</li> </ul>
<b>Language &amp; Vocabulary</b> <i>See Fig. 3.5</i>		<ul style="list-style-type: none"> <li>• General academic vocab</li> <li>• Complex grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>• Domain specific vocab</li> <li>• General academic vocab</li> <li>• Complex grammatical structures</li> </ul>	
CCSS RI/RI #7-9	<b>Illustrations &amp; Images</b>	<ul style="list-style-type: none"> <li>• often provide clues or enhance the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>• provide information related to text</li> <li>• typically real photos</li> <li>• usually have captions</li> <li>• diagrams, charts, tables, etc. are necessary</li> </ul>	
	<b>Comparative Analysis of Texts</b>	<ul style="list-style-type: none"> <li>• Events &amp; characters</li> <li>• Plot across texts, themes</li> <li>• Books vs. movies</li> <li>• Non-fiction that relates to fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate info across texts</li> <li>• Evaluate information, ideas, claims, reasoning, evidence</li> <li>• Content in different media</li> </ul>	