Unpacking Document for NC ELD Standard Course of Study
Grades 9-12

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

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

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

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

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

ELD Standard 1: Social and Instructional Language *English language learners communicate for Social and Instructional purposes within the school setting.*	
Language Expectation	
ELD-SI.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.*	
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.
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.	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)

Unpacked Language Functions: ● Define terms: describe, parts, wholes, system ● Describe the parts of a system ● Describe the wholes of a system	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 protocol (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 protocol.
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

Skills	*In the Classroom*
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	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.
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	Students complete a three-column graphic organizer: **Causes ➤** / **Problem ➤** / **Effects** ( ) / ( ) / ( ) ( ) / ( ) / ( ) 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.
Clarification: Students compare and contrast changing or evolving elements, features, situations, or conditions and note similarities and differences. *Unpacked Language Functions:* ● Define terms: compare, variables, factors, circumstances ● Compare changing variables ● Compare changing factors ● Compare changing circumstances	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…). *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	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.

• Act on feedback to revise understandings of how something works in particular ways • Act on feedback to revise understandings of why something exists	*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 ● Elaborate 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. 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.9-12.Narrate.Interpretive Interpret language arts narratives by: ● Identifying themes or central ideas that develop over the course of a text ● Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) ● Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	
Skills	*In the Classroom*
Clarification: Students identify repeated ideas, images, or conditions throughout a text. Working with these patterns, students identify two or more themes/central ideas to trace across a text. *Unpacked Language Functions:* ● Define terms: identify, theme, central idea ● Identify two or more themes that develop over the course of a text ● Identify two or more central ideas that develop over the course of a text	Students list several main concepts from the text. Next to each main concept, the teacher asks students to record what the author's opinion might be about that main concept based on the text. Students combine each main concept with the author's opinion to develop their theme statements. Students return to the text to annotate it and collect evidence on the setting, characters, dialogue, and/or other plot elements that reveal the development of the theme. *Sample Language Objective:* Students will be able to identify themes that develop over the course of a narrative by using the Main Concept + Author's Opinion strategy and annotations.
Clarification: Students examine how an author deliberately develops a character and connects the character to other story elements, such as setting, event sequences, context, dialogue, etc. *Unpacked Language Functions:* ● Define terms: analyze, character attitudes, actions, story elements, setting, events, sequence, context ● Analyze how author choices about character attributes relate to story elements ● Analyze how author choices about character actions relate to story elements	In pairs or small groups, students use a character traits graphic organizer with a story map to overlay developments in character attributes and actions with settings, events, conflicts, and contexts throughout the narrative. Students annotate the graphic organizer explaining how the author's choices created connections between the character and story elements. *Sample Language Objective:* Students will be able to analyze how author choices about character attributes and actions relate to story elements by using and annotating a character traits graphic organizer.

Clarification: Students consider how particular words and phrases are used to influence the overall meaning and tone of the text. Students examine instances where authors, narrators, or characters say one thing, but may mean another. *Unpacked Language Functions:* ● Define terms: evaluate, meaning, tone, explicit, implicit points of view ● Evaluate the impact of specific word choices on meaning ● Evaluate the impact of specific word choices on tone ● Evaluate the impact of specific word choices explicit points of view ● Evaluate the impact of specific word choices implicit points of view	While reading a satire, students use two-column notes: the left column is labeled "Say" and the right column is labeled "Mean." Students quote particular words and phrases and/or what the author says in the left column. In the right column, students explain what the author truly means and explains the impact the words and phrases had on the meaning and tone of the text. Using the explanations in the right column, students revise the excerpt to reflect the author's true perspective. *Sample Language Objective:* Students will be able to evaluate the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view in satire by using a Say, Mean graphic organizer.
Language Expectation	
ELD-LA.9-12.Narrate.Expressive Construct language arts narratives that: ● Orient audience to context and one or multiple point(s) of view ● Develop and describe characters and their relationships over a progression of experiences or events ● Develop story, advancing the plot and themes with complications and resolutions, time and event sequences ● Engage and adjust for audience	
Skills	*In the Classroom*
Clarification: Students consider various audiences and narrators, choosing an approach to suit their specific story. Students publish their work to authentic audiences beyond the teacher. *Unpacked Language Functions:* ● Define terms: audience, context, point/s of view ● Orient audience to context ● Orient audience to one or more multiple points of view	Students read a mentor text that exemplifies how to orient an audience to context and one or multiple points of view. Students point out or annotate the techniques used by the author. Using their annotations, students mimic the author's techniques in their own narratives. *Sample Language Objective:* Students will be able to orient audience to context and one or multiple point(s) of view in their narratives by reading and mimicking a mentor text.
Clarification: Students build characters in three-dimensions, including physical descriptions, internal motivations, and how those characters	Using a five-column table, students develop the characters in their narratives. In the first column, students write the characters' names. In

interact with others. Students develop their characters and their relationships in a way that evolves and is impacted by a series of experiences or events. *Unpacked Language Functions:* ● Define terms: characters, relationships, progression, experiences, events ● Develop characters over a progression of experiences or events	the second column, students describe speech, thoughts, actions, and looks. In the third column, the students list the relationships each character has with other characters. In the fourth column, students describe how each character affects others over the course of the text. Students use their completed tables to write narratives to develop and describe their characters. *Sample Language Objective:* Students will be able to develop and describe characters and their relationships over a progression of experiences or events using a completed five-column graphic organizer.
Clarification: Students draft, revise, and edit to develop narratives. With guidance from the teacher, peers, and authentic audiences, students refine the conflicts and resolutions, pacing, and event sequences in their stories to propel the story forward or contribute to the theme. *Unpacked Language Functions:* ● Define terms: story, plot, themes, complications, resolution, time, event sequences ● Develop story with plot and themes ● Develop the story by advancing the plot and themes with complications ● Develop the story by advancing the plot and themes with resolutions ● Develop the story by advancing the plot and themes with time and event sequences	Students reflect on their narratives exploring the role each conflict, resolution, change in pacing, and event play in advancing their plots and themes. Students use question stems to guide their thinking and revisions: How does (character)'s interaction with (character) affect the plot and theme? How does (event) move the plot forward or accentuate the theme? How does (the conflict) change the plot or the theme? *Sample Language Objective:* Students will be able to develop a story and advance the plot and themes by reflecting on their drafts and the role complications and resolutions, time, and event sequences play, using question stems to guide their thinking and revisions.
Clarification: Students publish their revised work to authentic audiences (beyond the teacher). Multiple modalities for this work include spoken, written, and represented narratives. *Unpacked Language Functions:* ● Define terms: engage, adjust, audience ● Engage for audience ● Adjust for audience	Students use the RAFT strategy (Role, Audience, Format, Topic) to guide their writing and/or speaking. Students adjust their language to fit their audience, using RAFT as a guide. *Sample Language Objective:* Students will be able to engage and adjust for audience using the RAFT strategy.

Language Expectation	
ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by: ● Identifying and/or summarizing central ideas ● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships ● Evaluating cumulative impact and refinement of author's key word choices over the course of text	
Skills	*In the Classroom*
Clarification: Students identify all the main ideas within the text to determine the overall central idea of the text. Students use the key details related to the central idea of the text as well as the central idea to summarize the text. *Unpacked Language Functions:* ● Define terms: central ideas ● Identify central ideas ● Summarize central ideas	Students outline the main ideas and key details from each paragraph in the text. Using this outline, students identify patterns to determine the central idea. Students then identify and use the strongest key details to summarize the central idea. *Sample Language Objective:* Students will be able to identify and summarize the central idea of an informational text by outlining paragraphs.
Clarification: Students examine statements, representations, explanations, and conclusions present in textual evidence looking for important elements, qualities, traits, features, behaviors, functions, connections between abstract concepts, etc. *Unpacked Language Functions:* ● Define terms: description, inference, evidence, key attributes, qualities, characteristics, activities, conceptual relationships ● Analyze descriptions in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationship ● Analyze inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationship	The teacher provides students with an inference supported by evidence from the text. The teacher asks students to return to the text to re-read and find textual evidence that supports the inference, making sure the evidence includes key attributes, qualities, characteristics, activities, and/or conceptual relationships as support. *Sample Language Objective:* Students will be able to analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships by returning to the text and rereading.
Clarification: Students examine how particular words are used to influence the overall meaning of the text. In addition, students note how these word choices are further clarified throughout the text.	After identifying key words in the text, the teacher and students brainstorm synonyms for each. In small groups, students replace the key words with the synonyms the class brainstormed

Unpacked Language Functions: ● Define terms: cumulative impact, refinement, word choices ● Evaluate cumulative impact of author's key word choices over the course of text ● Evaluate the refinement of author's key word choices over the course of text	and discuss how the synonyms changed the overall text. Students explain how the original key words create a different impact on the text. *Sample Language Objective:* Students will be able to evaluate the cumulative impact and refinement of author's key word choices over the course of text by changing the author's word choices for synonyms from a class list.
Language Expectation	
ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that: ● Introduce and define topic and/or entity for audience ● Establish an objective or neutral stance ● Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships ● Develop coherence and cohesion throughout text	
Skills	*In the Classroom*
Clarification: Students construct an informational text (written, spoken, or represented) with an introduction and clearly defined topic. *Unpacked Language Functions:* ● Define terms: introduce, define, topic, entity, audience ● Introduce topic and/or entity for audience ● Define topic and/or entity for audience	Students state their topic and share three supporting details about their topic. As students share, the teacher records the responses on the board. Students work with the teacher to identify the most interesting topic sentence and the three most interesting supporting details. Using the most interesting topic sentence and supporting details, the students and teacher work together to write a response introducing and defining the topic under study. *Sample Language Objective:* Students will be able to introduce and define a topic working with the teacher to identify and combine interesting topic sentences and supporting details.
Clarification: Students construct (written, spoken, or represented) an informational text as free from bias as possible. *Unpacked Language Functions:* ● Define terms: objective, neutral, stance, bias	The teacher provides students with a print or non-print text that intentionally shares a stance with personal opinions/judgments. Students eliminate biased language from the stance and explain why they eliminated that language. Students then apply this same strategy to establish their own objective or neutral stance on a subject.

• Establish objective stance • Establish neutral stance	*Sample Language Objective:* Students will be able to establish an objective or neutral stance through identifying and eliminating biased language in text.
Clarification: Students examine their own and peer texts for places to insert additional clarifications and details about elements, qualities, traits, features, behaviors, functions, connections between abstract concepts, etc. that have multiple layers. *Unpacked Language Functions:* • Define terms: precision, details, clarity, attributes qualities, characteristics, activities, and conceptual relationships • Add precision about complex attributes, qualities, characteristics, activities, and conceptual relationships • Add details about complex attributes, qualities, characteristics, activities, and conceptual relationships • Add clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships	Students are provided with a sentence that lacks precision, details, and clarity regarding a complex conceptual relationship. As a class, students brainstorm a list of more precise language, details, and clarity that could be added to the sentence. Students choose 2-3 precise words, details, and/or clarifications to include in their own texts. Students utilize sentence combining and expansion to add more precision, details, and clarity to the original sentence. Students share their revisions with a partner. *Sample Language Objective:* Students will be able to add precision, details, and clarity to a sentence about a complex conceptual relationship through sentence expansion.
Clarification: Students revise final versions of a text ensuring it is logical, consistent and represents a unified whole. *Unpacked Language Functions:* • Define terms: coherence, cohesion • Develop coherence throughout text • Develop cohesion throughout text	Students choose a particular piece of their text that is lacking cohesion. Students brainstorm what may be missing from the text in order to make it cohesive (e.g., sequencing, parallelism, irrelevant information, etc.). From a class list of cohesive devices that link ideas, students choose the best devices that fit what is missing from their text and revise their piece of text using them. Students repeat this for the rest of the text that is missing cohesion. *Sample Language Objective:* Students will be able to develop coherence and cohesion throughout a text by using cohesive devices to revise their texts.
Language Expectation	
ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by: • Identifying and summarizing central ideas of primary or secondary sources	

● Analyzing use of rhetoric and details to advance point of view or purpose ● Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims	
Skills	*In the Classroom*
Clarification: Students determine and sum up the central ideas of primary and secondary sources. *Unpacked Language Functions:* ● Define terms: central ideas, primary, secondary, sources ● Identify central ideas of primary sources ● Identify central ideas of secondary sources ● Summarize central ideas of primary sources ● Summarize central ideas of secondary sources	Students highlight the main idea of each paragraph within a primary or secondary source. Students look for patterns between the main ideas and annotate them throughout the source. Students use their highlighting and annotations to determine the central idea of the source. *Sample Language Objective:* Students will be able to identify and summarize the central ideas of primary or secondary sources by highlighting main ideas and annotating the text.
Clarification: Students establish an author's point of view or intention by examining how he/she uses language to communicate his/her opinion and achieve his/her purpose. *Unpacked Language Functions:* ● Define terms: rhetoric, details, point of view, purpose ● Analyze the author's use of rhetoric to advance a point of view or purpose. ● Analyze the author's use of details to advance a point of view or purpose.	The teacher provides students with a list of purposeful words and phrases from a passage. Based on the words and phrases on the list, students draw conclusions about what the author's point of view might be. Students read the passage to determine if their conclusions are accurate. Students then re-read the passage and highlight the rhetorical devices used in the passage to advance the author's point of view or purpose. Students discuss and explain their findings in small groups. *Sample Language Objective:* Students will be able to analyze use of rhetoric and details to advance a point of view or purpose by drawing conclusions about words and phrases in the text and highlighting rhetorical devices used.
Clarification: Students use critical reasoning to investigate claims, consider viewpoints, and challenge conclusions. Students assess and confirm the quality, quantity, and thoroughness of evidence as well as the soundness of reasoning used to support claims. *Unpacked Language Functions:* ● Define terms: relevance, sufficiency, evidence, validity of	The teacher and students develop a matrix or rubric to evaluate and corroborate evidence and reasoning for a particular claim. Students use the class matrix or rubric to assess the relevance and sufficiency of evidence and validity of reasoning used. *Sample Language Objective:* Students will be able to evaluate and corroborate relevance and sufficiency of evidence as well as validity of

reasoning, claims ● Evaluate relevance of evidence as well as validity of reasoning to support claims ● Evaluate sufficiency of evidence as well as validity of reasoning to support claims ● Corroborate relevance of evidence as well as validity of reasoning to support claims ● Corroborate sufficiency of evidence as well as validity of reasoning to support claims	reasoning used support claims by using a class-created rubric.
Language Expectation	
ELD-LA.9-12.Argue.Expressive Construct language arts arguments that: ● Introduce and develop precise claims and address counterclaims ● Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence ● Establish and maintain a formal style and objective tone ● Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations	
Skills	*In the Classroom*
Clarification: Students craft a value statement to support a distinct, specific assertion and address differing perspectives on a topic or issue. *Unpacked Language Functions:* ● Define terms: precise claims, counterclaims ● Introduce precise claims and address counterclaims ● Develop precise claims and address counterclaims	Reviewing an initial draft of their arguments, students choose a claim they feel could use more elaboration, clarity, and/or specificity. Students develop their claims to be more precise 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. Students then refine their claim to be more precise using all their answers to the Five Whys. *Sample Language Objective:* Students will be able to introduce and develop precise claims and address counterclaims by using the Five Whys to revise their writing.
Clarification: Students support claims and disprove counterclaims with sound, logical reasoning and pertinent and thorough evidence.	Students refer to their discussion preparation and use sentence frames to support their claims and disprove counterclaims with valid reasoning and relevant and sufficient evidence: “Based on what I read and

Unpacked Language Functions: ● Define terms: valid reasoning, relevant, sufficient evidence ● Support claims with valid reasoning and relevant and sufficient evidence ● Refute counterclaims with valid reasoning and relevant and sufficient evidence	researched, I think…; ____ from the text justifies my view and understanding of ____ because…; What relevant evidence supports the idea that…?; What valid reasoning is behind…?; I see your point about ____, but the evidence seems to support… . *Sample Language Objective:* Students will be able to support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence using their discussion preparation and sentence frames.
Clarification: Students use appropriate styles to match the purpose, task, and audience. Students use formal conventions and an unbiased tone. *Unpacked Language Functions:* ● Define terms: formal style, objective tone ● Establish a formal style and objective tone ● Maintain a formal style and objective tone	The teacher provides students with a jumbled slide presentation on a given topic. The teacher asks the students to revise, organize, and style the slides so they are appropriate for a more formal purpose, audience, and task. Students check to ensure personal feelings and bias are not included. *Sample Language Objective:* Students will be able to establish and maintain a formal style and objective tone by revising, organizing, and styling a slide presentation for a formal context.
Clarification: Students use appropriate language forms and arrange claims, counterclaims, reasons, and evidence in a sequence that is easy and logical for readers or audiences to follow. Students also provide a closing statement that includes a persuasive call to action from the intended audience. *Unpacked Language Functions:* ● Define terms: organize, claims, counterclaims, reasons, evidence; conclusion, recommendations ● Logically organize claims, counterclaims, reasons, and evidence using connectors and if/then clauses (WIDA 2020) ● Refute counterclaims with comparing/contrasting connectors to differentiate between claims and counterclaims (WIDA 2020) ● Offer a conclusion with recommendations using a summary statement to reiterate claim, call to action, encourage a response, or suggest next steps (WIDA 2020)	Students write their claims, counterclaims, reasons, and evidence on separate slips of paper. Students move and organize each of the strips of papers in a way that sequences their reasons and evidence in a manner that is easy to follow. When offering a conclusion, students use imperative verbs (e.g., give, take, do, speak, etc.) and words that evoke emotion (e.g., spark, create, build, relax, etc.) to elicit action from readers or audiences. Students share their newly organized arguments, orally or in writing. *Sample Language Objective:* Students will be able to logically organize their arguments and offer a conclusion with recommendations by sorting and reordering claims, counterclaims, reasons, and evidence and using imperative verbs and emotion words.

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.9-12.Explain.Interpretive Interpret mathematical explanations by: ● Identifying concept or entity ● Analyzing data and owning problem-solving approaches ● Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles	
Skills	*In the Classroom*
Clarification: Students determine and understand mathematical concepts or entities within a mathematical expression. *Unpacked Language Functions:* ● Define terms: identify, concept, entity ● Identify concept ● Identify entity	Students are given a linear and nonlinear function as well as a word bank with algebraic language. The teacher asks students to compare the properties of the linear and non-linear function and explain their reasoning using key words from the word bank. *Sample Language Objective:* Students will be able to identify the properties of linear and nonlinear functions through using a word bank to explain.
Clarification: Students examine data and monitor and reflect on their own problem-solving techniques. *Unpacked Language Functions:* ● Define terms: analyze, data, problem-solving, approach ● Analyze data ● Own problem-solving approaches	When examining the average rate of change over a specific interval for a function, students complete a math journal reflecting on how they calculated and interpreted it numerically, graphically, and/or symbolically as well as what they learned and what they might not yet understand. *Sample Language Objective:* Students will be able to analyze the average rate of change over a specific interval for a function and own their problem-solving approach through completing a math journal.
Clarification: Students analyze mathematical reasoning, descriptions of systems, and/or interpretations based on evidence and mathematical principles. *Unpacked Language Functions:* ● Define terms: evaluate, rationale, model, interpretation,	Students receive two or more explanations on a similar topic (e.g., comparing prices or wages) in different modalities (e.g., equation, text or verbal explanation, graph). Looking at the different representations, students evaluate the different models to understand the rationale for presenting the information in various approaches. Using a 1-2-4 grouping strategy, students complete step (1) to identify concepts and to

evidence, principles ● Evaluate rationales based on evidence and mathematical principles ● Evaluate models based on evidence and mathematical principles ● Evaluate interpretations based on evidence and mathematical principles	analyze representations. Then, (2) two students pair up to combine and rank their lists. With visual support, models, and a word bank, students connect representations they found to specific mathematical principles. Finally, (4) two pairs join to explain their evaluation of the rationale for each representation. *Sample Language Objective:* Students will be able to evaluate mathematical models by connecting them to specific mathematical principles using the 1-2-4 strategy.
Language Expectation	
ELD-MA.9-12.Explain.Expressive Construct mathematical explanations that: ● Introduce mathematical concept or entity ● Share solutions with others ● Describe data and/or approach used to solve a problem ● State reasoning used to generate own or alternate solutions	
Skills	*In the Classroom*
Clarification: Students craft and present a mathematical explanation. *Unpacked Language Functions:* ● Define terms: introduce, mathematical concept, entity ● Identify mathematical concept ● Identify mathematical entity	Using multiple representations (e.g., text/verbal, graphic, equation), students introduce the topic of trigonometric ratios and how it relates to proportional reasoning in scale drawings. *Sample Language Objective:* Students will be able to introduce the mathematical concept of trigonometric ratios using multiple representations to explain how it relates to proportional reasoning in scale drawings.
Clarification: Students present solutions to peers orally or in writing. *Unpacked Language Functions:* ● Define terms: share, solution ● Share solutions with peers	In pairs or peer groups, students use their graphic and textual representations to share their possible solutions. Students use sentence starters: I figured this out by…, First I…, I used _____ to… to share their solutions. *Sample Language Objective:* Students will be able share their solutions with others by using sentence starters.

Clarification: Students explain what they see in data and/or the steps used to solve a problem. *Unpacked Language Functions:* ● Define terms: describe, data, approach, solve, problem ● Describe data used to solve a problem ● Describe an approach used to solve a problem	The teacher provides students with a sample of how a particular problem was solved. Students outline, orally or in writing, the steps used to solve it. *Sample Language Objective:* Students will be able to describe the approach used to solve a problem by outlining the steps used.
Clarification: Students explain the thinking they used to solve a problem. Students also explain the possible thinking used in alternate solutions. *Unpacked Language Functions:* ● Define terms: state, reasoning, generate, alternate, solutions ● State reasoning used to generate own solutions ● State reasoning used to generate alternate solutions	Students complete a problem-solving journal detailing their reasoning in solving a problem. Students explain how they understood the problem, how and why they used specific approaches to solve the problem, how and why they might have changed their approach if the first one did not work, and how they arrived at and checked their solution. *Sample Language Objective:* Students will be able to state the reasoning they used to generate their own solutions by completing a problem-solving journal.
Language Expectation	
ELD-MA.9-12.Argue.Interpretive Interpret concepts in arguments by: ● Comparing conjectures with previously established results and stated assumptions ● Distinguishing correct from flawed logic ● Evaluating relationships among evidence and mathematical principles to create generalizations	
Skills	*In the Classroom*
Clarification: Students interpret and find similarities and differences in mathematical arguments using conditional conjunctions to make and justify conjecture (e.g., *If I add ⅘ and 3/4 , the result will be less than two because each fraction is less than a whole number*) (WIDA 2020). Students also compare results and predictions that are shared. *Unpacked Language Functions:* ● Define terms: compare, conjectures, results, assumptions ● Compare conjectures with previously established results	Students respond to a geometric modeling example of finding jellybeans in a jar. Students use the See-Think-Wonder routine to capture their brainstormed wonders or conjectures in writing. Students also compare their conjectures with established results from a similar mathematical argument. *Sample Language Objective:* Students will be able to compare conjectures with previously stated assumptions about a geometric model using the See-Think-Wonder routine.

• Compare conjectures with stated assumptions	
Clarification: Students ask questions (what, how, why, do) and request (could, would) more information, clarification, and procedures (WIDA 2020). Students use causal connectors (so, because, therefore) to identify misconceptions (WIDA 2020). *Unpacked Language Functions:* • Define terms: distinguish, flawed, logic • Distinguish correct logic from flawed logic	Given a problem with multiple possible solutions or outcomes, student pairs or teams come up with a solution strategy for polynomials. Later, student groups compare their graphs, tables, and methods as well as reasonings with one another, noticing commonalities and distinguishing differences in approach. Students look for correct logic and identify flawed logic in the presented solutions. *Sample Language Objective:* Students will be able to distinguish correct from flawed logic in solutions to polynomials by comparing work with others.
Clarification: Students use conditional structures to make conclusions when analyzing connections between evidence and mathematical principles. *Unpacked Language Functions:* • Define terms: evaluate, relationships, among, evidence, mathematical principles, create, generalizations • Evaluate relationships among evidence and mathematical principles • Create generalizations	Given solutions to the mathematical perplexity, students evaluate their own strategies in terms of success in reaching similar solutions. Students understand the limitations and benefits of various approaches to generalize results from known mathematical facts. *Sample Language Objective:* Students will be able to use *if/then* and *when* statements to create generalizations between evidence and mathematical principles.
Language Expectation	
ELD-MA.9-12.Argue.Expressive Construct mathematical arguments that: • Create precise conjecture, using definitions, previously established results, and stated assumptions • Generalize logical relationships across cases • Justify (and refute) conclusions with evidence and mathematical principles • Evaluate and extend others' arguments	
Skills	*In the Classroom*
Clarification: Students use conditional conjunctions to craft a distinct, specific conjecture. Students justify their conclusions with known	Students come to a conclusion about a shape based on its properties. Using modeled definitions, previous results, and stated assumptions,

variables and known solutions as well as predictions that were previously shared. *Unpacked Language Functions:* ● Define terms: create, precise, conjecture, definitions, previously established results, stated assumptions ● Create precise conjecture, using definitions ● Create precise conjecture, using previously established results ● Create precise conjecture, using stated assumptions	students revise their conjectures to be more precise. *Sample Language Objective:* Students will be able to create precise conjecture about a shape based on its properties by using definitions, previously established results, and stated assumptions modeled by the teacher.
Clarification: Students share about a plausible pattern they see in relationships amongst cases. *Unpacked Language Functions:* ● Define terms: generalize, logical relationships, across, cases ● Generalize logical relationships across cases	Students brainstorm words and phrases they could use to make generalizations about the relationship between quadratic and square root functions. Students then use words and phrases from the class list in declarative sentences to share about visual patterns they notice as they analyze and interpret graphs. *Sample Language Objective:* Students will be able to generalize logical relationships between quadratic and square root functions using words and phrases from a class-generated list.
Clarification: Students substantiate reasoning with evidence and mathematical principles. Students also disprove reasoning with evidence and mathematical principles. *Unpacked Language Functions:* ● Define terms: justify, refute, conclusions, evidence, mathematical principles ● Justify conclusions with evidence and mathematical principles ● Refute conclusions with evidence and mathematical principles	Students use a three-column graphic organizer with columns labeled: “Refute,” “Evidence,” and “Principles.” Students jot down what they believe to be incorrect in the “Refute” column, list evidence to support this in the “Evidence” column, and list mathematical principles in the “Principles” column. Students use the graphic organizer to justify their conclusions orally or in writing. *Sample Language Objective:* Students will be able to refute conclusions with evidence and mathematical principles using a four-column graphic organizer.
Clarification: Students analyze and build onto others’ conjectures. *Unpacked Language Functions:* ● Define terms: evaluation, extend, others’, argument	Students compare solutions proposed by others, including peers and expert solutions. Students use *what, how, why, do* questions and *could, would* requests to ask for information and clarification on others’ arguments and steps used to solve a problem (e.g., Could you show me

● Evaluate others' arguments ● Extend others' arguments	how you got that answer? Why did you do…instead of…?) Students also use sentence frames to build onto others' conjectures: You said____ and this made me think…; I agree with your solution because…; Your solution makes sense because…; I see that you _____, another solution might be… . *Sample Language Objective:* Students will be able to evaluate and extend others' arguments by using *what, how, why, do* questions; *could, would* requests; and sentence frames.

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.9-12.Explain.Interpretive Interpret scientific explanations by: ● Defining investigable questions or problems based on observations, information, and/or data about a phenomenon ● Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs ● Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions	
Skills	*In the Classroom*
Clarification: Students interpret observations, information, and data about a phenomenon to specify a question or problem to research, probe, and explore. *Unpacked Language Functions:* ● Define terms: investigable, observations, information, data, phenomenon ● Define investigable questions based on observations, information, and/or data about a phenomenon ● Define investigable problems based on observations, information, and/or data about a phenomenon	The teacher provides the students with topics about a phenomenon, each on a separate piece of chart paper posted around the room. In a graffiti walk, each student moves to each piece of chart paper, generates a question for the topic listed, and writes a possible investigable question on the topic using their observations about a phenomenon. After students have provided questions for each topic, students complete a gallery walk and choose a topic and question to investigate. *Sample Language Objective:* Students will be able to define an investigable question based on observations through a gallery walk.
Clarification: Students examine complex evidence, concepts, processes, and information. Students interpret and state those complexities to explain how or why a phenomenon occurs in their own words. *Unpacked Language Functions:* ● Define terms: paraphrase, central idea, complex evidence, concept, process, information, explain, phenomenon, occur ● Paraphrase central ideas in complex evidence to help explain how or why a phenomenon occurs ● Paraphrase central ideas in concepts to help explain how or why a phenomenon occurs	After reading the text, students cover or hide the passage. With the passage covered, students restate the central idea in their own words using complex evidence, concepts, processes, and information to support their interpretations of how or why a phenomenon occurs. After finishing their restatements, students check their paraphrasing against the original. *Sample Language Objective:* Students will be able to paraphrase central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs by comparing their restatements of paraphrasing to the original text.

• Paraphrase central ideas in processes to help explain how or why a phenomenon occurs • Paraphrase central ideas in information to help explain how or why a phenomenon occurs	
Clarification: Students examine a scientific explanation to identify points of reasoning, theories presented, and models provided. Students consider the merits and thoroughness of the provided evidence to conclude whether and to what extent it supports conclusions shared. *Unpacked Language Functions:* • Define terms: evaluate, extent to which reasoning, theory, models, link evidence, claims, support, conclusions • Evaluate the extent to which reasoning links evidence to claims and supports conclusions • Evaluate the extent to which theory links evidence to claims and supports conclusions • Evaluate the extent to which models link evidence to claims and supports conclusions	Given a scientific explanation, students highlight and color code the points of reasoning, theories, and models presented. Students review their color coding to identify connections between the reasoning, theories, and models, and the claims and conclusions made. Students rate how thoroughly the evidence supports the claims and conclusions on a scale of 1-3. Students compare their ratings to come to a consensus. *Sample Language Objective:* Students will be able to evaluate the extent to which reasoning, theory, and/or models link evidence to claims and support conclusions by color coding the text, using a rating scale, and coming to a consensus.
Language Expectation	
ELD-SC.9-12.Explain.Expressive Construct scientific explanations that: • Describe reliable and valid evidence from multiple sources about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system • Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs	
Skills	*In the Classroom*
Clarification: Students delineate well-founded, sound, and relevant evidence from multiple sources about a phenomenon. *Unpacked Language Functions:* • Define terms: describe, reliable, valid, evidence, multiple,	The teacher provides the students with several sources on the impact of human activities on the environment: two sources that use credible and accurate evidence and two that use unreliable and inaccurate evidence. The teacher informs the students which source is which. Together, the teacher and students examine the differences between the sources and

sources, phenomenon ● Describe reliable evidence from multiple sources about a phenomenon ● Describe valid evidence from multiple sources about a phenomenon	develop a list of criteria to describe the valid and reliable evidence. Students use the same criteria to describe the valid and reliable evidence orally or in writing. *Sample Language Objective:* Students will be able to describe valid and reliable evidence from multiple sources about the impact of human activities on the environment using criteria from a class-generated list.
Clarification: Students communicate scientific results using content-specific voice, deliberate word choices, and language free from opinions or bias. *Unpacked Language Functions:* ● Define terms: establish, neutral, objective, results ● Communicate results with a neutral stance ● Communicate results with a objective stance	The teacher provides students with a lab report that intentionally includes personal opinions and judgments. Students eliminate any information that does not communicate results in a neutral or objective manner. Students explain why they eliminated that information. *Sample Language Objective:* Students will be able to communicate results using a neutral or objective stance by revising and eliminating bias from a lab report.
Clarification: Students link and combine ideas, express causality, and add details to show or assume relationships between variables in a system or between components. *Unpacked Language Functions:* ● Define terms: develop reasoning, illustrate, predict, relationships, between, variables, system, components ● Develop reasoning to illustrate the relationships between variables in a system ● Develop reasoning to predict the relationships between components of a system	Using a cause/effect graphic organizer, students describe relationships among different variables in natural selection. Students use mentor texts to create their own nominalizations, connectors (*as a result, therefore*) and clauses (e.g., Unable to grow or repair themselves, the cells eventually die). *Sample Language Objective:* Students will be able to develop reasoning to illustrate and/or predict the relationships between variables in natural selection through using a cause/effect graphic organizer and mentor texts.
Clarification: Students refer to scientific knowledge, evidence, criteria, and/or trade-offs to encapsulate and clarify solutions to problems. *Unpacked Language Functions:* ● Define terms: summarize, refine, solutions, reference, scientific knowledge, evidence, criteria, trade-offs ● Summarize solutions referencing scientific knowledge,	The teacher informs students they are going to summarize the solution from a lab. As a class, students brainstorm and list the knowledge, evidence, criteria, and/or trade-offs that should be included in the summary. Using the class list, students draft their summaries. Students revisit their summaries to determine if any items need further clarification or elaboration.

evidence, criteria, and/or trade-offs ● Refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs	*Sample Language Objective:* Students will be able to summarize and refine solutions referencing a class list of scientific knowledge, evidence, criteria, and/or trade-offs.
Language Expectation	
ELD-SC.9-12.Argue.Interpretive Interpret scientific arguments by: ● Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions ● Comparing reasoning and claims based on evidence from competing arguments or design solutions ● Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues	
Skills	*In the Classroom*
Clarification: Students examine scientific arguments to identify relevant and thorough evidence from data, models, and/or information from investigations of phenomena or design solutions. *Unpacked Language Functions:* ● Define terms: identifying, convincing, evidence, data, models, investigations, phenomena, design, solutions ● Identify appropriate evidence from data, models, and/or information from investigations of a phenomenon ● Identify appropriate evidence from data, models, and/or information from investigations of a design solutions ● Identify sufficient evidence from data, models, and/or information from investigations of a phenomenon ● Identify appropriate evidence from data, models, and/or information from investigations of a design solutions	Students create a blackout paragraph by using a black marker to eliminate evidence from information they feel is the least appropriate to the author's argument on the environment can influence the expression of genetic traits. The remaining evidence forms a new argument that students share with partners. As a class, students assess whether or not there is sufficient evidence in the argument and brainstorm what additional, appropriate evidence should be added. *Sample Language Objective:* Students will be able to identify appropriate and sufficient evidence from data, models, and/or information from investigations on the environment's influence on genetic traits by creating and revising a blackout paragraph.
Clarification: Considering two scientific arguments, students compare the effectiveness of reasoning and claims presented. *Unpacked Language Functions:* ● Define terms: compare, reasoning, claims, based on, evidence, arguments, same, topic	Students compare the effectiveness of scientific reasoning in two arguments. For example, compare dentist recommendations for Crest toothpaste and Orbit gum. Using a 1-2-4 grouping strategy, students first (1) independently notice three claims from each scientific argument. Then, (2) two students pair up to combine and rank their lists. Finally, (4) two pairs join to explain their ranking reasoning and to determine which

● Compare reasoning and claims based on evidence from competing arguments ● Compare reasoning and claims based on evidence from competing design solutions	argument was most effective. At the end of the activity, students debrief in whole class discussion to define what makes evidence more convincing. *Sample Language Objective:* In small groups, students will be able to rank the effectiveness of reasoning between two scientific arguments.
Clarification: Students assess currently valid explanations, newly found evidence, limitations (trade-offs), constraints, and ethical issues. *Unpacked Language Functions:* ● Define terms: evaluate, whether, emphasize, similar, different evidence, interpretations, facts ● Evaluate currently accepted explanations ● Evaluate new evidence ● Evaluate limitations (trade-offs) ● Evaluate constraints ● Evaluate ethical issues	Students closely read a portion of text that presents currently accepted explanations, new evidence, limitations, constraints, and/or ethical issues. During the close read, the teacher asks questions, such as: What information is left out or unresolved? What questions do you still have? What does the evidence imply? How widely applicable is ____? *Sample Language Objective:* Students will be able to evaluate currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues through a close read of the text.
Language Expectation	
ELD-SC.9-12.Argue.Expressive Construct scientific arguments that: ● Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science ● Defend or refute a claim based on data and evidence ● Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) ● Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal	
Skills	*In the Classroom*
Clarification: Students properly situate a scientific claim by defining, describing, introducing, and contextualizing phenomenon, concepts, ideas, events, and technical terms. When contextualizing, students relate the topic/phenomenon under study to current and past scientific events.	Students use the C-SET strategy to introduce and contextualize the topic of DNA technology. Students state their claim or opinion about the topic (C). Students then set up (SET) or provide context for their claim or opinion by sharing the evidence it is based on as well as its current or historical scientific background.

Unpacked Language Functions: ● Define terms: introduce, contextualize, phenomenon, historical, episodes ● Introduce topic in in current scientific or historical episodes in science ● Introduce phenomenon in current scientific or historical episodes in science ● Contextualize topic in in current scientific or historical episodes in science ● Contextualize phenomenon in in current scientific or historical episodes in science	*Sample Language Objective.* Students will be able to introduce and contextualize arguments on DNA technology by using the C-SET strategy.
Clarification: Students take a stance towards a scientific claim by using evidence and data to justify or refute the claim. Students classify, add details, and link and establish logical relationships, including causality. Students use diagrams, models, data, and graphics to add support to their claim or evidence (WIDA 2020). *Unpacked Language Functions:* ● Define terms: support, refute, claim, based on, data, evidence ● Defend a claim based on data and evidence ● Refute a claim based on data and evidence	Upon completing an experiment on motion, students use the Claims, Evidence, and Reasoning (CER) strategy to present their arguments. Students share a claim statement answering the question: What do you claim happened? Students then share evidence and data to support the claim by answering the question: What evidence and data is there that proves that this happened? Finally, students share their reasoning by answering the question: Why and how does this evidence and data justify your claim? Students compile each of their answers to the questions into one cohesive claim. *Sample Language Objective:* Students will be able to justify a claim about motion with data and evidence by using the CER strategy.
Clarification: Students use appropriate styles to match the purpose, task, and audience. Students make deliberate word choices to communicate their stance, whether it is unbiased or biased (WIDA 2020). *Unpacked Language Functions:* ● Define terms: establish, maintain, neutral, objective, stance ● Establish an appropriate tone and stance ● Maintain an appropriate tone and stance	The teacher provides students with an exemplar argument that is communicated objectively. In small groups, students discuss how the argument would be adapted or changed to fit an argument that is communicated subjectively. As a class, students share their findings noting the differences in organization, development, substance, and style between the arguments. *Sample Language Objective:* Students will be able to establish and maintain an appropriate tone and stance for an argument by revising an argument from being objective to making it subjective.

Clarification: Students make or defend scientific claims, counterclaims, and rebuttals with reasoning, evidence, data, and/or models and use language patterns and cohesive devices to signal the logical relationships among various aspects of their arguments (WIDA 2020). *Unpacked Language Functions:* ● Define terms: signal, logical, relationships, among, reasoning, evidence, data, model, making, defending, claim, counterclaim, rebuttal ● Signal logical relationships among reasoning, evidence, data, and/or models when making a claim ● Signal logical relationships among reasoning, evidence, data, and/or models when making a counterclaim ● Signal logical relationships among reasoning, evidence, data, and/or models when making a rebuttal ● Signal logical relationships among reasoning, evidence, data, and/or models when defending a claim ● Signal logical relationships among reasoning, evidence, data, and/or models when defending a counterclaim ● Signal logical relationships among reasoning, evidence, data, and/or models when defending a rebuttal	The teacher provides exemplar rebuttals about ethical issues surrounding DNA technology that signals logical relationships among reasoning, evidence, and data. As a class, the teacher and students identify how the exemplar rebuttals signal these logical relationships. Using the exemplars as a guide, students write their own claims signaling the relationships between their reasoning and collected weather data mimicking techniques used across the exemplar rebuttals. *Sample Language Objective:* Students will be able to signal logical relationships among reasoning, evidence, and data to support rebuttals about ethical issues with DNA technology using exemplar rebuttals to guide their writing.

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.9-12.Explain.Interpretive Interpret social studies explanations by: ● Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors, causes, or related concepts ● Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose	
Skills	*In the Classroom*
Clarification: Students identify multiple types of sources (primary and secondary), their perspectives, and their value and applicability in answering compelling and supporting questions about phenomena or events. *Unpacked Language Functions:* ● Define terms: determine, points of view, sources, compelling questions, supporting questions, phenomena, events ● Determine multiple types of sources for answering compelling and supporting questions about phenomena or events ● Determine points of view in sources for answering compelling and supporting questions about phenomena or events ● Determine potential uses of sources for answering compelling and supporting questions about phenomena or events	The teacher provides students with an inquiry complete with a compelling question and supporting questions on women's roles in 19th century America. The teacher also provides students with a number of primary and secondary sources. The teacher and students work together to sort the sources into categories based on their points of view. Students then narrow the sources in their categories to the most useful sources. The teacher then asks students to select sources that they feel best answer the compelling and supporting questions. Students discuss and explain their choices. *Sample Language Objective:* Students will be able to determine multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about women's roles in 19th century America through sorting, narrowing, and selecting the best sources to complete an inquiry.
Clarification: Students examine and connect relationships within and among contributing factors, causes, or conceptually-related ideas and topics. *Unpacked Language Functions:* ● Define terms: Analyze, sources, logical relationships, among, contributing factors, causes	Students read a collection of conceptually-related texts or sources on the Civil Rights Movement. After reading each text in the collection, students complete a three-column graphic organizer: the first column is labeled "Page/Paragraph," the second column is labeled "Concept," and the third column is labeled, "How does the concept in this portion of the text connect to those presented in the previous text?" After students complete the graphic organizer, students share a response explaining

• Analyze sources for logical relationships among contributing factors • Analyze sources for logical relationships among causes • Analyze sources for logical relationships among related concepts	the logical relationships between the concepts. *Sample Language Objective:* Students will be able to analyze sources on the Civil Rights Movement for logical relationships among related concepts using a three-column graphic organizer.
Clarification: Students critique experts' explanations for their points of agreement and disagreement, paying attention to where each expert may have areas of contradictions, inconsistencies, or agreement. *Unpacked Language Functions:* • Define terms: evaluate, experts' points of agreement, along with, strengths, weakness, explanations • Evaluate experts' points of agreement based on their consistency with explanation given its purpose • Evaluate experts' points of disagreement based on their consistency with explanation given its purpose	The teacher and students work together to create a list of parts of the explanations that exhibit points of agreement and disagreement. Each student chooses an item from the list and compares it against the other parts of the expert's explanation. When students determine an area where the part they chose contradicts or is inconsistent with another, students explain their findings orally or in writing. If students determine the part they chose is in accordance with all parts of the expert's explanation, students explain their findings orally or in writing. *Sample Language Objective:* Students will be able to evaluate experts' points of agreement and disagreement based on their consistency with explanation given its purpose by looking for contradictions, inconsistencies, or agreements and explaining their findings orally or in writing.
Language Expectation	
ELD-SS.9-12.Explain.Expressive Construct social studies explanations that: • Introduce and contextualize multiple phenomena or events • Establish perspective for communicating intended and unintended outcomes, consequences, or documentation • Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses • Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events	
Skills	*In the Classroom*
Clarification: Students properly situate more than one historical phenomena or sequence of events by defining, describing, introducing, and contextualizing them in explanations.	Students answer who, what, where, when, why, and how for introducing and contextualizing the Great Depression and Great Recession. Students compile their answers to these questions into a cohesive

Unpacked Language Functions: ● Define terms: contextualize, phenomena ● Introduce multiple phenomena or events ● Contextualize multiple phenomena or events	introduction on the economy's retraction and negative impact on the lives of people. *Sample Language Objective:* Students will be able to introduce and contextualize the Great Depression and Great Recession by answering who, what, where, when, why and how questions.
Clarification: Students exhibit a point of view when explaining planned and unplanned outcomes, consequences, or documentation. *Unpacked Language Functions:* ● Define terms: perspective, outcomes, consequences, documentation ● Establish perspective for communicating intended outcomes, consequences, or documentation ● Establish perspective for communicating unintended outcomes, consequences, or documentation	Students brainstorm a list of different perspectives on the Dust Bowl. From the list, students choose one perspective and use the following sentence starters to explore it: First _____ thought this, but then they realized…; _____ wanted _____, but _____, Before _____ happened, ____ thought….; _____ was a consequence of _____ because… . *Sample Language Objective:* Students will be able to establish perspective for communicating intended and unintended outcomes as they relate to the Dust Bowl by using sentence starters.
Clarification: Students expand explanations by developing valid rationale, connecting sequences of events which may be linear or nonlinear, and using evidence and details. When developing this explanation, students include important and relevant information. Students also recognize the areas of strength and weakness in their explanations. *Unpacked Language Functions:* ● Define terms: develop, sound, reasoning, sequence, linear, nonlinear, relationships, evidence, details, acknowledge, strength, weakness ● Develop sound reasoning, with significant and pertinent information ● Develop sequences with linear and nonlinear relationships, with significant and pertinent information ● Develop evidence, with significant and pertinent information ● Develop details with significant and pertinent information ● Acknowledge strengths and weaknesses	When expanding their explanations, students use the *So What? Who cares? Why does it matter?* Strategy to develop sound reasoning. Students use the strategy to develop their explanations to include significant and pertinent information by ensuring they answer: *So What?* What is the sound reasoning behind this? *Who cares?* Who (e.g., experts, groups, researchers, etc.) thinks this is important? *Why does it matter?* Why is this so significant? *Sample Language Objective:* Students will be able to develop sound reasoning with significant and pertinent information using the *So What? Who cares? Why does it matter?* strategy.

Clarification: Students make general or broad statements about where experts agree and disagree about several, complex causes and effects of developments or events. *Unpacked Language Functions:* ● Define: multiple causes, effects, developments, events, agreements, disagreements ● Generalize experts' points of agreement about multiple, complex causes and effects of developments or events ● Generalize experts' points of disagreement about multiple, complex causes and effects of developments or events	Students summarize experts' points of agreement and disagreement on the complex causes and effects of using the atomic bomb to end World War II. Students then condense their summaries into one general or broad statement in the form of a photo essay. *Sample Language Objective:* Students will be able to generalize experts' points of agreement and disagreement about multiple, complex causes and effects of using the atomic bomb to end World War II through creating a photo essay.
Language Expectation	
ELD-SS.9-12.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources ● Evaluating credibility, accuracy, and relevancy of source based on expert perspectives	
Skills	*In the Classroom*
Clarification: Students determine the topic and whether the author is using the argument to express themselves, inform their audience, persuade their audience, or present a call to action. *Unpacked Language Functions:* ● Define terms: identify, topic, purpose, argue in favor, argue against a position, balanced interpretation, challenge perspective ● Identify topic ● Identify a purpose	The teacher provides a think aloud identifying parts of the argument that point towards the topic and purpose of it. Following this model, students collaborate in small groups to find additional parts of the argument that point towards the topic and purpose. Students then use this model on their own with another argument. *Sample Language Objective:* Students will be able to identify the topic and purpose of a social studies argument by thinking aloud using the teacher's model.
Clarification: Students examine multiple sources for information pertinent to the argument and claims under study. Students also review sources for information that may contribute to or clarify the claim, making sure to use only well-founded, sound evidence.	After gathering information from multiple sources about a particular topic, students use a two-column, three-row matrix. One column is labeled "Reliable" and the other is labeled "Valid." The rows are the pieces of evidence or information being analyzed. Students use

Unpacked Language Functions: ● Define terms: Analyze, relevant information, multiple sources, support, claims ● Analyze relevant information to support claims with reliable and valid evidence from multiple sources ● Analyze relevant information to revise claims with reliable and valid evidence from multiple sources	the matrix to record their assessments of the reliability and validity of each piece of evidence. Students add additional rows to the matrix for additional pieces of evidence. *Sample Language Objective:* Students will be able to analyze relevant information to support and/or revise claims with reliable and valid evidence from multiple sources using a two-column, three-row matrix.
Clarification: Students judge a source on its reliability, validity, and pertinence. To make these judgements, students compare the sources against scholarly or authoritative points of view. *Unpacked Language Functions:* ● Define terms: evaluate, point of view, source credibility, relevance, intended use ● Evaluate credibility of source based on expert perspectives ● Evaluate accuracy of source based on expert perspectives ● Evaluate relevance of source based on expert perspectives	To evaluate a source, students annotate the information using the CAR strategy: credibility, accuracy, relevance. Students identify sources that meet the CAR criteria and cite the expert perspective that supports their findings. *Sample Language Objective:* Students will be able to evaluate the credibility, accuracy, and relevancy of source based on expert perspectives using the CAR strategy.
Language Expectation	
ELD-SS.9-12.Argue.Expressive Construct social studies arguments that: ● Introduce and contextualize topic ● Select relevant information to support precise and knowledgeable claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning	
Skills	*In the Classroom*
Clarification: Students craft arguments by introducing and providing context for particular topics. *Unpacked Language Functions:* ● Define terms: introduce, contextualize ● Introduce topic	Students use the Topic-Point-Elaborate strategy to introduce and contextualize their topics. Students state what their topic is, the point they are making about the topic, and elaborate on the context in which they based their point. *Sample Language Objective:* Students will be able to introduce and

• Contextualize topic	contextualize a social studies topic using the Topic-Point-Elaborate strategy.
Clarification: Students review and gather pertinent evidence from multiple sources to support accurate, well-founded claims. *Unpacked Language Functions:* • Define terms: select, relevant information, support, claims, evidence, multiple sources • Select relevant information to support precise claims with evidence from multiple sources • Select relevant information to support knowledgeable claims with evidence from multiple sources	Students gather information and evidence from primary, secondary, and tertiary sources. Once students gather information, they use the TPEQEA strategy to craft their argument. Students state their Topic sentence; provide the Point or claim they are making about the particular topic; supply the Evidence or information that supports their Point; share a Quote from a source that supports their Point; provide Elaboration that explains how their evidence and quote connects to their Point; and provide an Analysis that explains the overall importance of their Point. *Sample Language Objective:* Students will be able to select relevant information to support precise and knowledgeable claims with evidence from multiple sources using the TPEQEA strategy.
Clarification: Students choose a particular stance or perspective from which to frame their claims and supporting evidence. Students deliberately emphasize information and evidence in their arguments that advance their perspectives. *Unpacked Language Functions:* • Define terms: establish, perspective • Establish perspective	After students choose their perspective on a topic, students review their collected information and evidence and assess which contribute most to their perspectives. When expressing their arguments orally or in writing, students only use the information and evidence that advance their perspectives. *Sample Language Objective:* Students will be able to establish perspective when constructing social studies arguments by reviewing their information and evidence.
Clarification: Students build arguments signaling the connections between claims and counterclaims, alternate points of view, and evidence and reasoning. *Unpacked Language Functions:* • Define terms: show, relationships, claim, counterclaims, perspectives, evidence, reasoning • Show relationships between claims and counterclaims • Show differences in perspectives • Show relationships between evidence and reasoning	Students practice language forms for showing relationships between aspects of arguments by using sentence frames and key words and phrases. Sentence frames include: I agree with___. Another piece of evidence that supports this is…; I disagree because…; I see your point about ____, but the evidence seems to support… . Key words and phrases include: “could be argued,” “undoubtedly,” “ought to,” (WIDA 2020). *Sample Language Objective:* Students will be able to show relationships between claims and counterclaims, differences in perspectives, and

	evidence and reasoning through using sentence frames and key words and phrases.

Works Cited

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