Unpacking Document for NC ELD Standard Course of Study
Grades 2-3

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)

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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
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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 ($2 \times 5 + m = 25$) *(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 ● Share initial thinking with others	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, contrast, objects, concepts, similarity, difference ● 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' Constructive

Unpacked Language Functions: ● Define terms: idea, suggestion ● Propose or offer an idea or suggestion in an academic conversation	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, revise, understanding ● 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: support, 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, change, ● 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 revise their opinion or position based on new information. *Unpacked Language Functions:* ● Define terms: opinion ● Change, shift, or adapt your opinion based on the introduction of 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.2-3.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to event sequences ● Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

Skills	*In the Classroom*
Clarification: Students reflect on important details to identify a text's central message. *Unpacked Language Functions:* ● Define terms: central message ● Identify a central message from key details	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 the sequence of events in a text. *Unpacked Language Functions:* ● Define terms: character attributes, character actions, event sequences ● Identify how character attributes contribute to event sequences ● Identify how character actions contribute to event sequences	Students highlight words and phrases that show cause (characters' words and actions) and effect (events) and use a sentence frame modeled and displayed in the classroom to reflect on the impact such as "_____, so _____." *Sample Language Objective:* Students will be able to identify how character attributes and actions contribute to event sequences by highlighting words and phrases in a text.
Clarification: Students consider how words and phrases supply meaning to impact the interpretation of a text. *Unpacked Language Functions:* ● Define terms: literal meaning, nonliteral meaning ● Determine the meaning of words and phrases as they are used in texts ● Distinguish literal from nonliteral language	Students read the definition of bold words in a text to determine if the meaning is literal (actual) or nonliteral (unrealistic) in its contribution to the meaning of the text. *Sample Language Objective:* Students will be able to determine the literal and nonliteral meaning of words in a text by reading their definitions and reflecting on what meaning they supply in the text.

Language Expectation
ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that: ● Orient audience to context ● Develop story with time and event sequences, complication, resolution, or ending ● Engage and adjust for audience

Skills	In the Classroom
Clarification: Students create a narrator and/or characters, dialogue, and description to orient the reader to the context. *Unpacked Language Functions:* ● Define terms: audience, context ● Orient audience to context	Students brainstorm aloud with a partner or teacher and then write a list of characters considering the point of view of the narrator. 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 context. *Sample Language Objective:* Students will be able to orient audience to context by writing the beginning of a story introducing the characters with description and dialogue in complete sentences.
Clarification: Students organize a storyline that unfolds naturally with conflict and closure. *Unpacked Language Functions:* ● Define terms: time and event sequences, complication, resolution ● Develop story with time and event sequences ● Develop story with complication ● Develop story with resolution or ending	Students brainstorm aloud with a partner or teacher and then write the sequence of story events in a graphic organizer to include a beginning, middle, and ending. Students use the words and phrases from the graphic organizer to write sentences that describe a conflict and then closure. *Sample Language Objective:* Students will be able to develop a story with time and event sequences, complication, resolution, or ending by writing the middle conflict and ending closure in complete sentences.
Clarification: Students create and adapt the narrator and/or characters, dialogue, and description to create effects on the reader. *Unpacked Language Functions:* ● Define terms: engage, adjust	Students consider peer and teacher feedback in order to edit characters' actions, thoughts, feelings, or dialogue. Students mark through words that need to be changed and write notes in order to rewrite a final draft. *Sample Language Objective:* Students will be able to engage and adjust

● Engage audience ● Adjust for audience	for the audience by editing characters' actions, thoughts, feelings, or dialogue.

Language Expectation

ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by: ● Identifying the main idea and key details ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing relationship between a series of events, ideas or concepts, or procedural steps

Skills	In the Classroom
Clarification: Students reflect on key details to identify the main idea in informational text. *Unpacked Language Functions:* ● Define terms: identify, main idea, key details, informational text ● Identify main idea ● Identify key details	Students answer questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details to identify the main idea in informational text. *Sample Language Objective:* Students will be able to identify the main idea and key details of informational text by answering who, what, where, when, why, and how questions.
Clarification: Students consider connections in informational text to explicitly refer to themes and relationships. *Unpacked Language Functions:* ● Define terms :explicit, descriptions for themes, relationships among meanings ● Refer explicitly to descriptions for themes ● Refer explicitly to relationships among meanings	Students highlight words and phrases that show connections in informational text. Students reflect on these words and phrases to explicitly refer to themes and relationships. *Sample Language Objective:* Students will be able to refer explicitly to descriptions for themes and relationships among meanings by highlighting words and phrases that show connections in informational text.
Clarification: Students reflect on a series of events, ideas or concepts, or procedural steps to describe relationships. *Unpacked Language Functions:* ● Describe relationship between a series of events ● Describe relationship between ideas or concepts ● Describe relationship between procedural steps	Students create labeled diagrams explaining their understanding of connections between events, ideas or concepts, or procedural steps in informational text. *Sample Language Objective:* Students will be able to describe relationships between a series of events, ideas or concepts, or procedural steps by creating labeled diagrams to show their

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	understanding of connections in informational text.

Language Expectation

ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that:
- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Skills	In the Classroom
Clarification: Students examine and organize ideas around a topic in order to introduce and define that topic for the audience. *Unpacked Language Functions:* ● Introduce topic and/or entity for audience ● Define topic and/or entity for audience	Students use a graphic organizer to organize the information around a topic. Students write an introductory sentence to introduce and define the topic for the audience. *Sample Language Objective:* Students will be able to introduce and define a topic by using a graphic organizer to write an introductory sentence.
Clarification: Students add multiple facts and definitions about a topic in order to define, describe, compare, and classify. *Unpacked Language Functions:* ● Define terms: describe, topic entity, classify ● Add details to define a topic and/or entity ● Add details to describe a topic and/or entity ● Add details to compare a topic and/or entity ● Add details to classify a topic and/or entity	Students use a graphic organizer to organize the information around a topic including multiple facts and definitions. Students write supporting sentences that define, describe, compare, and classify information around that topic. *Sample Language Objective:* Students will be able to define, describe, compare, and classify information around a topic by using a graphic organizer to write supporting sentences.
Clarification: Students make connections within a topic to create a concluding statement. *Unpacked Language Functions:* ● Define terms: coherence, cohesion ● Develop coherence throughout text ● Develop cohesion throughout text	Students use clear details from a graphic organizer as well as linking words and phrases to create coherence and cohesion throughout a written text. Students write a concluding statement based on these connections. *Sample Language Objective:* Students will be able to develop coherence and cohesion throughout a written text by using a graphic organizer to

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Department of Public Instruction

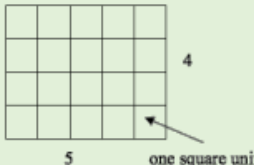|	write supporting sentences with linking words and phrases that lead to writing a concluding statement.

ELD Standard 3: Language of Mathematics
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

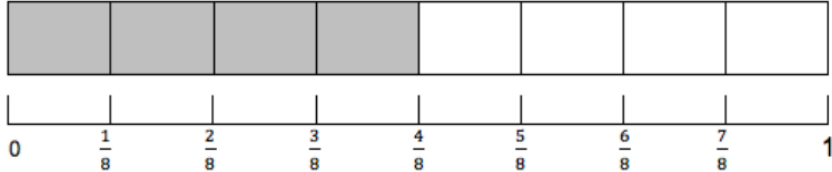| *Language Expectation* |
|---|
| **ELD-MA.2-3.Explain.Interpretive** Interpret mathematical explanations by:
• Identifying concept or entity
• Analyzing plan for problem-solving steps
• Evaluating simple pattern or structure |

Skills	*In the Classroom*
Clarification: Students consider how a problem or task was solved to identify a mathematical concept or entity. *Unpacked Language Functions:* • Define terms: concept, entity • Identify concept • Identify entity	Students sort sticky notes or note cards with equations (e.g., 12+16=28, 25-13=12, 3x4=12, 20÷5=4) into categories (e.g., addition, subtraction, multiplication, division) to identify the mathematical concept of operations. *Sample Language Objective:* Students will be able to identify the mathematical concept of operations by sorting equations into categories.
Clarification: Students reflect on the reasoning and structure in solving similar mathematical problems. *Unpacked Language Functions:* • Define terms: problem-solving steps • Analyze plan for problem-solving steps	Students read and solve various word problems related to finding the area of various rectangles drawn with unit squares. Connecting unit squares to side lengths, they find the area of a rectangle with whole-number side lengths by tiling it and understanding that the area is the same as would be found by multiplying the side lengths. **For example:** In this rectangle, there are 4 rows of 5 units squares, or 5 columns of 4 unit squares. Students should tile rectangle to find that there are 20 square units, then multiply the side lengths to show it is the same. $4 \times 5 = 20$ $5 \times 4 = 20$ 4 5 one square unit

	(NCDPI, 3rd Grade Unpacking Document, Rev. June 2019) *Sample Language Objective:* Students will be able to analyze a plan for finding the area of a rectangle by tiling it and understanding that the area is solved by multiplying the side lengths.
Clarification: Students look for patterns and structures in the number system and other areas of mathematics. *Unpacked Language Functions:* ● Define terms: pattern, structure, number system ● Evaluate simple pattern ● Evaluate structure	Students examine and interpret patterns of multiplication by noticing the shaded numbers on a hundreds board or multiplication table. (e.g., All the multiples of 5 end in a 0 or 5 while all the multiples of 10 end with 0. Every other multiple of 5 is a multiple of 10.) *Sample Language Objective:* Students will be able to identify patterns of multiplication by noticing the shaded numbers on a hundreds board or multiplication table.

Language Expectation

ELD-MA.2-3.Explain.Expressive Construct mathematical explanations that: ● Introduce concept or entity ● Describe solution and steps used to solve problem with others ● State reasoning used to generate solution

Skills	*In the Classroom*

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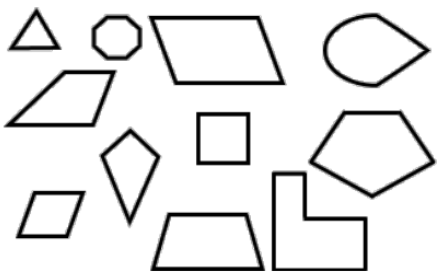
Clarification: Students examine and represent mathematical concepts or entities with pictures, words or numbers. *Unpacked Language Functions:* ● Define terms: concept, entity ● Introduce concept ● Introduce entity	Students represent equivalent fractions by composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. Working with a partner, students talk about a given fraction (e.g., ½) and equivalent fractions by drawing a rectangle and a number line to show how many fourths are shaded to equal one-half (Partner 1) and how many eighths are shaded to equal one-half (Partner 2). *(NCDPI, 3rd Grade Unpacking Document, Rev. June 2019)* *Sample Language Objective:* Students will be able to represent equivalent fractions by drawing a rectangle and a number line and shading in the boxes to represent the fractions.
Clarification: Students organize and create a mathematical explanation to describe a step by step solution to solve a problem with others. *Unpacked Language Functions:* ● Define terms: solution, steps, solve ● Describe solution used to solve problem with others ● Describe steps used to solve problem with others	With a partner, students read word problems (e.g., multiply and divide within 100), draw a solution, write an equation, and explain orally or in writing how they solved the problem (e.g., Mrs. Jones' class is making a garden. They bought 30 pepper plants. They want them in rows that have the same number of plants. There needs to be between 2 and 6 plants in each row). *Sample Language Objective:* Students will be able to describe a solution and steps used to solve a problem with others by drawing a solution, writing an equation, and explaining orally or in writing how they solved the problem.
Clarification: Students choose mathematical language to state their reasoning used to generate a solution.	Students solve an unknown-factor problem (e.g., 72 divided by 8) by using multiplication or division strategies and explaining with mathematical vocabulary orally or in writing their reasoning used to

Unpacked Language Functions: ● Define terms: reasoning, solution ● State reasoning used to generate solution	generate a solution (e.g., I know that 8 multiplied by 10 is 80. If I take away a group of 8, that means 8 multiplied by 9 is 72. So, 72 divided by 8 is 9). *Sample Language Objective:* Students will be able to explain the solution to an unknown-factor problem by using mathematical vocabulary orally or in writing.

Language Expectation

ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by: ● Identifying conjectures about what might be true ● Distinguishing connections among ideas in justifications ● Extracting mathematical operations and facts from solution strategies to create generalizations

Skills	*In the Classroom*
Clarification: Students form opinions based on observation of mathematics to identify conjectures about what might be true in a mathematical argument. *Unpacked Language Functions:* ● Define terms: conjecture, argument ● Identify conjectures about what might be true	Students examine and sort geometric figures into examples and non-examples of quadrilaterals (e.g., examples: rhombuses, rectangles, squares, parallelograms, and trapezoids) to determine what holds true for a figure to be classified as a quadrilateral. *Sample Language Objective:* Students will be able to determine what holds true for a figure to be classified as a quadrilateral by examining and sorting geometric figures.
Clarification: Students consider justifications to distinguish connections among ideas in mathematical argument. *Unpacked Language Functions:* ● Define terms: connection, justification ● Distinguish connections among ideas in justifications	Students examine and interpret multiple representations of categorical data collected by peers from the same question (e.g., number of books each classmate read during the summer) to determine if data is represented correctly. Students mark the examples they determine to be correct representations. *Sample Language Objective:* Students will be able to distinguish correct representations of categorical data collected by peers by examining and marking the examples they determine to be correct.

Clarification: Students look for patterns in solution strategies by noting operations used and facts proven to create generalizations in mathematical argument. *Unpacked Language Functions:* ● Define terms: operations, facts, solutions strategies, generalizations ● Extract mathematical operations from solution strategies to create generalizations ● Extract mathematical facts from solution strategies to create generalizations	Students measure the length of 4 objects in the classroom to the nearest inch and then estimate the length of 4 additional objects. Students measure the weight of 4 objects on a scale to the nearest pound and then estimate the weight of 4 additional objects. Students measure the capacity of 4 containers using water to the nearest cup and then estimate the capacity of 4 additional objects. Students make generalizations about customary units by estimating length, weight, and capacity. Students write their generalizations in sentences by choosing the correct word from the choices given: Length is best measured with (inches, pounds, cups). Weight is best measured with (inches, pounds, cups). Capacity is best measured with (inches, pounds, cups). *Sample Language Objective:* Students will be able to make generalizations about customary units by measuring the length, weight, and capacity of various classroom objects and then estimating additional objects. Students will write their generalizations by choosing the correct unit of measurement.

Language Expectation

ELD-MA.2-3.Argue.Expressive Construct mathematics arguments that:
● Create conjecture using definitions
● Generalize commonalities across cases
● Justify conclusion steps and strategies in simple patterns
● Identify and respond to others' arguments

Skills	In the Classroom
Clarification: Students use knowledge of definitions and observation of previously established solutions to problems to create conjecture. *Unpacked Language Functions:* ● Define terms: create,conjecture ● Create conjecture using definitions	Students use their understanding of place value to compare two and three digit numbers and use the phrases "is greater than," "is less than," or "is equal to." One partner will ask the other partner the question, "Why is this true?" to which the student shares orally the reasoning for making the determination (e.g., 26 is greater than 14 because 2 tens is greater than 1 ten or 26 is greater than 14 because 20 is greater than 10. 629 is less than 897 because 6 hundreds is less than 8 hundreds or 600 is less

	than 800). *Sample Language Objective:* Students will be able to compare numbers' values and share the reasoning orally by using the phrases, "is greater than," "is less than," or "is equal to."
Clarification: Students examine cases to generalize commonalities. *Unpacked Language Functions:* ● Define terms: commonalities, cases ● Generalize commonalities across cases	Students recognize from a model and practice drawing triangles, quadrilaterals, pentagons, and hexagons. Students then circle all of a particular shape within a group of geometric figures. Students share orally with a partner about the commonalities within each category using a sentence frame: "All ___have ___" (e.g., "All quadrilaterals have four sides"). Circle all of quadrilaterals among these geometric figures. *(NCDPI, 2nd Grade Unpacking Document, Rev. June 2019)* *Sample Language Objective:* Students will be able to share orally about the commonalities of shapes by using the sentence frame: "All ___have ___."
Clarification: Students examine simple patterns to justify conclusion steps and strategies. *Unpacked Language Functions:* ● Define terms: justify, steps, strategies, simple, patterns ● Justify conclusion steps in simple patterns ● Justify strategies in simple patterns	Students use concrete referents such as objects, pictures, or drawings to show patterns and justify their choice of multiplication or division strategies in word problems. Students orally explain their strategy in solving the problem to a partner including a conclusion statement (e.g., "I drew 5 circles for packages with 3 circles for muffins in each. I multiplied 5 x 3 to get 15 muffins in all").

	Jim purchased 5 packages of muffins. Each package contained 3 muffins. How many muffins did Jim purchase? *(NCDPI, 3rd Grade Unpacking Document, Rev. June 2019)* *Sample Language Objective:* Students will be able to justify multiplication or division strategies in word problems by using objects, pictures, or drawings, and by explaining their strategy to a partner using a conclusion statement.
Clarification: Students critique reasoning and strategies used to identify and respond to others' arguments. *Unpacked Language Functions:* ● Define terms: identify, respond, arguments ● Identify others' arguments ● Respond to others' arguments	Students discuss similarities and differences between strategies used by peers and respond to their thinking by using sentence starters such as "I agree with your reasoning because…" or "I disagree with your reasoning because…". This may be used with any mathematical concept/skill where students are sharing their reasoning for solving problems. *Sample Language Objective:* Students will be able to identify and respond to others' arguments by discussing similarities and differences between strategies used by peers and by using sentence starters to respond to their thinking.

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.2-3.Explain.Interpretive Interpret scientific explanations by:
- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

Skills	In the Classroom
Clarification: Students use background knowledge and data from observations to define simple design problems. *Unpacked Language Functions:* ● Define terms: investigable questions, simple design problems, observations, data, phenomenon ● Define investigable questions based on observations, data, and prior knowledge about a phenomenon ● Define simple design problems based on observations, data, and prior knowledge about a phenomenon	Students plant various flower seeds in cups with different types of soil (e.g., dirt, sand, clay, etc.) and draw a labeled picture of each in a chart to document two weeks of data. Students put some seeds in the windowsill for sunlight and some away from sunlight. Students water some each day and some every other day. Students chart the environmental conditions (e.g., type of soil, amount of sunlight, amount of water) and chart growth each day by drawing pictures and making notes about growth. *Sample Language Objective:* Students will be able to define a simple design problem by drawing pictures and making notes about seed growth in chart form.
Clarification: Students use evidence from observations to help explain how a phenomenon occurs. *Unpacked Language Functions:* ● Define terms: observations, evidence, phenomenon ● Obtain and combine information from observations ● Use evidence to help explain how or why a phenomenon occurs	Students use materials (water, shortening, candle wax, etc.) to determine how they change from a solid to a liquid (heating) and from a liquid to a solid (cooling). Students draw a labeled picture of each in a chart to document the data. Students chart the effects of putting these materials in the sunlight or on a warmer versus the effects of putting these materials in a cool area, refrigerator, or freezer. Students chart the effect of heating and cooling by drawing pictures and making notes on the chart. *Sample Language Objective:* Students will be able to explain how a phenomenon occurs by drawing pictures and making notes about the

	effect of heating and cooling on materials in chart form.
Clarification: Students use evidence from observations to support explanations. *Unpacked Language Functions:* ● Define terms: observations, explanations, evidence ● Identify information from observations that supports particular points in explanations ● Identify information from evidence that supports particular points in explanations	Students watch animated videos of the skeletal and muscular system to understand that they provide a structural framework that protects and supports mobility of the human body. Students listen and take notes on how skeletal bones support and protect the body's soft tissues. Students listen and take notes on how muscular tissues initiate and regulate movement. Students may draw labeled pictures as well. *Sample Language Objective:* Students will be able to use evidence from observations to support explanations by viewing a video, drawing pictures, and writing words and phrases about the skeletal and muscular systems.

Language Expectation

ELD-SC.2-3.Explain.Expressive Construct scientific explanations that:
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Skills	In the Classroom
Clarification: Students describe data from observations about a phenomenon. *Unpacked Language Functions:* ● Define terms: observations, data, phenomenon ● Describe observations about a phenomenon ● Describe data about a phenomenon	Students explore sound with a partner by taking turns and charting whether a vocal sound is high or low (pitch) and loud or soft (volume). Students then use "sound" vocabulary to explain to the partner that sound waves are collected by the outer ear, vibrate in the eardrum, cause the tiny bones in the middle ear to vibrate, and then move through the bones in the inner ear where sounds are understood by the brain. Students may draw a labeled diagram of the ear as well. *Sample Language Objective:* Students will be able to describe data from observations about a phenomenon by charting pitch and volume of vocal sounds, drawing a labeled diagram of the ear, as well as explaining to their partners how the sound moves through the ear and is understood by the brain.

NORTH CAROLINA
State Board of Education
Department of Public Instruction

Clarification: Students develop a logical sequence from data to support a claim. *Unpacked Language Functions:* ● Define terms: logical sequence, data, evidence, claim ● Develop a logical sequence between data and claim ● Develop a logical sequence between evidence and claim	Students glue pictures of the life cycle of a frog in the correct order and write a sentence about each stage of development. Students orally share their sentences with a partner to explain the process. *Sample Language Objective:* Students will be able to develop a logical sequence from data to support a claim by gluing pictures, writing sentences, and orally sharing with a partner the life cycle of a frog.
Clarification: Students consider criteria of a solution in comparing multiple solutions. *Unpacked Language Functions:* ● Define terms: criteria, constraints, design solution ● Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution	Students determine the differences of solids, liquids, and gasses by considering the unique properties in each particular state of matter. Students sort and categorize a list of solids, liquids, and gasses, and then explain to a partner the unique properties of each state of matter based on the criteria they used to sort. *Sample Language Objective:* Students will be able to consider criteria to compare multiple solutions by sorting and categorizing examples of states of matter, as well as explaining to a partner the unique properties of each state based on the criteria they used to sort.

Language Expectation

ELD-SC.2-3.Argue.Interpretive Interpret scientific arguments by: ● Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions ● Analyzing whether evidence is relevant or not ● Distinguishing between evidence and opinions

Skills	*In the Classroom*
Clarification: Students investigate phenomena by identifying evidence from models. *Unpacked Language Functions:* ● Define terms: evidence, data, models, investigations, phenomena, design solutions ● Identify potential evidence from data, models, and/or information from investigations of phenomena	Students observe physical land feature maps to identify volcanoes, mountains, valleys, canyons, caverns, and islands. Students label pictures drawn on a paper with the correct vocabulary term for the land feature from a word bank. *Sample Language Objective:* Students will be able to investigate phenomena by identifying evidence from models by labeling pictures with the correct land feature term from a word bank.

● Identify potential evidence from data, models, and/or information from investigations of design solutions	
Clarification: Students consider evidence to analyze if it is relevant or not. *Unpacked Language Functions:* ● Define terms: evidence, relevant ● Analyze whether evidence is relevant or not	Students identify and label weather tools that scientists use for observing, recording, and predicting weather changes (e.g., thermometer, barometer, hygrometer, etc.). Students show understanding of why the tool is used by then matching the tools to weather patterns recorded on a sheet such as temperature, atmospheric pressure, and humidity. *Sample Language Objective:* Students will be able to consider evidence to analyze its relevance by identifying, labeling, and matching scientific tools to various measures of weather.
Clarification: Students distinguish evidence from opinion. *Unpacked Language Functions:* ● Define terms: evidence, opinions ● Distinguish between evidence and opinions	Students sort statements about the solar system to determine whether it is fact (scientific evidence) or opinion (human judgment) based on what they have learned: Earth rotates on its axis. (fact) Stars move in consistent patterns. (fact) Earth's moon is beautiful. (opinion) Jupiter is more important than Mercury. (opinion) *Sample Language Objective:* Students will be able to distinguish evidence from opinion by sorting statements about the solar system.

Language Expectation

ELD-SC.2-3.Argue.Expressive Construct scientific arguments that:
- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Skills	*In the Classroom*
Clarification: Students defend a phenomenon in the natural or designed world.	Students write sentences that explain the phenomenon of heating and cooling of materials in pictures they observe using sentence frames, such as:

Unpacked Language Functions: ● Define terms: phenomenon, natural world, designed world ● Introduce topic/phenomenon for an issue related to the natural world(s) ● Introduce topic/phenomenon for an issue related to the designed world(s)	_____ butter makes it melt. (Heating) _____ water makes it turn to ice. (Cooling/Freezing) _____ water makes it turn to water vapor. (Heating) *Sample Language Objective:* Students will be able to defend a phenomenon in the natural world by writing sentences about pictures that explain the phenomenon of heating and cooling.
Clarification: Students use relevant evidence to support a claim. *Unpacked Language Functions:* ● Define terms: claim, relevant evidence ● Make a claim supported by relevant evidence	After observing how materials change from a solid to a liquid (heating) and from a liquid to a solid (cooling), students write declarative statements to support a claim such as "Temperature changes materials" and use the data to support their claim. Students read statements to a partner and orally defend their claim. *Sample Language Objective:* Students will be able to use relevant evidence to support a claim about heating and cooling by writing and reading declarative statements to support a claim and orally defending the claim to a partner.
Clarification: Students establish a neutral rather than an opinionated tone. *Unpacked Language Functions:* ● Define terms: neutral tone ● Establish a neutral tone	Students read two statements (one neutral and one opinion) orally with a partner about weather patterns. The partner repeats the statement that is neutral and argues the reason it is neutral: The temperature was 75 degrees today. (neutral) The high temperatures in January support global warming. (opinion) Students' partners repeat "The temperature was 75 degrees today, and this is a neutral statement because _____." *Sample Language Objective:* Students will be able to establish a neutral tone by repeating one of two statements read by a partner about weather patterns and giving a reason why it is neutral.
Clarification: Students can determine logical relationships when making a scientific claim. *Unpacked Language Functions:* ● Define terms: logical relationships, reasoning, evidence, data, model, claim	Students represent data in a "Four Seasons" pictograph to describe typical weather conditions expected during a particular season in a particular region of the world. Data can include average temperature and precipitation in each season. Students discuss the relationship of temperature, precipitation, and season in various regions.

● Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim	*Sample Language Objective:* Students will be able to determine logical relationships when making scientific claims about temperature, precipitation, and season in various regions by creating a seasonal pictograph and discussing with peers.

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.2-3.Explain.Interpretive Interpret social studies explanations by: ● Determining types of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for event sequences and/or causes/effects ● Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

Skills	*In the Classroom*
Clarification: Students use primary or secondary sources to answer questions about historical ideas or events *Unpacked Language Functions:* ● Define terms: compelling questions, supporting questions, phenomena, events ● Determine types of sources for answering compelling questions about phenomena or events ● Determine types of sources for answering supporting questions about events	Students read excerpts from biographies, autobiographies, and historical essays about important historical figures and their contributions to social change in America such as Sacagawea or Daniel Boone during the period of settlement in North America. Students highlight words and actions of those figures to understand and answer questions about their impact on the new world. *Sample Language Objective:* Students will be able to use primary or secondary sources to answer questions about a historical idea by highlighting words and actions of historical figures during the period of settlement in North America in those documents.
Clarification: Students use primary or secondary sources to understand the sequence of a historical event or the causes/effects of a historical event. *Unpacked Language Functions:* ● Define terms: sources, event sequences, causes, effects ● Analyze sources for event sequences ● Analyze sources for causes/effects	Students read excerpts and timelines from biographies, autobiographies, and historical essays about important historical figures and their contributions to social change in America such as Martin Luther King, Jr. during the Civil Rights Movement in the USA. Students match major events to dates on a timeline to show understanding of the sequence of events. *Sample Language Objective:* Students will be able to use primary or secondary sources to understand the sequence of a historical event by matching major events to dates on a timeline to show understanding of the sequence of events during the Civil Rights Movement.

NORTH CAROLINA
State Board of Education
Department of Public Instruction

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Clarification: Students consider ideas related to a social studies concept to answer supporting questions. *Unpacked Language Functions:* ● Define terms: disciplinary concepts, disciplinary ideas, compelling question, supporting question ● Evaluate disciplinary concepts and ideas associated with a compelling question ● Evaluate disciplinary concepts and ideas associated with a supporting question	Students watch a video about "Goods and Services" to understand the concept of wants and needs as well as supply and demand. Students take notes to include the definitions of terms and examples of each. *Sample Language Objective:* Students will be able to consider ideas related to a concept to answer supporting questions by taking notes to include definitions and examples of related terms while watching a video about "Goods and Services."

Language Expectation

ELD-SS.2-3.Explain.Expressive Construct social studies explanations that: ● Introduce phenomena or events ● Describe components, order, causes, or cycles ● Generalize possible reasons for a development or event

Skills	*In the Classroom*
Clarification: Students explain a phenomena or event. *Unpacked Language Functions:* ● Define terms: define, phenomena, events ● Introduce phenomena ● Introduce events	Students work with a partner to view pictures that represent how people "adapted to" and "changed" their environment and then share orally the idea represented. Examples: People plowed and irrigated fields to grow food. People built houses from trees to have shelter. People used animal skins to have clothing. *Sample Language Objective:* Students will be able to explain a phenomena by orally sharing ideas represented in pictures with a partner about how people adapted to or changed their environment to meet their needs.
Clarification: Students can describe details of a social studies concept. *Unpacked Language Functions:* ● Define terms: components, order, causes, cycles ● Describe components	Students read about the organization of local government and then explore their own local government positions. Students choose a position such as mayor, city manager, police chief, or fire department chief to explore. Students write a 4-5 sentence paragraph describing the position and the contribution that person makes to the safety and well

- Describe order - Describe causes - Describe cycles	being of the community. *Sample Language Objective:* Students will be able to describe details of a social studies concept by writing a 4-5 sentence paragraph describing a position in local government and the contribution that person makes to the safety and well being of the community.
Clarification: Students can make generalizations about reasons for a historical development or event. *Unpacked Language Functions:* - Define terms: generalize, possible reasons, development, event - Generalize possible reasons for a development - Generalize possible reasons for an event	Students discuss the development of the idea "responsible citizen" and the balance of individual rights with personal responsibility. Students share generalizing statements with a partner orally using a sentence starter, "A responsible citizen always _____." (e.g., A responsible citizen always wears his/her seatbelt and drives within the speed limit. A responsible citizen always cleans up after himself/herself. A responsible citizen always respects his neighbor's property.) *Sample Language Objective:* Students will be able to make generalizations about reasons for a historical development by sharing with a partner orally using a sentence starter, "A responsible citizen always _____."

Language Expectation

ELD-SS.2-3.Argue.Interpretive Interpret social studies arguments by:
- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

Skills	*In the Classroom*
Clarification: Students consider arguments and determine the topic and purpose presented. *Unpacked Language Functions:* - Define terms: topic, purpose, position, interpretation, perspective - Identify topic	Students read articles about how people positively and negatively impact the environment. Students highlight and add notes about both positive and negative impacts to understand the difference and form an opinion. Students choose one topic to further explore such as a negative impact (polluting) or a positive impact (recycling). *Sample Language Objective:* Students will be able to consider

● Identify purpose (argue in favor or against a position) ● Identify purpose (present a balanced interpretation) ● Identify purpose (challenge perspective)	arguments and determine the topic and purpose by reading articles, highlighting, and adding notes about how people positively and negatively impact the environment. Students choose one topic to further explore in order to form an opinion.
Clarification: Students consider information from sources to develop a claim in response to a question. *Unpacked Language Functions:* ● Define terms: relevant information, claims, compelling questions ● Analyze relevant information from one or two sources to develop claims in response to compelling questions	Students consider the question, "What are advantages and disadvantages of saving and spending money?" Students read texts and stories about the uses of money in the current economy. Students interview their parents/grandparents, their teachers/school staff/ and their friends/siblings to gather data. Students begin to develop a claim about saving or spending money. *Sample Language Objective:* Students will be able to consider information from sources to develop a claim in response to a question by reading texts and interviewing people using the question "What are advantages and disadvantages of saving and spending money?"
Clarification: Students distinguish fact from opinion in order to determine credible sources of information. *Unpacked Language Functions:* ● Define terms: credibility, fact, opinion ● Evaluate source credibility based on distinctions between fact and opinion	Students read articles that represent either factual information or someone's personal opinion on how cultures from other countries may have influenced a community. Students highlight facts in one color in one article and highlight opinions in another color in a different article. Example: Students read articles about Cinco de Mayo and its influence on American History. Students look for facts about the Battle of Puebla on May 5, 1862 and how it is celebrated in the U.S. versus a writer's opinion about how it has influenced American history. *Sample Language Objective:* Students will be able to distinguish fact from opinion in order to determine credible sources by reading and highlighting articles about how cultures from other countries may have influenced a community.
Language Expectation	

ELD-SS.2-3.Argue.Expressive Construct social studies arguments that:
● Introduce topic
● Select relevant information to support claims with evidence from one or more sources

● Show relationships between claim, evidence, and reasoning	
Skills	*In the Classroom*
Clarification: Students develop arguments that introduce a topic. *Unpacked Language Functions:* ● Define terms: topic ● Introduce topic	After learning about the types of communities, students differentiate between rural, urban, and suburban areas by writing a description about each type and giving a local example of each (e.g., An urban area is a human settlement with a high population density. Raleigh, North Carolina is an example of an urban area.). *Sample Language Objective:* Students will be able to develop arguments that introduce a topic by writing a description about each type of community and giving a local example of each.
Clarification: Students use relevant information from sources to support claims. *Unpacked Language Functions:* ● Define terms: relevant, claims, support, evidence, sources ● Select relevant information to support claims with evidence from one or more sources	Students use maps (town, NC, USA, and world maps) to support the claims: 1) I live in the town of _____. 2) I live in the state of _____. 3) I live in the country of _____. 4) I live on the continent of _____. *Sample Language Objective:* Students will be able to use relevant information from sources to support claims by using maps to claim where they live.
Clarification: Students use reasoning to make a claim from evidence. *Unpacked Language Functions:* ● Define terms: relationships, support, claim, evidence, reasoning ● Show relationships between claim, evidence, and reasoning	Students learn the definition of absolute location (address) and relative location (in relation to). Students view a community map and use cardinal directions (north, south, east, west) as well as names of buildings/parks/streets to describe the relative location of various points on the map to a partner. *Sample Language Objective:* Students will be able to use reasoning to make a claim from evidence by viewing a map and using names and directions to describe the relative location of various points on the map to a partner.

Works Cited

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