Unpacking Document for NC ELD Standard Course of Study
Grades 4-5

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 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.4-12.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer 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	With a partner, students discuss their previous learning by using sentence starters: 1) When (student) said _____, I thought _____; 2) This reminds me of…; 3) Based on what I learned, I…; 4) After hearing you say ___, I think…. *Sample Language Objective:* Students will be able to share ideas about what they have learned using sentence starters.
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	When shown an image, students say what they see, think, and wonder about the picture while the teacher records their ideas on the board. Students choose one of the class' ideas and write a story or description about the picture. *Sample Language Objective:* Students will be able to connect their written stories/descriptions to the presented image.

(annotated format)

ELD Standard 1: Social and Instructional Language *English language learners communicate for Social and Instructional purposes within the school setting.*	
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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	When shown an image, students say what they see, think, and wonder about the picture while the teacher records their ideas on the board. Students choose one of the class' ideas and write a story or description about the picture. *Sample Language Objective:* Students will be able to connect their written stories/descriptions to the presented image.
Clarification: Students determine details that may be vague, omitted, or unarticulated and ask questions about where text leaves matters uncertain.	Students are guided through a close read of a portion of text that is unclear. The teacher asks questions, such as: "What information is left out or unresolved? If we were to interview the author, what questions could we ask to get more information about these missing details?"

Students share how stories might end or what steps come next in a process. *Unpacked Language Functions:* ● Define terms: identify, raise questions, unexplained, missing, left unsaid ● Identify questions about what might be unexplained, missing, or left unsaid ● Raise questions about what might be unexplained, missing, or left unsaid	Students provide oral or written responses stating where they believe the author is vague or inconclusive *Sample Language Objective:* Students will be able to identify and raise questions about what might be missing from the text through close reading and discussion.
Clarification: Students give an account of experiences or share ideas in their own words to provide clarity or maintain productive discussion. *Unpacked Language Functions:* ● Define terms: recount, restate, sustain, move dialogue forward ● Recount to sustain and move dialogue forward ● Restate ideas to sustain and move dialogue forward	During discussion, the students use sentence starters to move discussion forward: 1) What I'm hearing is ____, is that correct?; 2) In other words…; 3) To put what _____ said in my own words…; 4) I see your point about _____, but have you considered…? *Sample Language Objective:* Students will be able to recount or restate other's ideas and use sentence stems to move the dialogue forward.
Clarification: Students wrap up, sum-up, or share what steps might come next in a process. *Unpacked Language Functions:* ● Define terms: closure, recap, offer, next steps ● Create closure ● Recap ● Offer next steps	Students are asked to share their closure with the teacher orally. The teacher writes the students' responses down word-for-word. Using concluding signal words and phrases from a word bank, the teacher and students work together to revise their responses to reflect a proper closure, recap, or sharing of next steps. *Sample Language Objective:* Students will be able to provide closure orally and in writing using concluding signal words and phrases from a word bank.
Language Expectation	
ELD-SI.4-12.Inform ● Define and classify facts and interpretations; determine what is known vs. unknown ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships	

• Summarize most important aspects of information	
Skills	*In the Classroom*
Clarification: Students name and categorize facts and explanations. While naming and categorizing, students identify what they know and don't know. *Unpacked Language Functions:* • Define terms: define, classify, facts, interpretations, determine, known, unknown • Define facts and interpretations • Classify facts and interpretations • Determine what is known vs. unknown	Students use a three-column graphic organizer. Each column is labeled: Category, What I Know, What I Don't Know Yet. Students work in pairs to define and categorize facts and interpretations. Students list these definitions and categories in the Category Column. Working across the columns, students identify what they know about the facts and interpretations in the What I Know Column and identify what they don't know in the What I Don't Know Yet Column. *Sample Language Objective:* Students will be able to categorize facts and interpretations and identify what they know vs. what they don't know using a graphic organizer with a partner.
Clarification: Students communicate what is directly stated as well as what is indirectly stated about characteristics, patterns, or behavior. *Unpacked Language Functions:* • Define terms: report, explicit, inferred, characteristics, patterns, behavior • Report on explicit characteristics, patterns, or behavior • Report on inferred characteristics, patterns, or behavior	Students color code a text identifying the explicitly stated ideas, each idea in a different color. After color-coding, the student annotates the text using words, arrows, and pictures to explain what is directly stated and what they infer. Students reflect on their color-coding and annotations to identify a pattern(s) they notice. Students communicate their findings to a partner or small group using sentence stems: "The text says…" and "I say/think…". *Sample Language Objective:* Students will be able to report on explicit and inferred patterns in a text using color-coding, annotations, and sentence stems.
Clarification: Students explain and delineate parts and wholes of a system, using the relevant details necessary to give a full account. *Unpacked Language Functions:* • Define terms: describe, parts, wholes, system • Describe the parts of a system • Describe the wholes of a system	Students are guided through the following questions with the teacher to describe the parts and wholes of a system: 1) What are the various parts, pieces, or components? 2) What are each of their purposes? 3) What are their complexities or relationships with one another? 4) How do the parts, pieces, or components work together as a whole? The teacher records students' answers on chart paper. Using the answers to these questions, students condense them into one explanation of the system's parts and wholes, orally or in writing.

	Sample Language Objective: Students will be able to describe the parts and wholes of a system using their answers to questions about the text.
Clarification: Students group, explain, and review relationships. *Unpacked Language Functions:* ● Define terms: sort, clarify, summarize, relationships ● Sort relationships ● Clarify relationships ● Summarize relationships	Students use the GIST strategy to group, explain, and summarize relationships between ideas in a text. After reading or listening to a text, students explain each main idea in 10 words or less. Using these 10 word summaries of each main idea, students identify the relationships between the ideas to develop the central idea of the text. Using the same words from the 10-word summaries, students write or tell a holistic summary of the relationships between these ideas in the text. *Sample Language Objective:* Students will be able to explain and summarize the relationships between main ideas using the GIST strategy.
Clarification: Students review and recap the most important pieces of information. *Unpacked Language Functions:* ● Define terms: summarize, most important, aspects, information ● Identify the most important aspects of information ● Summarize most important aspects of information	Students use the SWBST strategy (Somebody, Wanted, But, So, Then). Students identify the main characters or narrators (Somebody), their motives (Wanted), the major conflict and theme (But), how they addressed the major conflict and theme (So), and how the major conflict was resolved (Then). Using this information, students provide summaries, orally or in writing. *Sample Language Objective:* Students will be able to summarize the most important information from the text using the SWBST strategy.
Language Expectation	
ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways	

<table>
<tr><th>Skills</th><th>In the Classroom</th></tr>
<tr><td>Clarification: Students develop and share their initial reactions and thoughts with others.

Unpacked Language Functions:
● Define terms: generate, convey, initial thinking
● Generate initial thinking
● Convey initial thinking</td><td>When shown an image, students say what they see, what they think, and what they wonder.

Sample Language Objective: Students will be able to explain their initial thinking.</td></tr>
<tr><td>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
● Follow cycles and sequences of steps or procedures and their causes and effects
● Describe cycles and sequences of steps or procedures and their causes and effects</td><td>Students complete a three-column graphic organizer:

<table><tr><th>Causes ➤</th><th>Problem ➤</th><th>Effects</th></tr><tr><td></td><td rowspan="2"></td><td></td></tr><tr><td></td><td></td></tr></table>
In the Problem column, students describe the issue under study. In the Causes column, students list causes that have led to the problem under study. In the Effects column, students list the effects the problem has created. Using their graphic organizers as a guide, students describe the causes and accompanying effects of the problem orally or in writing using cause/effect language from a word bank: because, due to, since, leads to, etc.

Sample Language Objective: Students will be able to explain causes and accompanying effects using a graphic organizer and word bank to guide their thinking and descriptions.</td></tr>
<tr><td>Clarification: Students compare and contrast changing or evolving elements, features, situations, or conditions and note similarities and differences.</td><td>Using a T-chart, students draw comparisons between changing variables, factors, and circumstances. Students present their findings using conditional clauses to describe the changing variables, factors, and circumstances (If _____, then…; When _____, then…).</td></tr>
</table>

Unpacked Language Functions: ● Define terms: compare, variables, factors, circumstances ● Compare changing variables ● Compare changing factors ● Compare changing circumstances	*Sample Language Objective:* Students will be able to compare changing variables, factors, and circumstances using a T-chart and conditional clauses.
Clarification: Students share different ideas or suggestions to increase or develop others' awareness of a topic's elements or features that lead to certain results or consequences. *Unpacked Language Functions:* ● Define terms: offer, alternatives, extend, deepen, awareness, factors, contribute, particular, outcomes ● Offer alternatives to extend awareness of factors that contribute to particular outcomes ● Offer alternatives to deepen awareness of factors that contribute to particular outcomes	Using a 1-2-4 grouping strategy, students first (1) independently note one point from the author's argument in which they disagree or could build upon. Students develop their own responses to this point, noting elements that lead to results or consequences not outlined by the author. Then, (2) two students pair up to share their responses. Finally, (4) two pairs join to share their responses. At the end of the activity, students debrief in whole class discussion to share how their knowledge or awareness about the topic may have changed or expanded. For the 1-2-4 or class discussion, sentence frames may be used: "I see your point about…but…," "You said…and this made me think…," "I originally thought…but after hearing… I now think…". *Sample Language Objective:* Students will be able to offer alternatives to extend or deepen their classmate's awareness about the topic under study using the 1-2-4 strategy and sentence frames.
Clarification: Students use and incorporate feedback from others to revise their initial understandings of the functions or purpose of something. *Unpacked Language Functions:* ● Define terms: act on feedback, revise, understandings, work, particular ways ● Act on feedback to revise understandings of how something works in particular ways ● Act on feedback to revise understandings of why something exists	In an online, shareable document, students write responses explaining their understanding of the functions or purpose of the concept under study. Students share their documents with a partner and exchange feedback specific to each other's understanding of content. Using track-changes, students revise their initial responses using their partner's feedback, noting how their understanding may have changed through the comment feature. *Sample Language Objective:* Students will be able to use and incorporate feedback from their classmates to revise their initial understandings using track-changes and comment features.
Language Expectation	

ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence	
● *Skills*	*In the Classroom*
Clarification: After students read or hear about a particular perspective, they develop and ask questions about alternate perspectives with the purpose of learning how to acknowledge alternate perspectives and to argue a perspective. *Unpacked Language Functions:* ● Define terms: generate, questions, perspectives ● Generate questions about different perspectives	Students brainstorm a class list of different perspectives on a particular topic. After brainstorming, students choose two of these perspectives to explore, developing questions about them. Students develop questions like: "I understand the perspective of _____, have we considered…?;" "How is _____ different from…?"; "What would it look like if…"; "How did ____ decide…?" *Sample Language Objective:* Students will be able to construct arguments by asking questions about differing perspectives from a class list.
Clarification: Students justify or question a particular opinion, premise, or interpretation. *Unpacked Language Functions:* ● Define terms: support, challenge, opinion, premise, interpretation ● Support an opinion, premise, or interpretation ● Challenge an opinion, premise, or interpretation	Students use Claim, Support, Question to support their opinions with evidence. Students first make a claim or form an opinion about the topic under study. Students then identify support for their claim or opinion listing points and evidence from what they've read, listened to, or experienced. Students then ask a question related to their claim or opinion that challenges alternate claims or opinions. *Sample Language Objective:* Students will be able to support an opinion using the Claim, Support, Question strategy.
Clarification: Students clearly define and add to their ideas based on feedback. *Unpacked Language Functions:* ● Define terms: clarify, elaborate, ideas, based, feedback ● Clarify ideas based on feedback	After receiving feedback from the teacher and/or peers on their writing, students choose one idea that needs clarification and/or elaboration. Students incorporate the feedback by revising their writing using the Five Whys. Students ask themselves "Why?" and answer in writing. Students ask themselves another "Why?" in response to their answers. Students continue this with a maximum of Five Whys being asked.

• Elaborate ideas based on feedback	Students then elaborate on their ideas using all their answers to the Five Whys. *Sample Language Objective:* Students will be able to elaborate on their ideas in writing using feedback and the Five Whys.
Clarification: Students reflect on and assess changes in their thinking, determining where they may have compromised or negotiated their thoughts. *Unpacked Language Functions:* • Define terms: evaluate, identify, trade-offs • Evaluate changes in thinking • Identify trade-offs	Students are given a graphic organizer with three columns: I Thought, Now I Think, Trade-Offs. Before discussion, students complete the first column listing their own thoughts and opinions on the topic for discussion. After discussion, students then complete the second column noting changes in their thoughts and opinions. Students compare what they noted in the first two columns, noting the differences between what they thought before discussion and what they think now as a result of the discussion. In the trade-off column, students write reflections on how their thinking changed and what they may have compromised on. *Sample Language Objective:* Students will be able to evaluate changes in their thinking and identify trade-offs by participating in class discussion and completing a "I Thought, Now I Think, Trade-Offs" graphic organizer.
Clarification: Students further clarify their claims and reasoning based on new information or evidence. *Unpacked Language Functions:* • Define terms: refine, claims, reasoning, new information, evidence • Refine claims based on new information or evidence • Refine reasoning based on new information or evidence	Students use a three column graphic organizer to organize their thoughts in writing. In the first column, students list their original claim and reasoning. In the second column, students list the new information or evidence they found relating to their original claim and reasoning. In the third column, students rewrite their claims and reasoning by refining, revising, and/or adjusting them based on the new information or evidence from the second column. *Sample Language Objective:* Students will be able to refine claims and reasoning based on new information or evidence using a three-column graphic organizer.

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.4-5.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a theme from details ● Analyzing how character attributes and actions develop across event sequences ● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes	
Skills	*In the Classroom*
Clarification: Students identify the theme of the language arts narrative by inferring from key details the lesson, moral, or underlying message of the text. *Unpacked Language Functions:* ● Define terms: theme, details ● Identify the theme, inferring from details	After being provided the theme by the teacher, partners read two short language arts narratives that have the same theme. Student partners then highlight details that develop the theme or underlying message, referring to an anchor chart previously co-created by the teacher and students. The anchor chart provides a model of a short language arts narrative's theme being identified through highlighted details and annotated reasoning in thought bubbles. *Sample Language Objective:* Students will be able to interpret a narrative, identifying the theme from details, by highlighting details that build the theme.
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: In the story, _____(name the character)_____(describe the character's words or actions), so _____(describe the event). *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 consider how words and phrases supply	Students listen as the teacher models, selecting a difficult word/phrase

meaning to impact the interpretation of a text, including metaphors and similes. *Unpacked Language Functions:* ● Define terms: figurative language, metaphors, similes ● Determine meaning of words or phrases, including figurative language of metaphors and similes	and doing a think-aloud using a three-column graphic organizer: Column 1: The text says (Words/Phrases); Column 2: What I see in my head (Visualizing); Column 3: Impact on Meaning- Wow Impact! Students observe as the teacher highlights similes in one color and metaphors in another color, filling out the first column of the graphic organizer. Student partners then consider the meaning of words and phrases through a three-column graphic organizer, working to determine the "Wow Impact" of words/phrases. Partners combine to make a small group of 4 to compare and reflect on "Wow Impacts," revising and adding to impacts on meaning. *Sample Language Objective:* Students will be able to determine the meaning of words or phrases including metaphors and similes by using a 3-column graphic organizer and highlighters.
Language Expectation	
ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that: ● Orient audience to context ● Develop and describe characters and their relationships ● Develop story with complication and resolution, time and event sequences ● 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, creating an exposition. *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. Students may use expanded noun groups to state who or what the narrative is about. *Sample Language Objective:* Students will be able to orient the audience to context by writing the beginning of a story introducing the

	characters with description and dialogue in complete sentences.
Clarification: Students develop characters in three dimensions, creating physical descriptions, thoughts and feelings, and their relationships to other characters. Student writers develop characters, describing how they evolve and change over the course of the narrative. *Unpacked Language Functions:* ● Define terms: characters ● Develop and describe characters and their relationships to other characters, including how they change across the narrative	With partners, students use a character traits graphic organizer overlaid with a beginning/middle/end timeline to create characters' traits, their major challenges, their responses to those challenges, and their changes across the development of the narrative. Placing the character trait graphic organizers on bulletin board paper, students annotate with arrows and words, the relationships between characters. Students may use expanded verb groups to show the relationships between characters (e.g., Juan glared angrily). Students then share with a partner their character graphic organizers placed on bulletin board paper to reflect on the main characters and how they interact and evolve. *Sample Language Objective:* Students will be able to write narratives, developing and describing characters and their relationships across time, using character traits graphic organizers overlaid with a beginning/middle/end story timeline and annotating between character graphic organizers on bulletin board paper.
Clarification: Students develop the narrative, including complications (rising action), the outcome (climax), the falling action, and resolution, concluding the narrative. *Unpacked Language Functions:* ● Define terms: complication, resolution ● Develop narrative through writing the complication (rising action), outcome (climax), falling action, and the resolution.	Students use a plot diagram overlaid on a beginning/middle/end story map to develop the narrative, jotting the complications (rising action) in the beginning story map, the outcome or most exciting part (climax) in the middle story map, the falling action, and the resolution in the ending story map. Students read another student's plot diagram overlaid with the story map, and leave two sticky notes: one with a question or suggestion and one with a compliment. Students then write first drafts. Students may use connectors to sequence time (later that night) and events (after she stumbled into the cave). *Sample Language Objective:* Students will be able to write narratives, developing story with complication and resolution, time and event sequences, by using a plot diagram overlaid on a beginning/middle/end story map and providing feedback to a partner.

Clarification: Students create and adapt the narrator and/or characters, dialogue, and description to create effects on the reader. *Unpacked Language Functions:* ● Define terms: audience ● Engage and adjust for the audience.	Student partners brainstorm possible reader reactions to each other's narratives, considering points of view of the audience. Students leave sticky notes with possible audience reactions. Students consider the feedback and revise or adapt the narrator, characters, dialogue or descriptions. Students may use literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAP!). *Sample Language Objective:* Students will be able to revise narratives, engaging and adjusting for the audience, by brainstorming possible reader reactions on sticky notes, and adapting the narrator, characters, or descriptions.
Language Expectation	
ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by: ● Identifying and summarizing main ideas and key details ● Analyzing details and examples for key attributes, qualities, and characteristics ● Evaluating the impact of key word choices in a text	
Skills	*In the Classroom*
Clarification: Students determine the main ideas and key details in informational text and summarize the main ideas and important details. *Unpacked Language Functions:* ● Define terms: main ideas, summary/summarize, key details, ● Identify main ideas and key details ● Summarize main idea and key details	Students preview an informational text to determine what the text is mostly about; students read the text with a partner, highlighting the recurring details and facts to determine the main idea. Student partners join another partner group to reflect on the recurring details and facts and revise the main idea as needed. *Sample Language Objective:* Students will be able to identify and summarize the main idea and key details by previewing informational text, reading text with a partner, highlighting recurring details, and revising the main idea as needed.
Clarification: Students think about the qualities or characteristics of the details and examples in the informational text.	After the teacher models a think-aloud, highlighting and annotating informational text, students work with a partner to highlight details in a

Unpacked Language Functions: ● Define terms: key attributes, qualities, and characteristics ● Analyze details for key attributes, qualities, and characteristics ● Analyze examples for key attributes, qualities, and characteristics	section of the text. Student partners then annotate on sticky notes the qualities and characteristics of the details. Student partners meet with another partner group to discuss and compare the qualities of the details, revising their annotations as needed. *Sample Language Objective:* Students will be able to analyze details and examples for key attributes, qualities and characteristics in informational text by highlighting details and annotating the attributes, qualities, and characteristics of the details with sticky notes, using descriptive words .
Clarification: Students consider how certain words affect the meaning of the text. *Unpacked Language Functions:* ● Define terms: key words ● Think about how key words affect the meaning of the text	After the teacher models a think-aloud, covering selected words from an informational text and reflecting on the gap in meaning that results. In small groups, students re-read an enlarged copy of an excerpt from an informational text. Students are provided sticky notes with a key word written on the underside of the sticky note; students place the sticky note to cover up the selected word in the text. Small groups reflect on the gap in their knowledge about the text after the word is covered up and discuss the impact of these words on the meaning of the text. *Sample Language Objective:* Students will be able to evaluate the impact of key word choices in an informational text by omitting key words to determine their impact on the meaning of the text, and explaining the impact in a sentence with the connector: because.
Language Expectation	
ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that: ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision and details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text	
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: entity ● Introduce the topic and/or entity of the informational text ● Define the topic and/or entity of the informational text	Students review their previously created main idea/details graphic organizers about an informational text on Ben Franklin and electricity. Students use the graphic organizer to scaffold the construction of an infographic about the text. Students write an introductory heading for their infographic (e.g., Ben Franklin's Contributions to the Development of Electricity). *Sample Language Objective:* Students write informational text that introduces and defines the topic of Ben Franklin and electricity by writing an introductory header using descriptive titles and generalized nouns.
Clarification: Students write objectively about a topic, excluding subjective opinions. *Unpacked Language Functions:* ● Define terms: objective, neutral stance ● Establish objective or neutral stance	Students write facts to be included in their infographic from a neutral stance and review these facts with a partner, circling objective and unbiased reporting language, (e.g., occurred on January 30, 2021; reported that...evidenced by…). Students receive peer feedback regarding the neutral stance developed by their use of unbiased and factual reporting language. Students reference an anchor chart co-created by the class and the teacher that contains circled examples of neutral stance language in a newspaper article and non-examples of neutral stance in a letter to the editor on the same topic (i.e., evaluative and opinion-based language). *Sample Language Objective:* Students will be able to establish an objective or neutral stance by circling unbiased and factual reporting language and receiving peer feedback on facts.
Clarification: Students write with details and precise words to define, describe, compare, or classify/organize facts. *Unpacked Language Functions:* ● Define terms: precision, compare, classify, entity ● Add precision to define, describe, compare, and classify topic and/or entity ● Add details to define, describe, compare, and classify topic and/or entity	Students review facts included in their infographic, writing facts on the left side of a two-column graphic organizer. Students consider how to add details and precision to the facts which will be written on the right side of the graphic organizer. Graphic organizers are shared in a small group, with students adding details and precision through peer conferencing and referring back to the original information source for the infographic. *Sample Language Objective:* Students add precision and details to

	define, describe, compare, and classify a topic and/or entity by conferencing with small group members, referring back to the original source document, and using a two-column graphic organizer to include precise and technical words/word phrases.
Clarification: Students express clearly using cohesive devices, such as repeated noun phrases. Students create a clearly understandable and tightly organized informational text. *Unpacked Language Functions:* ● Define terms: cohesion, coherence ● Develop coherence throughout text ● Develop cohesion throughout text	Students work with a partner to review their infographic facts; partners identify and highlight language choices that develop cohesion in the infographic text (e.g., repeated noun phrases, "pronouns...renaming to reference and link ideas and entities…") (WIDA, 2020); partners then identify language choices that develop coherence with another color highlighter. Students then work independently or with a partner to revise their infographics to add clarity and cohesion. *Sample Language Objective:* Students will be able to construct a clearly understandable and tightly organized informational text, developing coherence and cohesion throughout the text by highlighting with a partner language choices that create cohesion and coherence.
Language Expectation	
ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by: ● Identifying main ideas ● Analyzing points of view about the same event or topic ● Evaluating how details, reasons, and evidence support particular points in a text	
Skills	*In the Classroom*
Clarification: Students determine the main idea in a language arts argumentative text. *Unpacked Language Functions:* ● Define terms: argument, argumentative ● Identify main ideas	Students categorize details written on notecards from a language arts argumentative text (not yet read) through an open sort. Students work with a small group to reflect on the sorted details and created categories to determine possible main ideas. Students listen as the teacher conducts a read aloud of the argumentative text to confirm or challenge the student-generated main ideas. *Sample Language Objective:* Students will be able to interpret language arts arguments, identifying the main idea by sorting details through an

	open sort and small group reflection.
Clarification: Students consider and examine different points of view about the same event or topic. *Unpacked Language Functions:* ● Define terms: point of view ● Analyze points of view about the same event or topic	Students work in small groups to match pictures of argumentative text characters to corresponding point of view statements about the same topic. Students then partner read the language arts argumentative text about the topic. Students work in small groups to revise or confirm point of view matching activity, explaining reasoning. *Sample Language Objective:* Students will analyze points of view about the same topic or event by matching pictures of characters to corresponding point of view statements, confirming or revising after reading the argumentative text, and explaining reasoning.
Clarification: Students make observations about points in the text. Students connect points in the text to details, reasons, direct quotations and evidence from the text that support the points. *Unpacked Language Functions:* ● Define terms: details, reasons, evidence ● Evaluate how details, reasons, and evidence support particular points in a text	After listening to a read-aloud of an argumentative language arts text, partners re-read the text. Student partners use a hierarchy graphic organizer to record the topic in the top-most level. In upper grades, students record points in the text. Student partners then join with another partner group to pull textual evidence, including quotations, details, and reasons. Partner groups enter the textual evidence at the third level of the organizer. Partner groups rotate and explain their reasoning of how the evidence supports the points. *Sample Language Objective: Students* will be able to evaluate how details, reasons, and evidence support particular points in an informational text by using a hierarchy graphic organizer to qualify the points and evidence, explaining their reasoning.
Language Expectation	
ELD-LA.4-5.Argue.Expressive Construct language arts arguments that: ● Introduce and develop a topic clearly; state an opinion ● Support opinions with reasons and information ● Use a formal style ● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section	
Skills	*In the Classroom*

Clarification: Students develop a topic clearly through "declarative statements to frame the topic... background information, and stat(ing) an opinion" (WIDA, 2020). Students write in "first person (point of view) (I think, in my opinion) or third person (point of view) (this book provides, the author believes…" (WIDA 2020). *Unpacked Language Functions:* ● Define terms: opinion ● Introduce a topic clearly ● Develop a topic clearly ● State an opinion	Using a mentor text as a model, students and the teacher co-construct a template for writing a language arts argumentative text. Students use support within the template to write the introduction. The template includes sentence starters: State your topic and provide your opinion: 1) The topic is..., 2) Other people argue that..., 3) However, in my opinion…. *Sample Language Objective:* Students will be able to write an introductory paragraph for the argumentative text, introducing and developing a topic clearly; stating an opinion, by using a class-created template with a clearly defined sequence and sentence starters.
Clarification: Students support their claim with reasons and information from credible information sources through "a variety of clauses to support opinion and/or claim (quotes, examples, detailed descriptions in order to persuade the audience to the author's opinion. Students may use "connectors to link claim/opinion with evidence and reasoning (because, as a result, when, if, although, but) (WIDA 2020). *Unpacked Language Functions:* ● Define terms: opinion, reasons ● Support opinions with reasons ● Support opinions with information	Using a mentor text as a model, students and the teacher co-construct a template for writing a language arts argumentative text. Students use support within the template to write a body paragraph with their opinion supported by reasons. The template includes sentence starters: Provide Reasons for Your Opinion: 1) Many reasons support my opinion… 2) First and foremost… 3) Additionally, 4) As evidenced by… 5) So, this means that… 6) As a result… 7) Finally… . *Sample Language Objective:* Students will be able to write a body paragraph that supports their opinions with reasons and information by using a class-created template with a clearly defined sequence and sentence starters.
Clarification: Students use a formal style, expressing in either first person point of view or third person point of view. The first person point of view may use emotive language, appealing to feelings, whereas the third person point of view is more neutral, using objective language to appeal to logic. Evaluative language showcases the student's perspective (WIDA, 2020). *Unpacked Language Functions:* ● Define terms: formal style ● Use a formal style	After reading an argumentative text written in first person; students rewrite the argument in third person. After writing a first draft, students box language that signals a third person point of view . Students circle authoritative and declarative sentences. Students underline objective language that appeals to logic. Students review writing with a peer to refine the features of formal style. *Sample Language Objective:* Students will be able to use a formal style in argumentative text by boxing third person point of view language, circling authoritative/declarative sentences, and underlining objective language, and conferencing with a peer to revise formal style as

	needed.
Clarification: Students provide support for their opinion with evidence, facts, and details, linking the support with the opinion by using that-clauses (This shows that the theme is) and connectors to sequence points (first, furthermore, as evidenced by) in order to persuade the audience to their opinion. Students also provide a summary, restating their opinion (WIDA 2020). *Unpacked Language Functions:* ● Define terms: opinion, evidence, facts, details, concluding statement or section ● Logically connect opinions to appropriate evidence, facts, and details ● Offer a concluding statement or section	Students work with a partner to review the body paragraph(s): of their argumentative piece, highlighting language that links evidence to opinions: that-clauses (e.g., This shows *that* the theme is); and highlighting connectors that sequence points in another color (e.g., first, furthermore, as evidenced by). Students use the argumentative writing template co-created by the students and teacher to write the concluding statement or paragraph. The template includes sentence starters: Restate your opinion and summarize strong reasons: 1) In my opinion… 2) Many reasons support my stance… 3) In conclusion… . *Sample Language Objective:* Students will be able to logically connect opinions to appropriate evidence, facts, and details; offering a concluding statement or section, by highlighting that-clauses and connectors and using the argument template with sentence starters to write the concluding statement or paragraph.

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.4-5.Explain.Interpretive Interpret mathematical explanations by: ● Identifying concept or entity ● Analyzing problem-solving steps ● Evaluating a pattern or structure that follows a given rule	
Skills	*In the Classroom*
Clarification: Students consider properties of the mathematical concept or entity in order to identify it. Students may use various forms of mathematical representation, such as drawing, making a chart, numbers, and/or mathematical terms (e.g., right angles) and relating verbs (e.g., The figure has two sets of parallel lines) to define or describe the concept or entity. *Unpacked Language Functions:* ● Define terms: concept, entity ● Identify a mathematical concept (e.g., parallel lines) or a mathematical entity (e.g., parallelogram)	With partners, students read an index card with a description of properties of an unidentified two-dimensional figure. Students confer, drawing to represent the properties to identify the figure, sharing their reasoning. *Sample Language Objective:* Students will be able to identify a mathematical concept or entity**,** by reading with a partner an index card that has properties of an unidentified two-dimensional figure, drawing to identify the figure and sharing reasoning.
Clarification: Students review and analyze the steps to solve a mathematical problem, using language choices to reflect on-going process (e.g., we should have done this, what if we try…) (WIDA, 2020) and mathematical comparative terms (e.g.,twice as much, more than, greater than, increases at a higher rate). *Unpacked Language Functions:* ● Define terms: problem-solving steps ● Analyze problem-solving steps	Student partners read a multiplicative comparison word problem and an additive comparison problem on sentence strips. Student partners are then given two more sentence strips with the headers: Multiplicative Comparison and Additive Comparison. Student partners are also given sentence strips with the mathematical step to solve both the multiplicative and additive problems. Student partners match the mathematical step to the word problem and the header. Student partners explain their reasoning to distinguish the difference between the additive and multiplicative comparisons, as well as why the mathematical step matches each word problem. Student partners then join another partner group and compare reasoning to solve the problems, conferring and revising as needed (e.g., Additive

	comparison: Jane has 8 apples and Sam has 5 apples. How many more apples does Jane have than Sam? Multiplicative comparison: Jane has 8 apples and Sam has 5 times as many apples as Jane. How many apples does Sam have?) *Sample Language Objective:* Students will be able to solve additive and multiplicative comparison word problems and distinguish the difference, by analyzing problem-solving steps, sharing reasoning, and using causal language.
Clarification: Students analyze the pattern or structure such as a table by examining the relationship between the corresponding terms and qualifying the relationship mathematically (e.g., Juan has twice as many as Maria; On day one, she has two and he has four. I know that two times two is four…). Students use mathematical comparative terms (e.g., half as much, less than, increases at a lower rate). *Unpacked Language Functions:* ● Define terms: pattern, (numerical) rule ● Evaluate a pattern or structure that follows a given rule	Students are given two numerical rules and the resulting numerical patterns displayed in the table along with a line graph of the ordered pairs from the table. Student partners work together to identify mathematical relationships between corresponding terms, explaining their reasoning, using numbers, objects, or equations. *Sample Language Objective: S*tudents will be able to evaluate a pattern or structure that follows a given numerical rule by identifying the relationship between corresponding terms in the table, explaining reasoning, and using a word bank with mathematical comparative language.
Language Expectation	
ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that: ● Introduce concept or entity ● Share solution with others ● Describe data and/or steps to solve problem ● State reasoning used to generate solution	
Skills	*In the Classroom*
Clarification: Students begin their mathematical explanation by introducing the mathematical concept or entity through drawing pictures, using objects, using mathematical terms, and/or creating equations (e.g., multiplication equation as a comparison: Pedro has	After students listen to the teacher model, students make initial observations regarding a multiplicative comparison word problem, as the teacher records the observations on chart paper. Student partners, referring to the observations, formulate an introduction to the word

twice as many baseball caps as Jaime...that is the same as two times...). *Unpacked Language Functions:* ● Define terms: concept, entity ● Introduce mathematical concept or mathematical entity	problem by constructing sentences using mathematical terms that define or describe the problem. *Sample Language Objective:* Students will be able to explain the mathematical comparison word problem by introducing the mathematical concept (or entity) through sharing sentences with a partner, using mathematical terms.
Clarification: Students work collaboratively, sharing their solution with others through partner talk, writing solutions on sticky notes, and whole group share-out (e.g., I got...What did you get? Your solution is the same...yours is different...using first person language and comparative language choices). *Unpacked Language Functions:* ● Define terms: solution ● Share solutions with others	Student partners write their solution on sticky notes, placing them on the white board. Student partners then view solutions on sticky notes, and organize sticky notes, placing like solutions together, reflecting on the various solutions. Students participate in a whole-group share-out of the various categorized solutions and confirm solutions. *Sample Language Objective:* Students will be able to explain the mathematical comparison problem by sharing solutions with others, working with a partner, using sticky notes, and categorizing the various solutions.
Clarification: Students describe data and/or steps to solve the problem, appropriately sequencing steps using connectors to order the sequence, and using mathematical terms, drawing pictures, using objects, or creating an equation, etc. *Unpacked Language Functions:* ● Define terms: data ● Describe data and/or steps to solve problem	Student partners write steps with mathematical words, equations, or drawings to solve a multiplicative comparison problem on sentence strips, arranging steps in sequential order. Student partners rotate among partner groups, comparing steps written in mathematical words or equations, or drawings. Student partners reorder and/or refine steps as needed (e.g., Mary spends $20 a month buying magazines. Tammy spends $15 a month buying magazines. Mary spends $60 in 3 months. How long does it take Tammy to spend $60? Make a table to show the amount each woman spends on magazines). *Sample Language Objective:* Students will be able to describe data and/or steps to solve the mathematical comparison problem, using drawings, mathematical sentences, or equations, sequenced on sentence strips.
Clarification: Students refer to their steps to solve the mathematical problem, sharing and adding reasoning to the steps, including causal	Students annotate by adding mathematical reasoning to the sentence strips containing the steps they used to solve a two-step mathematical

<table>
<tr><td>connectors (e.g., We multiplied the two numbers because…).

Unpacked Language Functions:
● Define terms: reasoning, solution
● State reasoning used to generate solution</td><td>problem. Students add mathematical explanations to the steps, using speech bubbles that contain mathematical terms and sentences with causal connectors (e.g., Sandy walked ½ mile on Monday and ½ mile on Tuesday. On Wednesday, she walked 3 times as much as Monday and Tuesday combined. Write an expression to show how many miles Sandy walked on Wednesday…and explain your reasoning, and solve the problem. Possible response: 3(½ + ½)).

Sample Language Objective: Students will be able to share mathematical reasoning through annotating steps to solve the problem with one reason for each step, using speech bubbles that contain phrases or sentences with causal connectors.</td></tr>
<tr><td colspan="2">Language Expectation</td></tr>
<tr><td colspan="2">ELD-MA.4-5.Argue.Interpretive Interpret mathematics arguments by:
● Comparing conjectures with patterns, and/or rules
● Distinguishing commonalities and differences among ideas in justifications
● Extracting patterns or rules from solution strategies to create generalizations</td></tr>
<tr><td>Skills</td><td>In the Classroom</td></tr>
<tr><td>Clarification: Students interpret mathematical arguments, comparing their conjectures regarding numerical patterns and rules, using relating verbs to make a claim (e.g., I know the number of beans increases by 3 beans every day; that is equivalent to adding three beans).

Unpacked Language Functions:
● Define terms: conjectures, numerical patterns, mathematical rule
● Compare conjectures with patterns, and/or rules</td><td>Student partners read a word problem with a mathematical rule and view a partially completed table containing the numerical pattern that is generated from the mathematical rule (e.g., There are 4 beans in the jar. Each day 3 beans are added. How many beans are in the jar for each of the first 2 days?). Students make conjectures as to the pattern (e.g., adding an additional day, and adding the corresponding operation and amount to the table). Student partners then join another partner group to compare their conjectures, revising as needed.

<table>
<tr><td>Day</td><td>Operation</td><td>Beans</td></tr>
<tr><td>0</td><td>3 X 0 + 4</td><td>4</td></tr>
</table>
</td></tr>
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<table>
<tr>
<td></td>
<td>
<table>
<tr><td>1</td><td>3 X 1 + 4</td><td>7</td></tr>
<tr><td>2</td><td>?</td><td>?</td></tr>
<tr><td>?</td><td>?</td><td>?</td></tr>
</table>

Sample Language Objective: Students will be able to compare conjectures with mathematical patterns and/or rules, by reading with a partner other partners' conjectures, writing the operation and determining the corresponding amount, confirming or challenging conjectures.
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<tr>
<td>Clarification: Students determine common thinking and differences in justifying reasoning for constructing the resulting numerical patterns from a mathematical rule and resulting numerical pattern. (e.g., I know that the added quantity will be multiplied by the number of days and then added to the original quantity).

Unpacked Language Functions:
● Define terms: Commonalities, justifications
● Distinguish commonalities and differences among ideas in justifications</td>
<td>Students reflect on the common and different reasoning by writing reasoning on a sticky note and categorizing the reasoning of the partner groups by putting common reasoning into the same category and creating new categories for different reasoning. Students reflect on various reasoning to arrive at the numerical pattern from a given rule, realizing that different reasoning may arrive at the same numerical pattern.

Sample Language Objective: Students will be able to distinguish commonalities and differences among ideas in justifying mathematical rules, categorizing each reasoning by sorting, and determining accuracy of the reasoning.</td>
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<td>Clarification: Students determine patterns or rules from solution strategies (as described through mathematical operations/ computations) to make generalizations (e.g., If I know that I will add 3 beans every day, each day will always have 3 more beans than the day before).

Unpacked Language Functions:
● Define terms: patterns, solutions strategies, generalizations
● Extract patterns or rules from solution strategies
● Create generalizations</td>
<td>Students notice repetitive processes in computation across a numerical pattern table, underlining, bolding, or circling each different repetitive process. Students confer with a partner to confirm repetitive computations and orally declare a generalization for each repetitive process.
<table>
<tr><td>Day</td><td>Operation</td><td>Amount</td></tr>
<tr><td>0</td><td>3 X 0 + 4</td><td>4</td></tr>
</table>
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</table>

<table>
<tr><td></td><td>
<table>
<tr><td>1</td><td>3 X 1 + 4</td><td>7</td></tr>
</table>

Sample Language Objective: Students will be able to extract patterns or rules from solution strategies to create generalizations, by underlining, bolding, or circling each differing repetitive mathematical computation and sharing a declarative sentence, making the generalization.
</td></tr>
<tr><td colspan="2">Language Expectation</td></tr>
<tr><td colspan="2">ELD-MA.4-5.Argue.Expressive Construct mathematical arguments that:
● Create conjecture using definitions, patterns, and rules
● Generalize commonalities and differences across cases
● Justify conclusions with patterns or rules
● Evaluate others' arguments</td></tr>
<tr><td>Skills</td><td>In the Classroom</td></tr>
<tr><td>Clarification: Students propose mathematical conjectures or observations using definitions, patterns, or numerical rules.

Unpacked Language Functions:
● Define terms: patterns, rules, conjectures
● Create conjecture using definitions
● Create conjecture using patterns
● Create conjecture using rules</td><td>Student partners use two rules and generate two numerical patterns in a table. Student partners then provide another partner group their table based on the rules and accompanying patterns. Partner groups create conjecture, identifying and annotating on the table, the repetitive processes of mathematical operations contained in the table. Student partners use relating verbs (e.g., I think that...is…).

Sample Language Objective: Students will be able to create conjecture regarding patterns and rules by identifying and annotating repetitive processes of mathematical operations in a table.</td></tr>
<tr><td>Clarification: Students examine mathematical cases and make generalizations, identifying and comparing commonalities and differences in the operations, numerical rules, or patterns (repetitive processes).

Unpacked Language Functions:
● Define terms: generalize, commonalities, cases</td><td>Student partners use two numerical rules and accompanying patterns, annotating the commonalities in one color pencil and the differences in another color pencil. Student partners reflect on the repetitive processes, generalizing the commonalities and differences. Students use declarative statements supported by comparative and contrastive language (e.g., This rule means we will always add...whereas this rule means we will always...). Student partners join with another partner</td></tr>
</table>

● Generalize commonalities across cases ● Generalize differences across cases	group and argue the differences and commonalities using their annotations as support. *Sample Language Objective:* Students will be able to generalize commonalities and differences in mathematical cases, annotating with different colored pencils and formulating arguments with declarative statements, including comparative and contrastive language.
Clarification: Students make mathematical conclusions, pointing out the repetitive processes, or numerical rules to support their conclusions. *Unpacked Language Functions:* ● Define terms: conclusions, patterns, rules ● Justify conclusions with patterns ● Justify conclusions with rules	Student partners extend a previously created table by applying the numerical rule and annotate the extended row in the table with the accompanying mathematical operation. Partner groups then argue their conclusion, using conditional and/or declarative language (e.g., If you...you will always...and annotating the table in speech bubbles). *Sample Language Objective:* Students will be able to justify mathematical conclusions with patterns and rules, annotating with the operation and speech bubbles, using at least two sentences with conditional and/or declarative language.
Clarification: Students evaluate others' arguments, analyzing mathematical reasoning, using operations, rules, patterns, or definitions, using questions and/or declarative statements. *Unpacked Language Functions:* ● Define terms: evaluate, arguments ● Evaluate others' arguments	Student partners groups exchange tables constructed from numerical rules that have been annotated with numerical operations and speech bubbles with reasoning. Students annotate in colored pencil reflections regarding the mathematical argument, evaluating the reasoning with questions or declarative statements (e.g., Can you explain...and/or declarative statements, I disagree…).. *Sample Language Objective:* Students will be able to evaluate others' mathematical arguments, annotating with colored pencil, including questions and declarative statements.

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.4-5.Explain.Interpretive Interpret scientific explanations by: ● Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon ● Obtaining and combining evidence and information to help explain how or why a phenomenon occurs ● Identifying evidence that supports particular points in an explanation	
Skills	*In the Classroom*
Clarification: Students use observations and data collected along with their prior knowledge to define/understand the investigable question or design problem. *Unpacked Language Functions:* ● Define terms: investigable questions, design problems, phenomenon ● Define investigable questions based on observations, data, and prior knowledge about a phenomenon ● Define design problems based on observations, data, and prior knowledge about a phenomenon	After watching a video on the conservation of matter, students listen as the teacher shares that students will test the conservation of matter principle with sugar/salt/sand/flour and water. Students confirm or challenge the investigable question in their science journals, using prior knowledge and a sentence starter: The investigable question: Is mass conserved when…? Students then trade journals with another partner group; students confirm or restate the question formulated in partner journals. *Sample Language Objective:* Students will be able to define investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon, constructed with a sentence starter. Students work with a partner to confirm or restate the investigable question.
Clarification: Students gather, interpret, and synthesize data and observations to understand a scientific explanation of how or why a phenomenon occurs, such as the conservation of matter. *Unpacked Language Functions:* ● Define terms: phenomenon ● Obtain evidence and information to help explain how or why a phenomenon occurs ● Combine evidence and information to help explain how or why a	Students work with a partner to use a gram scale to measure mass of two substances (one is water), using their science journals to record data. Students then combine the two substances to create a physical change. Students record observable changes and the resulting mass in grams. Student partners draw conclusions as to the conservation of matter. Student partners join another partners group trading science journals, reading data, the observable physical changes and the conclusions regarding conservation of mass. Student partners confirm or challenge.

phenomenon occurs	*Sample Language Objective:* Students will be able to interpret data and information in science journals, drawing conclusions regarding the phenomenon, the conservation of mass, and receiving peer feedback regarding conclusions.
Clarification: Students interpret evidence by using data or observations to connect to points of the scientific explanation. *Unpacked Language Functions:* ● Define terms: evidence ● Identify evidence that supports particular points in an explanation	Students listen as the teacher places a selected student scientific journal under the document camera, as she/he annotates using arrows, connecting data to points of the scientific explanation of conservation of mass and adding phrases as needed. Students use arrows, connecting data to explanation points in their own science journals. *Sample Language Objective:* Students will be able to identify evidence that supports particular points in a science explanation, using arrows and phrases to annotate, connecting data to explanation points in their science journal.
Language Expectation	
ELD-SC.4-5.Explain.Expressive Construct scientific explanations that: ● Describe observations and/or data about a phenomenon ● Establish neutral or objective stance in communicating results ● Develop reasoning to show relationships between evidence and claims ● Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution	
Skills	*In the Classroom*
Clarification: Students describe what they notice about a phenomenon and/or describe data about a phenomenon. *Unpacked Language Functions:* ● Define terms: observations, data, phenomena ● Describe observations about a scientific phenomenon ● Describe data about a scientific phenomenon	Students write sentences in their science journals that describe the observations about a physical change when mixing two substances (one substance is water). Students also record mass measurements, using scientific units of measurement in measuring mass, (e.g., grams in a table in their journal about the conservation of mass). Students use abstract nouns to introduce concepts, ideas, and technical terms (e.g., physical change; conservation of matter). *Sample Language Objective:* Students will be able to write sentences

	describing observations and/or data about a phenomenon using timeless verbs (e.g., is, changes) in science journals, describing data and using the frames:The water's mass is...The sugar's mass is... When mixed...the solution's mass is...The sugar changes because… .
Clarification: Students use language to develop a neutral or objective stance in sharing outcomes. *Unpacked Language Functions:* ● Define terms: neutral stance, objective stance ● Develop a neutral or objective stance in sharing scientific results	Students review their science journal with a partner, circling language that communicates a neutral or objective stance (e.g., using declarative statements: The water's mass is…) and/or passive voice (e.g., the physical change is a result of…). Students refer to an anchor chart co-constructed by the class and the teacher that contains circled examples of neutral stance language (e.g.,The sugar is changed by…) in an enlarged excerpt of a model science journal as well as non-examples generated by the class (e.g., My sugar looked like it disappeared when I mixed…). *Sample Language Objective:* Students will be able to establish neutral and/or objective stance in communicating scientific results by circling neutral or objective language and receiving peer feedback from a partner.
Clarification: Students connect evidence to claims, elaborating on the reasoning as to why the evidence supports the claim. *Unpacked Language Functions:* ● Define terms: evidence, claims ● Develop reasoning to show relationships between evidence and claims	Students annotate their science journals with arrows, connecting their data and/or observations to claims. Students add sentences to explain why the evidence supports the claim. Students refer to an anchor chart co-constructed by the class and the teacher that contains an enlarged except of a model science journal where they have annotated using arrows to connect data and/or observations to scientific claims and included the reasoning to connect claims to data: (e.g., The mass measurement supports the conservation of mass because…). Students use connectors to link clauses and combine ideas into logical relationships (so, because, and then), or express causality (when, although, in order to). *Sample Language Objective:* Students will be able to develop reasoning to show relationships between evidence and claims, by annotating their science journals with arrows, connecting data and/or observations to scientific claims and adding causal sentences to

	explain why the evidence supports the claim.
Clarification: Students summarize and/or compare multiple solutions to a problem by evaluating how well they meet the criteria and constraints of the design solution. Students may use labeling/ describing diagrams, graphs and tables to add information about the phenomenon (WIDA, 2020). *Unpacked Language Functions:* ● Define terms: design solution ● Summarize multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution ● Compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution	Students listen as the teacher shares a STEM challenge to design a catapult made of 10 pencils, rubber bands, and a plastic spoon, plus 4 small items of differing mass that would fit into the spoon. Students work in small groups to build the catapult and launch the 4 small objects. Students record distance for each of the four objects launched in a data table in their science journals. Student groups compare results. Student groups rotate, observing the design of the catapults. Students draw conclusions as to various design solutions and the resulting data (how far each object launched) in their science journals; students use conditional language to generalize phenomena (e.g., ... if the rubber band is twisted tighter…if the object has less mass, then...). *Sample Language Objective:* Students will be able to summarize and/or compare multiple solutions to a design problem by comparing each data table and its associated design solution, sketching the design and annotating with labels using comparative language.
Language Expectation	
ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by: ● Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions ● Comparing reasoning and claims based on evidence ● Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation	
Skills	*In the Classroom*
Clarification: Students identify relevant evidence and analyze data, models, and/or information from scientific investigations. *Unpacked Language Functions:* ● Define terms*:* relevant evidence, data, models, investigations, design solutions ● Identify relevant evidence from data from investigations of phenomena or design solutions	Student partners select an index card with various weather data recorded. Student partners select another index card with a specific weather pattern. Student partners circle relevant data on the card that would predict the weather pattern on the index card, discussing thinking. *Sample Language Objective:* Students will be able to identify relevant evidence from data, models, and/or information from investigations of

• Identify relevant evidence from models from investigations of phenomena or design solutions • Identify relevant evidence from information from investigations of phenomena or design solutions	phenomenon, circling relevant data that corresponds with a particular weather pattern with a partner.
Clarification: Students compare thinking and claims, using evidence, such as data, observations, or a model. *Unpacked Language Functions:* • Define terms: reasoning, claims, evidence • Comparing reasoning and claims based on evidence	After circling relevant data on an index card that would predict a specific weather pattern, student partners select another index card that contains reasoning and claims. Student partners engage in a trade, trade, chat activity until they find the index card with the appropriate reasoning that would explain their weather pattern. Student partners then compare the reasoning outlined on the card to their weather pattern claim, connecting data to the weather pattern. Students refer to guided notes in their science journals for support. *Sample Language Objective:* Students will be able to compare reasoning and claims based on evidence by conferring with a partner and using guided notes in science journals.
Clarification: Students differentiate between facts, reasoning based on research, and speculation in scientific arguments. *Unpacked Language Functions:* • Define terms: research findings, speculation • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation	Student partners trade a set of three index cards containing: 1) data, 2) a corresponding weather pattern, and 3) reasoning and claims associated with why the data supports the weather pattern. Student partners review cards and circle facts, underline reasoning, and box any speculation. Student partners do a gallery walk, viewing the three index cards and confirming or challenging either the facts, reasoning, and/or speculation using sticky notes. *Sample Language Objective:* Students will be able to distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation by circling facts, underlining reasoning, boxing speculation and then receiving peer feedback, confirming or challenging with sticky notes.
Language Expectation	
ELD-SC.4-5.Argue.Expressive Construct scientific arguments that: • Introduce topic/phenomenon in issues related to the natural and designed world(s)	

- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Skills	*In the Classroom*
Clarification: Students write or orally share sentences that state the topic or phenomenon occurring in the natural world or designated world that will set the stage for the scientific argument *Unpacked Language Functions:* ● Define terms: phenomenon, natural world, designed world ● Introduce topic/phenomenon in issues related to the natural and designed world(s)	Students listen as the teacher explains how they will collect weather data using a thermometer, barometer, wind vane and rain gauge. Students also make observations on the type of clouds present. Student partners collaborate to introduce the topic of weather prediction by writing sentences in their science journals that describe the use of weather data to predict weather patterns. Students use expanded noun phrases (e.g., air pressure, wind direction, degrees fahrenheit, weather patterns). *Sample Language Objective:* Students will be able to introduce the topic/phenomenon in issues related to the natural and designed worlds by writing sentences in science journals using expanded noun phrases.
Clarification: Students formulate a claim based on evidence, data, and/or a model. *Unpacked Language Functions:* ● Define terms: claim, evidence, data, model ● Make a claim based on evidence, data, and/or model ● Define a claim based on evidence, data, and/or model	After collecting weather data using a thermometer, barometer, wind vane, and rain gauge and making observations on the type of clouds present, partners develop a claim, predicting the likelihood of a particular weather condition occurring. Students write the claim in their science journal, using connectors to link ideas (as a result, therefore, because). *Sample Language Objective:* Students will be able to make and define a scientific claim based on evidence, data, and/or model, writing “claim” sentences in their science journal, supported by at least four data points and one observation.
Clarification: Students establish a neutral tone or objective stance by using language free from opinions, feelings, or judgment. *Unpacked Language Functions:* ● Define terms: neutral tone, objective stance	Student partners trade science journals and circle neutral tone or objective stance language. Student partners use a sticky note to offer a suggestion for improving objective stance and a compliment for a job well done of neutral tone, such as declarative third person statements to record claim, observations, conclusion (e.g., The presence of nimbus

• Establish a neutral tone or an objective stance	clouds plus low air pressure causes…). *Sample Language Objective:* Students will be able to establish a neutral tone or objective stance through circling neutral and objective language, and providing peer feedback.
Clarification: Students connect a claim to reasoning and to evidence, data, and/or a model through using signaling language. *Unpacked Language Functions:* • Define terms: relevant evidence, data, models, claim • Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim	Students use a hierarchical graphic organizer, writing a "claim" sentence at the highest level, reasoning at the secondary level and supporting data at the tertiary level. Students use connectors to signal causality (e.g., As a result of low pressure and the presence of nimbus clouds…). *Sample Language Objective:* Students will be able to write a claim statement at the top level of a hierarchical graphic organizer, adding phrases denoting reasoning at the secondary level, and the tertiary level with data, using language that signals logical relationships among reasoning, relevant evidence, data, and/or a model.

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.4-5.Explain.Interpretive Interpret social studies explanations by: ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for a series of contributing factors or causes ● Evaluating disciplinary concepts and ideas that are open to different interpretations	
Skills	*In the Classroom*
Clarification: Students identify various opinions expressed in a variety of sources for answering compelling and supporting questions about phenomena or events. *Unpacked Language Functions:* ● Define terms: opinions, compelling questions, supporting questions, phenomena ● Determine different opinions in sources for answering compelling questions about phenomena or events ● Determine different opinions in sources for answering supporting questions about phenomena or events	Students listen to a read aloud of three different sources regarding the decline of the furniture industry in North Carolina: 1) A newspaper article on furniture plant closings 2) A letter to the editor from an unemployed furniture worker 3) An online interview with a legislator serving the area with closed-down furniture plants. Students listen in order to answer the compelling question: What factors led to the decline of the furniture industry in North Carolina? The teacher guides the class in identifying the opinion in the newspaper article, using the document camera and highlighting while thinking-aloud. Students form small groups and identify opinions in either the letter to the editor or the online interview, highlighting sentences that support opinions, and referring to the anchor chart as needed. *Sample Language Objective:* Students will be able to determine different opinions in sources for answering compelling and supporting questions about the decline of the furniture industry in North Carolina, by highlighting sentences that support opinions and contain evaluative language.
Clarification: Students analyze various historical or current sources to determine contributing factors or direct causes. *Unpacked Language Functions:* ● Define terms: sources, contributing factors, causes	Students re-read with a partner one of the three articles from different sources regarding the decline of the furniture industry in North Carolina: 1) A newspaper article on furniture plant closings 2) A letter to the editor from an unemployed furniture worker 3) An interview with a legislator serving the area with closed-down furniture plants. Students

• Analyze sources for a series of contributing factors or causes	analyze the three sources for the contributing factors causing the decline of North Carolina's furniture industry, underlining various contributing factors. *Sample Language Objective:* Students will be able to analyze sources for a series of contributing factors or causes of the decline of the furniture industry in North Carolina, underlining the factors or causes in the text, working with a partner.
*Clarification: S*tudents evaluate social studies concepts or ideas that may be interpreted in different ways, depending on the perspective of the individual. *Unpacked Language Functions:* • Define terms: disciplinary concepts, interpretations • Evaluate disciplinary concepts and ideas that are open to different interpretations	Students are researching the role of the local Mayan and Salvadoran immigrant population and their children in local and state government. Students read various sources such as 1) An interview in the local newspaper about a first generation individual whose parents came from El Salvador to be elected to the State House of Representatives. 2) An interview with the defeated incumbent. Students listen as the teacher guides the class in identifying one way that the two articles may be interpreted, depending on the perspective of the individual. In small groups, students annotate an enlarged copy of the articles to reflect a differing interpretation than the previously identified interpretation. *Sample Language Objective:* Students will be able to evaluate perspectives on the role of the local Mayan and Salvadoran immigrant population and their children in local and state government, highlighting differing interpretations, working in small groups.
Language Expectation	
ELD-SS.4-5.Explain.Expressive Construct social studies explanations that: • Introduce phenomena or events • Describe components, order, causes and effects, or cycles using relevant examples and details • Generalize probable causes and effects of developments or events	
Skills	*In the Classroom*
Clarification: Students begin their social studies explanation by introducing an historical/current event or phenomena through the	After students listen to a read-aloud of a diary excerpt from an adult settler in the Roanoke Lost Colony, students are guided by the teacher

perspectives of primary and secondary sources. *Unpacked Language Functions:* ● Define terms: phenomenon ● Introduce phenomena or events	in identifying and highlighting the introductory sentences on the enlarged diary excerpt recorded on chart paper. Students then choose the perspective of either an American Indian child or a settler child. Students introduce the settlement of colonists, setting the stage for explaining the impact of the settlement from the perspective of an American Indian child or a settler child in a diary, using prepositional phrases of time and place, (e.g., when we landed…). *Sample Language Objective:* Students will be able to introduce the impact of the Roanoke Colony settlement from the perspective of either an American Indian child or a settler child, using prepositional phrases of time and place in at least two sentences.
Clarification: Students add to and fully develop their social studies explanation, describing the component parts, sequence or order of events, cause and effect or cycle of events, using examples and details. *Unpacked Language Functions:* ● Define terms: cycles ● Describe components using relevant examples and details ● Describe order using relevant examples and details ● Describe causes and effects using relevant examples and details ● Describe cycles using relevant examples and details	Students are guided by the teacher in identifying and highlighting (in another color) examples elaborated in cause and effect sentences in the enlarged diary example recorded on chart paper. Students then add sentences to their own diary written from the perspective of a American Indian child or a settler child, explaining the impact of the Roanoke Colony settlement using cause and effect language in describing examples of the impacts of settlement (e.g., The settlers took our land and we could no longer plant…). *Sample Language Objective:* Students will be able to write at least three cause and effect sentences in their diary, explaining the impact of the Roanoke Colony settlement by describing components, order, causes and effects, or cycles using relevant examples and details, drawing from primary and secondary sources and referring to the anchor chart model.
Clarification: Students consider specific causes and effects and draw conclusions as to the generalized impact of developments or events in their social studies explanations. *Unpacked Language Functions:* ● Define terms: generalize ● Generalize probable causes and effects of developments or	Students are guided by the teacher in identifying and highlighting (in another color) concluding sentences and generalizing the impact of the Roanoke Colony settlement. Students are guided by the teacher in identifying concluding statements with generalizations in the model diary enlarged on chart paper. Students conclude their social studies explanation in their own diary, by drawing conclusions as to the generalized impact of the Roanoke Colony settlement, adding

events	concluding sentences. Students refer to a jointly created anchor chart as support. Students use evaluative language to interpret the event, (e.g., Claiming land already in our American Indian territory caused many problems…). *Sample Language Objective:* Students will be able to write a concluding paragraph, generalizing the impact of the settlement of the Roanoke Colony, in at least three sentences, referring to the anchor chart model and using evaluative language choices.
Language Expectation	
ELD-SS.4-5.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 multiple sources to develop claims in response to compelling questions ● Evaluating point of view and credibility of source, based on distinctions between fact and opinion	
Skills	*In the Classroom*
Clarification: Students interpret social studies arguments by introducing a topic and purpose of the argument: either pro, con, a balanced argument representing both pros and cons, or challenge perspective. *Unpacked Language Functions:* ● Define terms: topic, purpose, position, balanced interpretation, challenge perspective ● Identify topic and purpose: argue in favor or against a position ● Identify topic and purpose: present a balanced interpretation ● Identify topic and purpose: challenge perspective	Students view two state license plates; one from North Carolina, titled "First in Flight", and the other from Ohio, titled "Birthplace of Aviation." Students then listen to two podcasts that argue claims put forth by each state for the Wright brothers' contributions to the origins of aviation. After listening to Ohio's podcast, students and the teacher co-construct an anchor chart, including a sketch of the Ohio license plate and deconstructing the argument for topic and purpose, while annotating the sketch with phrases. Student partners then work to deconstruct the North Carolina podcast, identifying topic and purpose along with the position, (pro for the Wright Brothers' contributions to aviation in North Carolina.) *Sample Language Objective:* Students will be able to identify topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective), by annotating the sketch of the license plate on chart paper with topic and purpose of the argument.

Clarification: Students develop claims based on relevant information from many sources in light of a compelling question. *Unpacked Language Functions:* ● Define terms: relevant information, multiple sources, claims, compelling questions ● Analyze relevant information from multiple sources ● Develop claims in response to compelling questions	Students listen again to two podcasts that argue claims put forth by each state (Ohio and North Carolina) for the Wright brothers' contributions to the origins of aviation. After re-listening to Ohio's podcast, students and the teacher add to the anchor chart, analyzing the relevant information in the podcast that develop claims for Ohio claiming the Wright Brothers' contributions to aviation. Student partners then work to deconstruct the North Carolina podcast, analyzing the relevant information in the podcast that develop claims for North Carolina claiming the Wright Brothers' contributions to aviation by annotating the relevant information for the claim on the chart paper (e.g., The Wright Brothers Memorial in Kitty Hawk, North Carolina). *Sample Language Objective:* Students will be able to analyze relevant information from multiple sources to develop claims in response to compelling questions by annotating the relevant information for the claim on chart paper.
Clarification: Students identify facts vs. opinions in order to evaluate perspective or point of view and determine the credibility of the source through the use of facts. *Unpacked Language Functions:* ● Define terms: credibility of source, perspective/point of view, fact, opinion ● Evaluate point of view and credibility of source, based on distinctions between fact and opinion ● Evaluate point of view and credibility of source, based on distinctions between fact and opinion	Students listen as the teacher leads a discussion on point of view as they add to the anchor chart the perspective or point of view of Ohio citizens in the podcast. Students also discuss the credibility of the source, adding a T-chart within the anchor chart containing facts on one side and opinions on the other side. Student partners then reflect on the point of view of North Carolina citizens and add a T-Chart within their anchor chart containing facts on one side and opinions on the other. Student partners reflect on the credibility of the podcast based on the presence of facts vs. opinions. *Sample Language Objective:* Students will be able to evaluate point of view and credibility of source, based on distinctions between fact and opinion, using a T-Chart, recording facts on one side and opinions on the other side, reflecting on credibility of the source.
Language Expectation	
ELD-SS.4-5.Argue.Expressive Construct social studies arguments that: ● Introduce topic	

● Select relevant information to support claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims with reasons and multiple sources of evidence	
Skills	*In the Classroom*
Clarification: Students introduce the topic of a social studies argument. *Unpacked Language Functions:* ● Define terms: topic ● Introduce topic	Students take a virtual field trip to Old Salem and learn about the Moravians' contributions to North Carolina through their collectivist values and work ethic. The students and the teacher co-construct an introduction for the topic of the Moravians' contributions to North Carolina, leveraging the Language Experience Approach (field trip) to strengthen their writing and utilizing a descriptive title: The Moravians' Contributions to the Development of North Carolina. *Sample Language Objective:* Students will be able to introduce Moravian's contributions to North Carolina by leveraging the field trip experience and co-creating the introductory sentences with the teacher and whole class.
Clarification: Students determine relevant information that will support social studies claims, using multiple sources. *Unpacked Language Functions:* ● Define terms: relevant information, claims, multiple sources ● Select relevant information from multiple sources ● Support claims with evidence from multiple sources	Students reflect on the contributions of the Moravian people, such as baking, spinning, and farming, where students observed simulations of these crafts during their Old Salem field trip. The whole class dictates these contributions while the teacher scribes, adjusting as needed. Students also listen to a read aloud of a Moravian sister's diary entry, detailing her spinning work. Students use doing verbs to emphasize the work, agency, and contributions of the Moravians (e.g., The sisters spun…; The brothers farmed…). *Sample Language Objective:* Students will be able to select relevant information to support claims with evidence from multiple sources by incorporating their experience of viewing simulations of crafts, and dictate these contributions as the teacher scribes.
Clarification: Students establish a perspective through a specific point of view.	Students establish perspective as the teacher guides the class to add evaluative verbs and adverbs, and active voice to impart perspective and emphasis on Moravians' contributions through hard work and

Unpacked Language Functions: ● Define terms: perspective/point of view ● Establish perspective	collective values (e.g., working hard, harvesting crops...for the common good). *Sample Language Objective:* Students will be able to establish a perspective on Moravians' contributions through including active voice verbs and evaluative language.
Clarification: Students connect claims to reasons or evidence through using multiple sources. *Unpacked Language Functions:* ● Define terms: claims, reasons, evidence, multiple sources ● Show relationships between claims with reasons and multiple sources of evidence	Students add additional sources to their argument by listening to a read aloud of a Moravian brother's ledger and notes from the bakery. Students connect details of his daily work as evidence of the Moravians' contribution to the development of North Carolina. Students then dictate as the teacher scribes, adding the evidence to the claim of Moravians' contributions to the development of North Carolina (e.g., The brothers worked many hours, keeping meticulous ledgers of their sales at the bakery so they could prove their contributions…). *Sample Language Objective:* Students will be able to show relationships between claims with reasons and multiple sources of evidence by adding sentences with connectors to provide evidence supporting the claim and by using multiple sources.

Works Cited

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