Unpacking Document for NC ELD Standard Course of Study
Grade 1

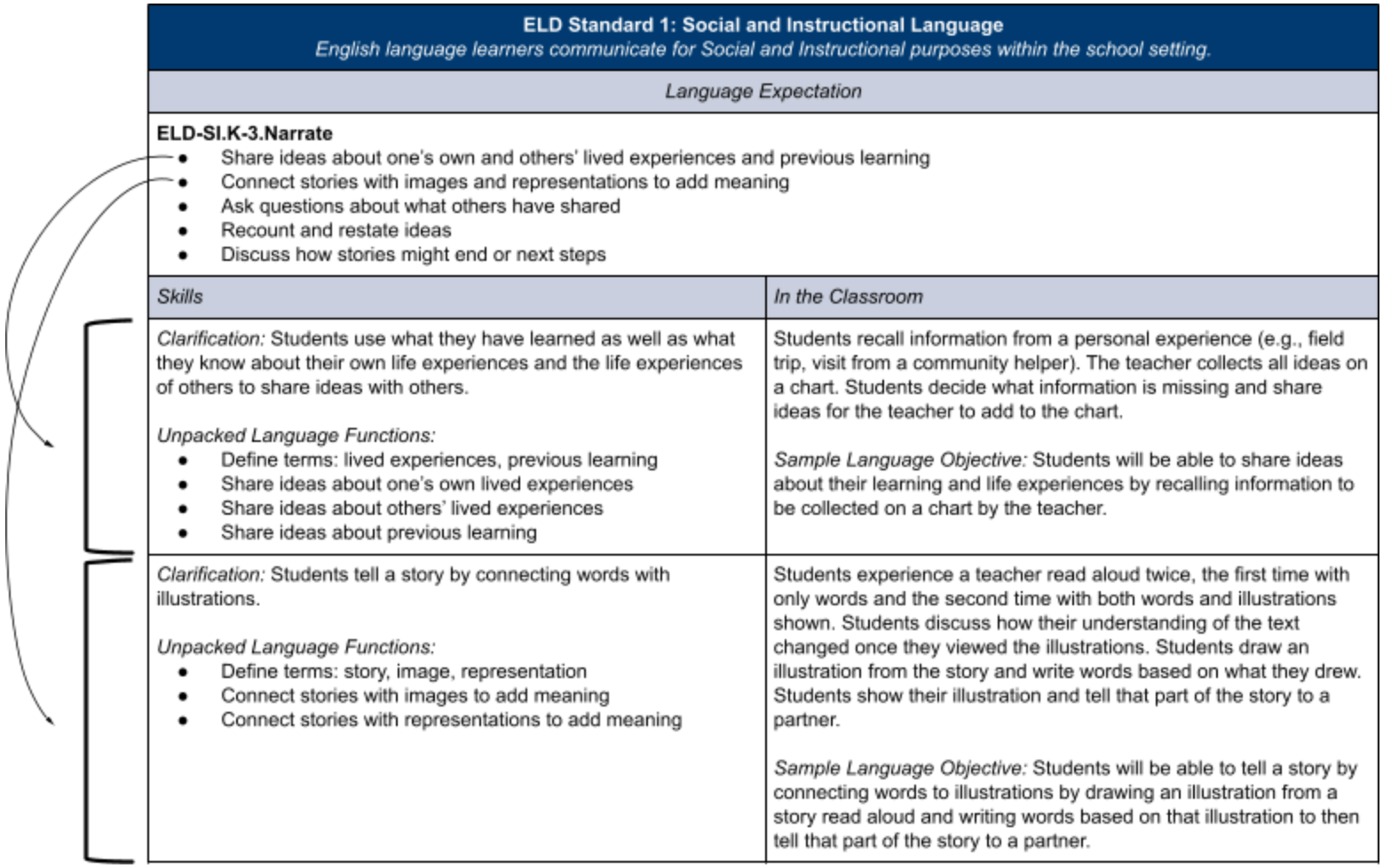
On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the North Carolina ELD Standard Course of Study (NC ELD SCOS) for implementation in the 2022-2023 school year.

To successfully implement these standards, NCDPI has created Unpacking Documents to deepen the understanding of the NC ELD Standards and show how content and language can be learned together. The purpose of these documents is to increase student achievement by providing access to rich, standards-based, grade-level content by ensuring all educators have a clear understanding of the expectations of the adopted standards.

The Unpacking Documents include the ELD Standards as well as clarifications, unpacked language functions, "In the Classroom" ideas, and a sample language objective for each bullet within the language expectation. The clarifications appear in the order of the bullet points within the language expectations. Please note that the “In the Classroom” ideas, Unpacked Language Functions, and sample language objectives are not meant to be an exhaustive list or meant to reflect summative assessment items (see annotated format below).

These standards will be implemented in all North Carolina Public Schools beginning in the 2022-2023 school year.

**Note: According to WIDA, expressive modes include writing, speaking, and/or representations. Please remember that every text listed under expressive language expectations need not be a written product.*



ELD Standard 1: Social and Instructional Language *English language learners communicate for Social and Instructional purposes within the school setting.*	
Language Expectation	
ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	
Skills	*In the Classroom*
Clarification: Students use what they have learned as well as what they know about their own life experiences and the life experiences of others to share ideas with others. *Unpacked Language Functions:* • Define terms: lived experiences, previous learning • Share ideas about one's own lived experiences • Share ideas about others' lived experiences • Share ideas about previous learning	Students recall information from a personal experience (e.g., field trip, visit from a community helper). The teacher collects all ideas on a chart. Students decide what information is missing and share ideas for the teacher to add to the chart. *Sample Language Objective:* Students will be able to share ideas about their learning and life experiences by recalling information to be collected on a chart by the teacher.
Clarification: Students tell a story by connecting words with illustrations. *Unpacked Language Functions:* • Define terms: story, image, representation • Connect stories with images to add meaning • Connect stories with representations to add meaning	Students experience a teacher read aloud twice, the first time with only words and the second time with both words and illustrations shown. Students discuss how their understanding of the text changed once they viewed the illustrations. Students draw an illustration from the story and write words based on what they drew. Students show their illustration and tell that part of the story to a partner. *Sample Language Objective:* Students will be able to tell a story by connecting words to illustrations by drawing an illustration from a story read aloud and writing words based on that illustration to then tell that part of the story to a partner.

(annotated format)

ELD Standard 1: Social and Instructional Language *English language learners communicate for Social and Instructional purposes within the school setting.*	
Language Expectation	
ELD-SI.K-3.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps	
Skills	*In the Classroom*
Clarification: Students use what they have learned as well as what they know about their own life experiences and the life experiences of others to share ideas with others. *Unpacked Language Functions:* ● Define terms: lived experiences, previous learning ● Share ideas about one's own lived experiences ● Share ideas about others' lived experiences ● Share ideas about previous learning	Students recall information from a personal experience (e.g., field trip, visit from a community helper). The teacher collects all ideas on a chart. Students decide what information is missing and share ideas for the teacher to add to the chart. *Sample Language Objective:* Students will be able to share ideas about their learning and life experiences by recalling information to be collected on a chart by the teacher.
Clarification: Students tell a story by connecting words with illustrations. *Unpacked Language Functions:* ● Define terms: story, image, representation ● Connect stories with images to add meaning ● Connect stories with representations to add meaning	Students experience a teacher read aloud twice, the first time with only words and the second time with both words and illustrations shown. Students discuss how their understanding of the text changed once they viewed the illustrations. Students draw an illustration from the story and write words based on what they drew. Students show their illustration and tell that part of the story to a partner. *Sample Language Objective:* Students will be able to tell a story by connecting words to illustrations by drawing an illustration from a story read aloud and writing words based on that illustration to then tell that part of the story to a partner.

Clarification: Students show their understanding of important details by asking and answering questions about the *who, what, when, where, why,* and *how* in a text that has been read and/or heard. *Unpacked Language Functions:* ● Define terms: questions, who, what, when, where, why, how ● Ask questions about what others have shared	Students read or listen to a text. Students roll question cubes to create *who, what, when, where, why,* and *how* questions for their classmates. If classmates cannot answer questions correctly, then students reread or relisten and retry the questions. *Sample Language Objective:* Students will be able to ask questions about what others have shared by reading or listening to a text, rolling a question cube, creating a question, and listening for classmates to answer correctly.
Clarification: Students will give an account of experiences or share ideas again. *Unpacked Language Functions:* ● Define terms: recount, restate ● Recount ideas ● Restate ideas	Students recount fictional stories that include, but are not limited to, fables and folktales from different cultures. Students use story maps and graphic organizers to map the events and key details of one story and share orally with a partner. *Sample Language Objective:* Students will be able to recount a story by using story maps and graphic organizers to map events and key details and share orally with a partner.
Clarification: Students share how stories might end or what steps come next in a process. *Unpacked Language Functions:* ● Define terms: ending, next steps ● Discuss possible endings ● Discuss possible next steps	Students solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number. Students read a word problem and discuss the equation they write to solve the problem step by step to a partner (e.g., Mike runs 2 miles a day. His goal is to run 25 miles. After 5 days, how many miles does Mike have left to run in order to meet his goal? Write an equation and find the solution (2 x 5 + m = 25) *(NCDPI, 3rd Grade Math Unpacking Document, Rev. June 2019).* *Sample Language Objective:* Students will be able to share what steps come next in a process by reading a two-step word problem and discussing the equation they write to solve the problem step by step to a partner.
Language Expectation	

ELD-SI.K-3.Inform
- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify and summarize ideas
- Summarize information from interaction with others and from learning experiences

Skills	*In the Classroom*
Clarification: Students name and sort objects or concepts. *Unpacked Language Functions:* ● Define terms: classify ● Define objects ● Define concepts ● Classify objects or concepts	Students classify objects (e.g., buttons, blocks, paper, other materials) by observable physical properties, including size, color, shape, texture, weight and flexibility. Students share the quality they used to classify objects with a partner. *Sample Language Objective:* Students will be able to define and classify objects by observing physical properties and sharing the quality used to classify objects with a partner.
Clarification: Students describe features, repeated data, or actions. *Unpacked Language Functions:* ● Define terms: characteristic, pattern, behavior ● Describe characteristics ● Describe patterns ● Describe behavior	Students compare weather patterns that occur over time and relate observable patterns to time of day and time of year. Students view recorded weather data for the town they live in that shows average high and low temperatures and precipitation in the four seasons. Students describe the patterns they see to a partner. *Sample Language Objective:* Students will be able to describe patterns by viewing local weather data that shows average high and low temperatures and precipitation in the four seasons and describing the patterns they see to a partner.
Clarification: Students describe portions, divisions, or fractions of an entire thing. *Unpacked Language Functions:* ● Define terms: part, whole ● Describe parts ● Describe wholes	Students interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts. Students explain that a unit fraction is one of those parts (e.g., ½ is a fraction that represents one half of one whole that has two parts). Partners color one part of a shape to represent ½, ⅓, ¼, ⅙, and ⅛ and then name the fraction and explain that the top (numerator) is the part and the bottom (denominator) is the total number of parts in the whole.

	Sample Language Objective: Students will be able to describe parts and wholes by coloring to form fractions, naming the fraction, and explaining the number of parts in the whole to a partner.
Clarification: Students group, explain, and review ideas. *Unpacked Language Functions:* ● Define terms: sort, clarify, summarize ● Sort ideas ● Clarify ideas ● Summarize ideas	Students sort pictures of people earning, saving, and spending money for goods and services. Students clarify the ideas by drawing their own example of each. Students summarize by describing each picture to a partner. *Sample Language Objective:* Students will be able to sort, clarify, and summarize ideas by placing pictures of people earning, saving, and spending money in groups as well as explaining and reviewing these ideas related to goods and services to a partner.
Clarification: Students give a brief statement about information learned from listening, reading, or interacting with others. *Unpacked Language Functions:* ● Define terms: summarize, interaction, experiences ● Summarize information from interaction with others ● Summarize information from learning experiences	Students participate in collaborative conversations with diverse partners about any grade level topic. Students actively listen by looking at the speaker and taking turns talking. Students use an anchor chart of possible sentence starters that will help students link their thoughts with others: "I agree with what _____ said because _____" and "When _____ said _____, it made me think _____." *Sample Language Objective:* Students will be able to summarize information from interaction with others by actively listening, taking turns talking, and using an anchor chart with sentence starters to help students link their thoughts with others.
Language Expectation	
ELD-SI.K-3.Explain ● Share initial thinking with others ● Follow and describe cycles in diagrams, steps in procedures, or causes and effects ● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works	

Skills	*In the Classroom*
Clarification: Students share their initial reactions and thoughts with peers. *Unpacked Language Functions:* ● Define terms: initial thinking ● Sharing initial thinking with others, orally, writing, or representing	Students view a visual representation that introduces a current unit of study. Students engage in a Think, Notice, and Wonder activity, completing the sentence starters in order to share their initial thinking with a partner: I think… , I notice…, I wonder… . *Sample Language Objective:* Students will be able to share their initial thinking with others using sentence starters: I think, I notice, I wonder.
Clarification: Students follow and describe orally and/or in writing the progression of a diagrammed cycle, sequenced steps in a procedure or process, or causes and accompanying effects. *Unpacked Language Functions:* ● Define terms: cycles, procedures, cause and effect ● Logically follow and describe a diagrammed cycle, steps in a procedure, or causes and corresponding effects ● Describe a diagrammed cycle, steps in a procedure, or causes and corresponding effects	Students listen as the teacher models either the first component in a cycle, or first step in a procedure, or one cause and accompanying effect, depending on the text structure and topic of the text under study. Students then work with a partner to complete the balance of the graphic organizer or diagram, explaining and describing components of a cycle, or steps in a procedure, or causes and effects. *Sample Language Objective:* Students will be able to follow and describe cycles in diagrams, steps in procedures, or causes and effects, using a diagram or graphic organizer, referring to a model example, working with a partner.
Clarification: Students compare and contrast objects or concepts, noting similarities and differences. *Unpacked Language Functions:* ● Define terms: concepts ● Compare and contrast, denoting similarities and differences	Students use a Venn Diagram to compare and contrast two objects or concepts. The Venn Diagram is annotated on both the left and right side, with the heading: How is...different from…?. The overlapping portion of the Venn Diagram is annotated with the heading: How is ...the same as…? The Venn Diagram is also annotated with a word bank to support students. *Sample Language Objective:* Students will be able to compare and contrast objects or concepts, using an annotated Venn Diagram with headings and a word bank.
Clarification: Students offer ideas or suggestions in an academic conversation, in order to create an idea, clarify their idea, or fortify their own idea.	Students co-create an anchor chart with the teacher that outlines prompt and response starters that would create an idea, fortify an idea, and clarify an idea (Anchor chart would be based on Zwiers'

Unpacked Language Functions: ● Define terms: suggestion ● Propose or offer an idea or suggestion in an academic conversation	Constructive Conversation Poster, but modified for younger students in Kindergarten-third grade. Drawings may be included for emergent readers). Prompt and response starters are included, such as: Create an Idea: What do you think?, I think…, One idea is…; Clarifies an Idea: What do you mean?, Can you tell me more about…?, I think it means…, In other words…; Fortifies an idea: Can you tell me an example?, Can you show me in the…?, For example…, In the story…, In my life… . Students engage in an academic conversation and offer ideas or suggestions that create an idea, clarify their own idea, or fortify their own idea. The teacher guides the academic conversation, referring students to the co-created anchor chart. *Sample Language Objective:* Students will be able to offer ideas and suggestions in an academic conversation, referring to the academic conversation anchor chart and using the prompt and response starters.
Clarification: Students revise understandings of how or why something works based on feedback received from the teacher and/or peers. *Unpacked Language Functions:* ● Define terms: feedback ● Act on feedback to revise understandings of how or why something works	Students use response starters to show their new understanding of how or why something works: I now understand… because…, It works this way because…, You said… and so now I… . Student explanations are guided by the teacher, as students refer to the posted sentence starters on the language wall. *Sample Language Objective:* Students will be able to act on feedback to revise understandings of how or why something works, using sentence starters posted on the language wall to show their new understanding.
Language Expectation	
ELD-SI.K-3.Argue ● Ask questions about others' opinions ● Support own opinions with reasons ● Clarify and elaborate ideas based on feedback ● Defend change in one's own thinking ● Revise one's own opinions based on new information	
Skills	*In the Classroom*

Clarification: After students state their opinion, they ask questions about others' opinions with the purpose of learning how to negotiate and to argue an opinion. *Unpacked Language Functions:* ● Define terms: opinion ● Ask questions about others' opinions	Students listen and watch the teacher and another student model an academic conversation where partners ask questions about each other's opinion. The teacher records the conversation for students to reference as support. Partners, taking turns, state their opinion using the following prompt starters: I think…, I prefer…, My opinion is… . Students then ask questions about their partner's opinion: What is your opinion? What do you think about...? Students use response starters: I see it in a different way…, On the other hand…, or I agree with your opinion…, I also think… . *Sample Language Objective:* Students will be able to ask questions about others' opinions, using prompt and response starters, and referring to a model academic conversation.
Clarification: Students strengthen their opinion by giving reasons to explain why they think, believe, or prefer something. *Unpacked Language Functions:* ● Define terms: opinions, reasons ● Support own opinions with reasons	Students listen and watch the teacher and another student model an academic conversation where partners support their own opinions with reasons. After partners share their opinions and ask questions, students provide support for their own opinion through reasons, using response starters: I think that because…, It is important because…, In the story, it says…, I think we should do it this way because… . *Sample Language Objective:* Students will be able to support their own opinions with reasons, using response starters and referring to a model academic conversation.
Clarification: Students build their idea by clarifying (making clear) and elaborating on (expanding with details) their ideas based on their partner's feedback. *Unpacked Language Functions:* ● Define terms: clarifying, elaborating, feedback ● Clarify ideas based on feedback ● Elaborate ideas based on feedback	Students listen and watch the teacher and another student model, clarifying their thinking and elaborating ideas in response to receiving feedback such as: Can you elaborate on...?, Can you tell me more?, What do you mean?, Say more about… . Students clarify, responding with response starters such as: One example is…, In other words…, I think it means…, The story tells us that…, One detail is… . *Sample Language Objective:* Students will be able to clarify and elaborate ideas based on feedback, using response starters and referring to a model academic conversation.

Clarification: In an academic conversation, students provide justification for changing their thinking *Unpacked Language Functions:* ● Define terms: defend ● Defend or justify a change in one's own thinking	Students listen and watch the teacher and another student model defending a change in their thinking in an argument. Students state their change in thinking using response starters such as: I understand now because…, I see what you mean…, I now disagree with your opinion because…, I now agree with your opinion because… . *Sample Language Objective:* Students will be able to defend a change in their own thinking, using response starters, and referring to a recording of a model academic conversation.
Clarification: In an academic conversation, students change, shift, or adapt their opinion or position based on new information. *Unpacked Language Functions:* ● Define terms: opinion ● Revise one's own opinions based on new information	Students listen and watch the teacher and another student model formulating a new opinion based on new information. After students have stated a change in their thinking, they revise their opinion based on new information. Students use causal response starters such as: I now think...because…(state the new information), I see it differently now because…(state the new information), Your idea is better than mine because…(state the new information). *Sample Language Objective:* Students will be able to revise their opinions based on new information, using response starters and referring to a recording of a model academic conversation.

ELD Standard 2: Language of Language Arts *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*	
Language Expectation	
ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to an event ● Identifying words and phrases that suggest feelings or appeal to the senses	
Skills	*In the Classroom*
Clarification: Students reflect on important details to identify a text's central message. *Unpacked Language Functions:* ● Define terms: central message, key details ● Identify a central message from key details	Guided by the teacher, students highlight words and phrases that identify characters' words, characters' actions, story conflict, and story resolution. Reflecting on these words and phrases, students identify the text's central message. *Sample Language Objective:* Students will be able to identify a text's central message by highlighting words and phrases in a text.
Clarification: Students reflect on the attributes and actions of characters to determine their impact on an event in a text. *Unpacked Language Functions:* ● Define terms: character attributes, character actions, event ● Identify how character attributes contribute to an event ● Identify how character actions contribute to an event	Students highlight words and phrases that show cause (characters' words and actions) and effect (event) and use a sentence frame modeled and displayed in the classroom to reflect on the impact such as: In the story, _____(name the character)_____(describe the character's words or actions), so _____(describe the event). Emergent readers are supported with illustrated notes on a sentence frame that is modeled and displayed in the classroom. *Sample Language Objective:* Students will be able to interpret a narrative to identify how character attributes and actions contribute to event sequences by highlighting cause and effect words and phrases in a text.
Clarification: Students use their knowledge of the five senses and of feelings or emotions in order to identify language that appeals to the senses or conveys a character's feelings.	Guided by the teacher, students use a six-column graphic organizer headed by character names plus the five senses. Students fill in the character name and place the character's words in the corresponding

Unpacked Language Functions: ● Define terms: appeal ● Identify words and phrases conveying feelings ● Identify words and phrases that appeal to the senses	sense column. Emergent readers are supported with illustrations of each of the five senses. Students also use a three-column graphic organizer to match character names and their words that convey feelings to feelings-categories indicated by emoticons at the top of the three-column graphic organizer. Students enter the character name, emoticon, and name of the emotion, and corresponding words that convey the emotions. *Sample Language Objective:* Students will be able to interpret a narrative by identifying how character attributes and actions contribute to an event, using graphic organizers and guidance from the teacher.
Language Expectation	
ELD-LA.1.Narrate.Expressive Construct language arts narratives that: ● Orient audience to story ● Develop story events ● Engage and adjust for audience	
Skills	*In the Classroom*
Clarification: Orient readers to the story by introduction of characters, setting, and time. *Unpacked Language Functions:* ● Define terms: orient, audience ● Orient the audience to the story	Students brainstorm, as the teacher records on chart paper, a list of characters considering the point of view of the narrator. Selecting characters from the co-constructed chart, students use graphic organizers to write descriptions of characters' actions, thoughts, and feelings, as well as words or phrases they might use in conversation. Students use words and phrases from the graphic organizer to write the story opening, introducing the characters to orient the reader to the story. Students use noun groups to state who or what the story is about. Emergent writers may use a combination of words and illustrations. *Sample Language Objective:* Students will be able to orient the audience to the story using character graphic organizers to write an introduction to the story.
Clarification: Students develop story events in a storyline with a	Guided by the teacher, students use a beginning/middle/end story map

beginning, middle, and end. *Unpacked Language Functions:* ● Define terms: story events ● Develop story events	to develop story events, organizing timing of events. Students are supported by a word bank with connectors to sequence time (e.g., first, next, and then), and events (e.g., before, after, later), and to combine and link event details (e.g., and, but, so). *Sample Language Objective:* Students will be able to develop story events using beginning/middle/end story maps.
Clarification: Students engage and adjust for an audience, considering different audiences who will read or listen to their stories. *Unpacked Language Functions:* ● Define terms: engage, adjust, audience ● Engage audience ● Adjust for audience	Students gauge audience reactions by the teacher guiding students to reflect on two different audiences (e.g., soccer fans vs. basketball fans) who will read students' stories. Students brainstorm reactions as the teacher records and illustrates as needed for emergent readers on an enlarged T-chart. Students use word choices to convey attitudes, develop suspense, and share excitement. *Sample Language Objective:* Student writers will be able to engage and adjust for audience using a co-constructed T-chart of two different possible audience reactions.
Language Expectation	
ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by: ● Identifying main topic and/or entity and key details ● Asking and answering questions about descriptions of attributes and characteristics ● Identifying word choices in relation to topic or content area	
Skills	*In the Classroom*
Clarification: Students identify the main topic and/or entity through identifying important details and synthesizing the details to formulate a main topic. *Unpacked Language Functions:* ● Define terms: main topic, main entity, key details ● Identify main topic and or entity ● Identify key details	Students do a picture walk to preview, guided by the teacher as she/he points out headings, to predict what the informational text is mostly about. After teacher read-aloud and repeated close reading, students identify some of the key details, as the teacher scribes on an anchor chart of a main topic/details bubble graphic organizer; students then work with a partner to add the remaining key details on their own copy of the bubble graphic organizer and confirm or revise the predicted main topic, by reflecting on the key details.

	Sample Language Objective: Students will be able to identify the main topic and/or entity and key details, referring to a class co-constructed bubble graphic organizer with some details, working with a partner to add the remaining details and confirm or revise the predicted main topic.
Clarification: Students engage in questions and responses to learn about the attributes and characteristics of a topic and/or entity in informational text. *Unpacked Language Functions:* ● Define terms: attributes, characteristics ● Ask questions about descriptions of attributes and characteristics of a topic or entity ● Answer questions about descriptions of attributes and characteristics of a topic or entity	Students review a previously completed enlarged main topic/details bubble graphic organizer, guided by the teacher. Students listen as the teacher models a think-aloud, asking questions and eliciting student responses about the attributes and characteristics of the topic and/or entity, annotating the key details. Student partners then hold an academic conversation to ask questions and give responses, working to finish annotating their own copy of the bubble graphic organizer. Students use questions on the language wall (e.g., What is it like? Can you describe its color...shape...size?). *Sample Language Objective:* Students will be able to ask and answer questions about descriptions of attributes and characteristics of a topic or entity, on a bubble graphic organizer working with a partner and referring to possible questions on the language wall and teacher modeling.
Clarification: Students identify word choices that are impactful in providing information about the topic or content area. *Unpacked Language Functions:* ● Define terms: word choices ● Identify word choices in relation to topic or content area	Students listen as the teacher models a four-column enlarged graphic organizer, with a heading including: Wow Words, Describing Words, Five Senses Words, and Action Words from an informational text. Students reflect on words that are impactful in providing information about the topic. Students work with a partner to complete the balance of their own copy of the graphic organizer. *Sample Language Objective:* Students will be able to identify word choices in relation to the topic or content area, using a four-column graphic organizer, supported by teacher modeling.
Language Expectation	

ELD-LA.1.Inform.Expressive Construct informational texts in language arts that: ● Introduce and define topic and/or entity for audience ● Describe attributes and characteristics with facts, definitions, and relevant details	
Skills	*In the Classroom*
Clarification: Students present a topic and/or entity through a title or introductory sentence to their audience. *Unpacked Language Functions:* ● Define terms: topic, entity, audience ● Introduce the topic and/or entity of the informational text ● Define the topic and/or entity of the informational text	Students listen as the teacher uses a mentor text to introduce an informational topic and/or entity, deconstructing the introductory sentence. Students then construct a descriptive title or introductory sentence that tells about their selected topic and/or entity. Students may use a sentence starter to write a descriptive title, (e.g., All About…) including generalized nouns to introduce the topic. *Sample Language Objective:* Student writers will be able to introduce and define a topic and/or entity for the audience using a sentence starter and referring to a mentor text introductory sentence.
Clarification: Student writers describe attributes and characteristics of a topic and/or entity by using facts, definitions, and important details. *Unpacked Language Functions:* ● Define terms: attributes, characteristics, facts, definitions, relevant details ● Describe attributes and characteristics of the topic and/or entity ● Use facts, definitions, and important details when describing	Students listen as the teacher models with a mentor informational text, deconstructing attributes and characteristics about a topic and/or entity with facts, definitions, and relevant details that describe these traits. Using chart paper with bubble graphic organizers with attributes and characteristics placed in center bubbles, students listen as the teacher adds the facts, definitions, and details to the spoked bubbles. Students then construct their own bubble graphic organizers, including attributes and characteristics in center bubbles, supported by facts, definitions, and details on the spoked bubbles. Emergent writers may use drawings and words/phrases from word banks, such as noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size. *Sample Language Objective:* Students will be able to describe attributes and characteristics with facts, definitions, and relevant details, using bubble graphic organizers and referring to a modeled example on chart paper.

ELD Standard 3: Language of Mathematics *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*	
Language Expectation	
ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by: ● Identifying concept or entity ● Describing attributes and characteristics	
Skills	*In the Classroom*
Clarification: Students identify a mathematical concept or entity, using grade-appropriate mathematical vocabulary (e.g., corner instead of vertex). *Unpacked Language Functions:* ● Define terms: concept, entity ● Identify mathematical concept or entity	Students receive an index card with a mathematical shape word. (Emergent readers are supported by teacher read-aloud). Student partners work to construct the shape with popsicle sticks and explain their reasoning to each other, answering the questions: "What shape did you make? How do you know?" Students may use the sentence starter: I know this shape is a...because… . *Sample Language Objective:* Students will be able to identify a mathematical concept or entity using manipulatives and explaining their reasoning to a partner, and using sentence starters.
Clarification: Students describe attributes and characteristics that define a mathematical concept or entity. *Unpacked Language Functions:* ● Define terms: attributes, characteristics ● Describe attributes ● Describe characteristics	Students receive an index card with drawings of several representations of the same shape with different colors, different orientations in space, and different sizes. Student partners describe to each other defining and non-defining attributes of the shape. Partners use sentence starters: I know this is a…(name the shape) because it has…(number of sides) and…(number of corners); The sides are…(tell about length); The…(name non-defining attribute) does not make this a…(name shape). Emergent readers are supported by a video or recording of the sentence starters. *Sample Language Objective:* Students will be able to describe attributes and characteristics of a mathematical concept or entity to a partner, using sentence frames that are written or recorded.

Language Expectation	
ELD-MA.1.Inform.Expressive Construct mathematical informational texts that: ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities	
Skills	*In the Classroom*
Clarification: Students define or classify a mathematical concept or entity using grade-appropriate mathematical vocabulary, unifix cubes, counters and ten-frames, or other manipulatives. *Unpacked Language Functions:* ● Define terms: classify, concept, entity ● Define a mathematical concept or entity ● Classify a mathematical concept or entity	After teacher modeling, partners define a ten group with unifix cubes or counters and a ten-frame. Students define the concept of unitizing with a partner, using the sentence starter: "I can show you a ten group by…". Student partners then explore groups of tens to decade numbers (e.g., 10, 20, 30, 40). Partners use the sentence starter, including the relating verb, be: "A group of ten helps me to understand that (a decade number) is...groups of ten." *Sample Language Objective:* Students will be able to define or classify the mathematical concept or entity of unitization by using unifix cubes, counters, ten-frames, and sentence starters to share the concept with a partner.
Clarification: Students describe a mathematical concept or entity using grade appropriate mathematical terms, representations, or manipulatives. *Unpacked Language Functions:* ● Define terms: concept, entity ● Describe a concept or entity	Students listen as the teacher describes the concept of unitizing by exploring teen numbers: students are guided by the teacher to demonstrate a bundle of ten ones is called a ten, with ____ (blank) left over, depending on the teen number (e.g., The number 12 has one ten and two ones left over). Students then describe the concept of unitizing by informing a partner, using ten frames and counters, and mathematical vocabulary and phrases including technical word choices to add precision (e.g., make a ten, ...number of left over counters) from the math language wall. *Sample Language* Objective: Students will be able to describe a mathematical concept or entity of unitizing, using ten frames, counters, and supported by vocabulary and phrases on the math language wall.

Clarification: Students compare and contrast mathematical concepts and/or entities. *Unpacked Language Functions:* ● Define terms: compare, contrast, concepts, entities ● Compare concepts and/or entities ● Contrast concepts and/or entities	Student partners compare/contrast concepts or entities by comparing two two-digit numbers, examining the amount of tens and ones in each number. Partners compare/contrast, using counters and ten frames; students use comparison vocabulary (e.g., 42 is more than 31), supported by comparison words and symbols on the math language wall. Students record their response on a tablet or video app, using information on the number of tens and ones for each two-digit number, demonstrating with ten frames and counters. *Sample Language Objective:* Students will be able to compare/contrast mathematical concepts and/or entities using ten frames and counters and comparison words from the language wall.

ELD Standard 4: Language of Science *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*	
Language Expectation	
ELD-SC.1.Inform.Interpretive Interpret scientific informational texts by: ● Determining what text is about ● Defining or classifying concept or entity	
Skills	*In the Classroom*
Clarification: Students determine what the science informational text is about, using headings and illustrations. *Unpacked Language Functions:* ● Define terms: determine, text ● Determine or identify what the text is about	Students preview a science informational text through a picture walk and noting the headings, prompted by the teacher as to what the headings might be about. Students then listen to a teacher read-aloud and participate in a shared reading of the text. Students identify what the text is about, as the teacher scribes on an enlarged main topic/details bubble graphic organizer; students work with a partner to add the balance of the key details on their own copy of the bubble graphic organizer and confirm or revise the predicted main topic, by reflecting on the illustrations, headings, and details. *Sample Language Objective:* Students will be able to determine what the science informational text is about, using illustrations, headings and details, working with a partner.
Clarification: Students define or classify a science concept or entity, using grade-level appropriate science vocabulary. *Unpacked Language Functions:* ● Define terms: concept, entity ● Define concept or entity ● Classify concept or entity	Students listen to a teacher read-aloud of a science informational text regarding what living things need. Students then participate in a shared reading of the same science text. Students define or classify the science concept using a seven-column graphic organizer, with headings that support the main science topic of what living things need; headings are characteristics of environments that include a plant or animal name, air, water, light (only plants), space, food, and shelter. Partners drop sample plants and animals into the graphic organizer. *Sample Language Objective:* Students will be able to define or classify a science concept or entity, using a seven-column graphic organizer with

	characteristics of an environment, working with a partner.
Language Expectation	
ELD-SC.1.Inform.Expressive Construct scientific informational texts that: ● Introduce others to topic or entity ● Define, describe, and classify concept, topic, or entity ● Summarize observations or factual information	
Skills	*In the Classroom*
Clarification: Student writers introduce others to a scientific topic or entity, through an introductory sentence. *Unpacked Language Functions:* ● Define terms: topic, entity ● Introduce others to scientific topic or entity	After a shared reading of informational text about living things, students use science journals to introduce others to a scientific topic or entity, with an introductory sentence that informs readers of plant and animal needs to survive. Students use sentence starters, including generalized nouns to introduce a topic or idea (e.g., "Environments enable plants and animals…"). The sentence starter may be annotated with drawings for emergent readers. *Sample Language Objective:* Students will be able to introduce others to the scientific topic or entity using sentence starters and supported by a shared reading about the topic.
Clarification: Student writers define, describe and classify a scientific concept, topic, or entity. *Unpacked Language Functions:* ● Define terms: classify, concept, topic, entity ● Define a scientific concept, topic, or entity ● Describe a scientific concept, topic, or entity ● Classify a scientific concept, topic, or entity	After watching a video on living versus non-living things, student writers define, describe and classify the scientific topic of the needs of living things. Students receive a flip booklet with either pictures of animals or pictures of plants indigenous to regions of North Carolina (e.g., crab/seashore, racoon/piedmont, elk/mountains). Students write the entities that enable animals to survive on each page of the animal flip booklet or write the entities that enable plants to survive on each page of a plant flip booklet. Students use noun groups to add details that answer questions about what something is like, its qualities, and descriptions (e.g., fresh water, environmental shelter, full sunlight). Students also draw representations of the entities that enable either plants or animals to survive in the specific regions of North Carolina.

	Sample Language Objective: Students will be able to define, describe, and classify a scientific concept, topic, or entity, creating flip booklets, naming entities that enable animals or plants to survive in specific regions of North Carolina, supported by a video on the topic.
Clarification: Students summarize scientific observations or factual information *Unpacked Language Functions:* ● Define terms: summarize, observations, factual information ● Summarize observations or factual information	Student writers use their science journals to summarize observations across a week about plants that receive entities to survive (e.g., air, water, light, space, food) and plants that do not. Students use declarative sentence starters: The marigold plant received one cup of water once a week. The plant has...sunlight; The plant grew...inches. Sentence starters are annotated with drawings to support emergent readers. *Sample Language Objective:* Students will be able to summarize scientific observations or factual data in their science journals, working with a partner and using sentence starters with drawings.
Language Expectation	
ELD-SC.1.Explain.Interpretive Interpret scientific explanations by: ● Defining investigable questions or simple design problems based on observations and data about a phenomenon ● Analyzing several events and observations to help explain how or why a phenomenon occurs ● Identifying information from observations (that supports particular points in explanations)	
Skills	*In the Classroom*
Clarification: Students define investigable science questions or design problems using observations and recorded data about a phenomenon. *Unpacked Language Functions:* ● Define terms: investigable questions, design problems, observations, data, phenomenon ● Define investigable questions, using observations and data ● Define simple design problems, using observations and data	Students listen as the teacher shares recorded data in an enlarged science journal regarding plant growth in different types of soil (e.g., sandy soil, clay, silt soil). Students then view a video on soil types and the different properties of each. Student partners formulate a science question based on their observations and data recorded in the enlarged model science journal and supported by a video on the types of soil and their advantages to differing plants. Partners use a sentence starter: Do different soil types affect…? The sentence starter is also annotated with drawings to support emergent readers.

	Sample Language Objective: Students will be able to define investigable questions or simple design problems based on observations and data about a phenomenon using a sentence starter with drawings and working with a partner.
Clarification: Students analyze events and observations to explain how or why a scientific phenomenon occurs. *Unpacked Language Functions:* ● Define terms: events, observations, phenomenon ● Analyze events and observations ● Explain how or why a phenomenon occurs	Students listen as the teacher adds recorded data in an enlarged science journal regarding plant growth in different types of soil (e.g., sandy soil, clay, silt soil) across two weeks. Plants receive the same amount of water every five days and the same amount of sunlight. Included are observable changes that students share (e.g., wilting leaves, brown leaves, limp stem). Also included are data, such as measurements of plant height and the number of leaves. Partners analyze the observations to draw conclusions, explaining the effect of soil type on plant growth. Students use sentence starters: The marigold plant in sandy soil… . Sentence starters are annotated with drawings for emergent readers. *Sample Language Objective:* Students will be able to analyze events and observations to explain how or why a phenomenon occurs, recording observations and measurable data in science journals with a partner, using sentence starters with drawings.
Clarification: Students identify information from observations that support specific points in scientific explanations. *Unpacked Language Functions:* ● Define terms: observations ● Identify information from observations (that supports particular points in explanations)	Guided by the teacher, partners review observations and data recorded in science journals, circling plant data and observations that support water retention of soil types, boxing data that supports high nutrients of soil types, and underlining observations that support structural support provided by soil types. Partners trade science journals and review each other's work, confirming or challenging annotations that support scientific explanations. *Sample Language Objective: Students* will be able to identify information from observations and data that support specific points in scientific explanations about soil types, annotating with boxes, circles, or underlining in science journals and receiving peer feedback.
Language Expectation	

ELD-SC.1.Explain.Expressive Construct scientific explanations that: ● Describe observations and/or data about a phenomenon ● Relate how a series of events causes something to happen ● Compare multiple solutions to a problem	
Skills	*In the Classroom*
Clarification: Students describe observations and/or data about a scientific phenomenon. *Unpacked Language Functions:* ● Define terms: observations, data, phenomenon ● Describe observations and/or data about a phenomenon	Students watch a video on the changes in the moon's shape across a month. Students record observations of the moon every two days for a month, drawing a representation. Students use a word bank that contains abstract and technical terms to add precision, and annotated with drawings to support their orally shared observations on a video app. *Sample Language Objective:* Students will be able to describe observations and/or data about a phenomenon using a word bank with drawings.
Clarification: Students explain how a series of events causes something to happen (the effect). *Unpacked Language Functions:* ● Define terms: series of events ● Relate how a series of events causes something to happen	Students watch a video on how forces (pushes or pulls) affect the motion of an object. Students experiment with two-liter soda bottles and plastic balls, varying the amount of push to determine the effect of the speed of the ball and the force on the bottle. Students explain how a series of events causes something to happen using the sentence starters: First, when I gave a big push, the ball…; Next, when I gave a big push, the soda bottle…; Third, when I gave a little push, the ball…; Fourth, when I gave a little push, the soda bottle… . Students refer to the science language wall with the sentence starters and connectors to express sequences in time (e.g., first, next, last), annotated with drawings for emergent readers. *Sample Language Objective:* Students will be able to explain how a series of events (varying pushes) causes something to happen (speed of the ball and impact on the soda bottle), using sentence starters with drawings from the science language wall.
Clarification: Students compare multiple solutions to a scientific	Students view a video on recycling and conservation. Students then

problem. *Unpacked Language Functions:* ● Define terms: solutions, problem ● Compare multiple solutions to a scientific problem	consider various solutions to protect the environment and improve conditions for the growth of plants and animals that live there. The teacher and students co-construct a T-chart on chart paper, comparing recycling to conservation principles (e.g., taking plastic water bottles to the recycling center versus conserving by using a refillable water bottle). Students use declarative statement starters to present conclusions: Recycling has many advantages, and so… . *Sample Language Objective:* Students will be able to compare multiple solutions to a scientific problem of protecting the environment, using a T-chart, sentence starters, and supported by a video.

ELD Standard 5: Language of Social Studies *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*	
Language Expectation	
ELD-SS.1.Inform.Interpretive Interpret informational texts in social studies by: ● Determining topic associated with compelling or supporting questions ● Defining and classifying attributes, characteristics, and qualities in relevant information	
Skills	*In the Classroom*
Clarification: Students determine the topic related or connected to compelling or supporting questions. *Unpacked Language Functions:* ● Define terms: topic, compelling question, supporting question ● Determine topic associated with compelling or supporting question	Students listen to the teacher read-aloud a children's book that tells a story about how the celebrations of a group of people have helped shape a community. Student partners reflect on the teacher-posed supporting question of how this group of people helped shape the community in the story. Students also determine the main topic of the story. Students respond on video apps, using the sentence starters: The story...was about…; The celebration of...helps make our community special because… . *Sample Language Objective:* Students will be able to determine the topic associated with compelling or supporting questions in a social studies information text, reflecting with a partner and using sentence starters.
Clarification: Students define and categorize attributes, characteristics, and qualities in relevant social studies information. *Unpacked Language Functions:* ● Define terms: classifying, attributes, characteristics, qualities, relevant information ● Define attributes, characteristics, and qualities in relevant information ● Classify attributes, characteristics, and qualities in relevant information	Students watch a video of quilt-making in Appalachia; students then watch a video about the huipil (embroidered hand-woven blouse) making in Guatemala. Guided by the teacher, students practice the routine of See, Think, Wonder to generate thinking about the attributes and characteristics of the two different textiles. The class completes the first column (See) of a three-column graphic organizer, adding attributes of the two textiles. Students are supported by an actual quilt and huipil that community members have brought to the classroom. Student partners then work to think about how the two textiles contribute to their respective communities and complete column 2 (Think). Students will add to the Wonder column in a subsequent activity.

	Sample Language Objective: Students will be able to define and classify attributes, characteristics and qualities in relevant information using a 3 column graphic organizer and See, Think, Wonder while working with a partner.
Language Expectation	
ELD-SS.1.Inform.Expressive Construct informational texts in social studies that: ● Introduce topic associated with compelling or supporting questions ● Provide details about disciplinary ideas	
Skills	*In the Classroom*
Clarification: Introduce a topic in a social studies inquiry that is connected to the compelling questions and supporting questions under study. *Unpacked Language Functions:* ● Define terms: topic, compelling question, supporting question ● Introduce social studies topic about compelling questions or supporting questions	Students are presented with a compelling question. Students listen as the teacher shares school-related disagreements, each with a supporting question. Working with the teacher, students complete an If/Then T-Chart by reading disagreements listed in the "If" column and explaining possible ways to resolve the disagreement in the "Then" column. Students use the If/Then chart to introduce their topics to answer the supporting and compelling questions. *Sample Language Objective:* Students will be able to introduce a topic on school-related disagreements using a completed If/Then T-Chart.
Clarification: Students provide details, supporting content-area ideas, specific to academic disciplines. *Unpacked Language Functions:* ● Define terms: details, disciplinary ideas ● Provide details for ideas in various content areas	Students role play as mayor and members of city council. Students are presented with a scenario that needs new rules or laws to resolve the issues posed (e.g., loose dogs, pollution in water fountains, riding bikes too fast in the park, etc.). Each small group receives a scenario on an index card read aloud by the teacher. In small groups, students use a problem/solution graphic organizer to create examples of new rules or laws that might solve/address the issue, adding details within steps to develop the solution to the issues. *Sample Language Objective:* Students will be able to provide details about societal issues, working in small groups and using a problem/solution graphic organizer.

Language Expectation	
ELD-SS.1.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic ● Analyzing evidence gathered from source ● Evaluating source based on distinctions between fact and opinion	
Skills	*In the Classroom*
Clarification: Students identify the topic of a social studies argument. *Unpacked Language Functions:* ● Define terms: topics ● Identify topic of a social studies argument	The teacher shows students a picture of cars in long lines waiting for a turn to pump gasoline. Using the picture and guided by the teacher, students follow a See, Think, Wonder routine. Students name things they see, as the teacher scribes on chart paper. Small groups then think about how that shows the topic of limited resources and the demand for that resource. Students then generate possible titles for a social studies argument related to limited resources and scarcity e.g., How Panic Buying Creates Scarcity). The teacher records the students' responses on the chart paper. After the discussion, the class votes on a topic title for the argument regarding limited resources and scarcity. Students add to the Wonder column in a subsequent activity. *Sample Language Objective:* Students will be able to identify the topic of a social studies argument, writing a title with generalized nouns in small groups and supported by a picture and See, Think, Wonder routine.
Clarification: Students use a source to obtain evidence about a social studies argument. *Unpacked Language Functions:* ● Define terms: evidence, source ● Analyze evidence gathered from a source	After analyzing a picture of cars in long lines waiting for a turn to pump gasoline and having a discussion on limited resources and scarcity, students listen to a children's video on the COVID-19 pandemic and panic buying of toilet paper. The teacher guides as students share evidence from the video and the teacher scribes on chart paper. *Sample Language Objective:* Students will be able to analyze evidence gathered from a video to support an argument on limited resources and scarcity, guided by the teacher in the whole group.
Clarification: Students evaluate a social studies source, determining	Students re-listen to a children's video on the COVID-19 pandemic and

whether it presents facts and/or opinions. *Unpacked Language Functions:* ● Define terms: evaluate, source, fact, opinion ● Evaluate a social studies source based on differences between fact and opinion	panic buying of toilet paper so students can evaluate the video source. As the teacher guides the discussion, students identify facts and opinions presented in the video, as the teacher scribes on an enlarged Fact/Opinion T-Chart. *Sample Language Objective:* Students will be able to evaluate a social studies source, guided by the teacher and using a fact and opinion T-Chart graphic organizer.
Language Expectation	
ELD-SS.1.Argue.Expressive Construct social studies arguments that: ● Introduce topic ● Select relevant information to support claim with evidence ● Show relationship between claim, evidence and reasoning	
Skills	*In the Classroom*
Clarification: Students write a social studies argument that first introduces a topic using sentences and representations. *Unpacked Language Functions:* ● Define terms: topic ● Introduce topic of a social studies argument	Students listen to a children's video on the invention of television to build background knowledge. Guided by the teacher, students co-create a topic sentence of how an invention, such as television, has impacted our lives in ways that improve our communities. Students use a sentence starter: The invention of...has improved…. *Sample Language Objective:* Students will be able to introduce the topic of invention, using a sentence starter and guidance from the teacher.
Clarification: Students write social studies arguments, selecting relevant information to support claims with evidence to fortify their argument. *Unpacked Language Functions:* ● Define terms: relevant information, claim, evidence ● Select relevant information ● Support a claim with evidence, using relevant information	Students interview grandparents or caregivers about the invention of television and how it impacted their lives. Students then interview their parents or other caregivers to see how television has impacted their lives. Students share these impacts on their lives while the teacher scribes on chart paper. Students listen to the teacher read aloud and review these impacts; guided by the teacher, students identify relevant information from the interviews, boxing the relevant information containing evidence to build an argument for the positive impacts of television. Student partners generate evidence sentences from their own

	interviews, supporting the claim of TV improving lives. Students use prepositional phrases to identify time and place (e.g., when we got our first television in…) and expanded noun phrases to add details (e.g., black and white television gave us the opportunity to…). *Sample Language Objective:* Students will be able to select relevant information to support the claim with evidence, guided by the teacher and boxing the relevant information containing evidence.
Clarification: Students write social studies arguments, showing the relationship between claim, evidence and reasoning, connecting these into a cohesive and logical argument. *Unpacked Language Functions:* ● Define terms: claim, evidence, reasoning ● Show relationship between claim, evidence and reasoning	Students use the class-constructed chart of interview information from grandparents and parents whose lives were impacted by the invention of the television. Guided by the teacher, students orally co-create an argument regarding the improvement of lives in our community because of the invention of television. The teacher scribes on chart paper, supporting students in building the argument. Guided by the teacher, students then identify the claim, marking in one color, the evidence from interviews in another color, and the reasoning in a third color. Students use connectors (because, so, and) to link claims with evidence and reasoning (WIDA, 2020). *Sample Language Objective:* Students will be able to *s*how the relationship between claim, evidence and reasoning by highlighting the claim, evidence, and reasoning in different colors with guidance from the teacher.

Works Cited

WIDA. *WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System, 2020.