

English as a Second Language (ESL)/Title III English Language Development (ELD) Standards Division of Academic Standards

Unpacking Document for NC ELD Standard Course of Study Kindergarten

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 <i>English language learners communicate for Social and Instructional purposes within the school setting.</i>	
Language Expectation	
ELD-SI.K-3.Narrate <ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps 	
Skills	In the Classroom
<p><i>Clarification:</i> 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.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • 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 	<p>Students recall information from a personal experience (e.g., field trip, visit from a community helper). The teacher collects all ideas on a chart. Students decide what information is missing and share ideas for the teacher to add to the chart.</p> <p><i>Sample Language Objective:</i> Students will be able to share ideas about their learning and life experiences by recalling information to be collected on a chart by the teacher.</p>
<p><i>Clarification:</i> Students tell a story by connecting words with illustrations.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: story, image, representation • Connect stories with images to add meaning • Connect stories with representations to add meaning 	<p>Students experience a teacher read aloud twice, the first time with only words and the second time with both words and illustrations shown. Students discuss how their understanding of the text changed once they viewed the illustrations. Students draw an illustration from the story and write words based on what they drew. Students show their illustration and tell that part of the story to a partner.</p> <p><i>Sample Language Objective:</i> Students will be able to tell a story by connecting words to illustrations by drawing an illustration from a story read aloud and writing words based on that illustration to then tell that part of the story to a partner.</p>

(annotated format)



ELD Standard 1: Social and Instructional Language <i>English language learners communicate for Social and Instructional purposes within the school setting.</i>	
Language Expectation	
ELD-SI.K-3.Narrate <ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps 	
Skills	In the Classroom
<p><i>Clarification:</i> 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.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • 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 	<p>Students recall information from a personal experience (e.g., field trip, visit from a community helper). The teacher collects all ideas on a chart. Students decide what information is missing and share ideas for the teacher to add to the chart.</p> <p><i>Sample Language Objective:</i> Students will be able to share ideas about their learning and life experiences by recalling information to be collected on a chart by the teacher.</p>
<p><i>Clarification:</i> Students tell a story by connecting words with illustrations.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: story, image, representation • Connect stories with images to add meaning • Connect stories with representations to add meaning 	<p>Students experience a teacher read aloud twice, the first time with only words and the second time with both words and illustrations shown. Students discuss how their understanding of the text changed once they viewed the illustrations. Students draw an illustration from the story and write words based on what they drew. Students show their illustration and tell that part of the story to a partner.</p> <p><i>Sample Language Objective:</i> Students will be able to tell a story by connecting words to illustrations by drawing an illustration from a story read aloud and writing words based on that illustration to then tell that part of the story to a partner.</p>

<p><i>Clarification:</i> Students show their understanding of important details by asking and answering questions about the <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> in a text that has been read and/or heard.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: questions, who, what, when, where, why, how • Ask questions about what others have shared 	<p>Students read or listen to a text. Students roll question cubes to create <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions for their classmates. If classmates cannot answer questions correctly, then students reread or relisten and retry the questions.</p> <p><i>Sample Language Objective:</i> Students will be able to ask questions about what others have shared by reading or listening to a text, rolling a question cube, creating a question, and listening for classmates to answer correctly.</p>
<p><i>Clarification:</i> Students will give an account of experiences or share ideas again.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: recount, restate • Recount ideas • Restate ideas 	<p>Students recount fictional stories that include, but are not limited to, fables and folktales from different cultures. Students use story maps and graphic organizers to map the events and key details of one story and share orally with a partner.</p> <p><i>Sample Language Objective:</i> Students will be able to recount a story by using story maps and graphic organizers to map events and key details and share orally with a partner.</p>
<p><i>Clarification:</i> Students share how stories might end or what steps come next in a process.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: ending, next steps • Discuss possible endings • Discuss possible next steps 	<p>Students solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number. Students read a word problem and discuss the equation they write to solve the problem step by step to a partner (e.g., Mike runs 2 miles a day. His goal is to run 25 miles. After 5 days, how many miles does Mike have left to run in order to meet his goal? Write an equation and find the solution ($2 \times 5 + m = 25$) (<i>NCDPI, 3rd Grade Math Unpacking Document, Rev. June 2019</i>).</p> <p><i>Sample Language Objective:</i> Students will be able to share what steps come next in a process by reading a two-step word problem and discussing the equation they write to solve the problem step by step to a partner.</p>
<p><i>Language Expectation</i></p>	



ELD-SI.K-3.Inform <ul style="list-style-type: none"> • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify and summarize ideas • Summarize information from interaction with others and from learning experiences 	
<i>Skills</i>	<i>In the Classroom</i>
<p><i>Clarification:</i> Students name and sort objects or concepts.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: classify • Define objects • Define concepts • Classify objects or concepts 	<p>Students classify objects (e.g., buttons, blocks, paper, other materials) by observable physical properties, including size, color, shape, texture, weight and flexibility. Students share the quality they used to classify objects with a partner.</p> <p><i>Sample Language Objective:</i> Students will be able to define and classify objects by observing physical properties and sharing the quality used to classify objects with a partner.</p>
<p><i>Clarification:</i> Students describe features, repeated data, or actions.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: characteristic, pattern, behavior • Describe characteristics • Describe patterns • Describe behavior 	<p>Students compare weather patterns that occur over time and relate observable patterns to time of day and time of year. Students view recorded weather data for the town they live in that shows average high and low temperatures and precipitation in the four seasons. Students describe the patterns they see to a partner.</p> <p><i>Sample Language Objective:</i> Students will be able to describe patterns by viewing local weather data that shows average high and low temperatures and precipitation in the four seasons and describing the patterns they see to a partner.</p>
<p><i>Clarification:</i> Students describe portions, divisions, or fractions of an entire thing.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: part, whole • Describe parts • Describe wholes 	<p>Students interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts. Students explain that a unit fraction is one of those parts (e.g., $\frac{1}{2}$ is a fraction that represents one half of one whole that has two parts). Partners color one part of a shape to represent $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and $\frac{1}{8}$ and then name the fraction and explain that the top (numerator) is the part and the bottom (denominator) is the total number of parts in the whole.</p>



	<p><i>Sample Language Objective:</i> Students will be able to describe parts and wholes by coloring to form fractions, naming the fraction, and explaining the number of parts in the whole to a partner.</p>
<p><i>Clarification:</i> Students group, explain, and review ideas.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: sort, clarify, summarize • Sort ideas • Clarify ideas • Summarize ideas 	<p>Students sort pictures of people earning, saving, and spending money for goods and services. Students clarify the ideas by drawing their own example of each. Students summarize by describing each picture to a partner.</p> <p><i>Sample Language Objective:</i> Students will be able to sort, clarify, and summarize ideas by placing pictures of people earning, saving, and spending money in groups as well as explaining and reviewing these ideas related to goods and services to a partner.</p>
<p><i>Clarification:</i> Students give a brief statement about information learned from listening, reading, or interacting with others.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: summarize, interaction, experiences • Summarize information from interaction with others • Summarize information from learning experiences 	<p>Students participate in collaborative conversations with diverse partners about any grade level topic. Students actively listen by looking at the speaker and taking turns talking. Students use an anchor chart of possible sentence starters that will help students link their thoughts with others: “I agree with what _____ said because _____” and “When _____ said _____, it made me think _____.”</p> <p><i>Sample Language Objective:</i> Students will be able to summarize information from interaction with others by actively listening, taking turns talking, and using an anchor chart with sentence starters to help students link their thoughts with others.</p>
<i>Language Expectation</i>	
<p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works 	

Skills	In the Classroom
<p><i>Clarification:</i> Students share their initial reactions and thoughts with peers.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: initial thinking • Share initial thinking orally, writing, or representing 	<p>Students view a visual representation that introduces a current unit of study. Students engage in a Think, Notice, and Wonder activity, completing the sentence starters in order to share their initial thinking with a partner: I think... , I notice..., I wonder... .</p> <p><i>Sample Language Objective:</i> Students will be able to share their initial thinking with others using sentence starters: I think, I notice, I wonder.</p>
<p><i>Clarification:</i> 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.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: cycles, procedures, cause and effect • Logically follow and describe a diagrammed cycle, steps in a procedure, or causes and corresponding effects • Describe a diagrammed cycle, steps in a procedure, or causes and corresponding effects 	<p>Students listen as the teacher models either the first component in a cycle, or first step in a procedure, or one cause and accompanying effect, depending on the text structure and topic of the text under study. Students then work with a partner to complete the balance of the graphic organizer or diagram, explaining and describing components of a cycle, or steps in a procedure, or causes and effects.</p> <p><i>Sample Language Objective:</i> Students will be able to follow and describe cycles in diagrams, steps in procedures, or causes and effects, using a diagram or graphic organizer, referring to a model example, working with a partner.</p>
<p><i>Clarification:</i> Students compare and contrast objects or concepts, noting similarities and differences.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: concepts • Compare and contrast, denoting similarities and differences 	<p>Students use a Venn Diagram to compare and contrast two objects or concepts. The Venn Diagram is annotated on both the left and right side, with the heading: How is...different from...?. The overlapping portion of the Venn Diagram is annotated with the heading: How is ...the same as...? The Venn Diagram is also annotated with a word bank to support students.</p> <p><i>Sample Language Objective:</i> Students will be able to compare and contrast objects or concepts, using an annotated Venn Diagram with headings and a word bank.</p>
<p><i>Clarification:</i> Students offer ideas or suggestions in an academic conversation, in order to create an idea, clarify their idea, or fortify their own idea.</p>	<p>Students co-create an anchor chart with the teacher that outlines prompt and response starters that would create an idea, fortify an idea, and clarify an idea (Anchor chart would be based on Zwiers'</p>



<p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> ● Define terms: suggestion ● Propose or offer an idea or suggestion in an academic conversation 	<p>Constructive Conversation Poster, but modified for younger students in Kindergarten-third grade. Drawings may be included for emergent readers). Prompt and response starters are included, such as: Create an Idea: What do you think?, I think..., One idea is...; Clarifies an Idea: What do you mean?, Can you tell me more about...?, I think it means..., In other words...; Fortifies an idea: Can you tell me an example?, Can you show me in the...?, For example..., In the story..., In my life... . Students engage in an academic conversation and offer ideas or suggestions that create an idea, clarify their own idea, or fortify their own idea. The teacher guides the academic conversation, referring students to the co-created anchor chart.</p> <p><i>Sample Language Objective:</i> Students will be able to offer ideas and suggestions in an academic conversation, referring to the academic conversation anchor chart and using the prompt and response starters.</p>
<p><i>Clarification:</i> Students revise understandings of how or why something works based on feedback received from the teacher and/or peers.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> ● <i>Define terms:</i> feedback ● Process new information given as feedback and revise understanding 	<p>Students use response starters to show their new understanding of how or why something works: I now understand... because..., It works this way because..., You said... and so now I... . Student explanations are guided by the teacher, as students refer to the posted sentence starters on the language wall.</p> <p><i>Sample Language Objective:</i> Students will be able to act on feedback to revise understandings of how or why something works, using sentence starters posted on the language wall to show their new understanding.</p>
<p><i>Language Expectation</i></p>	
<p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> ● Ask questions about others' opinions ● Support own opinions with reasons ● Clarify and elaborate ideas based on feedback ● Defend change in one's own thinking ● Revise one's own opinions based on new information 	

Skills	In the Classroom
<p><i>Clarification:</i> After students state their opinion, they ask questions about others' opinions with the purpose of learning how to negotiate and to argue an opinion.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: opinion • Ask questions about others' opinions 	<p>Students listen and watch the teacher and another student model an academic conversation where partners ask questions about each other's opinion. The teacher records the conversation for students to reference as support. Partners, taking turns, state their opinion using the following prompt starters: I think..., I prefer..., My opinion is... . Students then ask questions about their partner's opinion: What is your opinion? What do you think about...? Students use response starters: I see it in a different way..., On the other hand..., or I agree with your opinion..., I also think... .</p> <p><i>Sample Language Objective:</i> Students will be able to ask questions about others' opinions, using prompt and response starters, and referring to a model academic conversation.</p>
<p><i>Clarification:</i> Students strengthen their opinion by giving reasons to explain why they think, believe, or prefer something.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: opinions, reasons • Add reasoning to support your opinion 	<p>Students listen and watch the teacher and another student model an academic conversation where partners support their own opinions with reasons. After partners share their opinions and ask questions, students provide support for their own opinion through reasons, using response starters: I think that because..., It is important because..., In the story, it says..., I think we should do it this way because... .</p> <p><i>Sample Language Objective:</i> Students will be able to support their own opinions with reasons, using response starters and referring to a model academic conversation.</p>
<p><i>Clarification:</i> Students build their idea by clarifying (making clear) and elaborating on (expanding with details) their ideas based on their partner's feedback.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: clarifying, elaborating, feedback • Make ideas clear and expand ideas with details 	<p>Students listen and watch the teacher and another student model, clarifying their thinking and elaborating ideas in response to receiving feedback such as: Can you elaborate on...?, Can you tell me more?, What do you mean?, Say more about... . Students clarify, responding with response starters such as: One example is..., In other words..., I think it means..., The story tells us that..., One detail is... .</p> <p><i>Sample Language Objective:</i> Students will be able to clarify and elaborate ideas based on feedback, using response starters and</p>

	referring to a model academic conversation.
<p><i>Clarification:</i> In an academic conversation, students provide justification for changing their thinking.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: defend • Defend or justify a change in one's own thinking 	<p>Students listen and watch the teacher and another student model defending a change in their thinking in an argument. Students state their change in thinking using response starters such as: I understand now because..., I see what you mean..., I now disagree with your opinion because..., I now agree with your opinion because... .</p> <p><i>Sample Language Objective:</i> Students will be able to defend a change in their own thinking, using response starters, and referring to a recording of a model academic conversation.</p>
<p><i>Clarification:</i> In an academic conversation, students revise their opinion or position based on new information.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: opinion • Change, shift, or adapt your opinion based on the introduction of new information 	<p>Students listen and watch the teacher and another student model formulating a new opinion based on new information. After students have stated a change in their thinking, they revise their opinion based on new information. Students use causal response starters such as: I now think...because...(state the new information), I see it differently now because...(state the new information), Your idea is better than mine because...(state the new information).</p> <p><i>Sample Language Objective:</i> Students will be able to revise their opinions based on new information, using response starters and referring to a recording of a model academic conversation.</p>

ELD Standard 2: Language of Language Arts <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i>	
Language Expectation	
ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by: <ul style="list-style-type: none"> Identifying key details Identifying characters, settings, and major events Asking and answering questions about unknown words in a text 	
Skills	In the Classroom
<p><i>Clarification:</i> Students identify key details to understand more about the text.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: key details Identify key details 	<p>After a whole-class read aloud of a narrative, students work as teams to brainstorm details from the text. Once each team has a detail to share, the teacher records these on an anchor chart (such as a bubble map) with visuals (teacher-made drawings or picture cards) to help the students remember the details that are important in comprehension of the text.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret a narrative by identifying key details through actively participating in adding to an anchor chart.</p>
<p><i>Clarification:</i> Students determine the characters, settings, and major events in a narrative.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: characters, settings, major events Identify characters Identify settings Identify major events 	<p>After the teacher models creating a story map, students complete their own story map with a partner. The sections of the graphic organizer include the title of the book, characters, and setting as well as the beginning, middle, and ending events of the narrative. As an added support, students can draw pictures to represent people, places, and events.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret a narrative identifying the characters, a setting, and major events by completing a story map with help from a partner.</p>
<p><i>Clarification:</i> Students ask and answer questions to uncover the meaning of new words.</p>	<p>Students listen as the teacher models a think-aloud as he or she reads the narrative. Students answer questions to gain insight as the teacher</p>



<p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: unknown words • Ask questions about unknown words • Answer questions about unknown words 	<p>guides them into discovering the meaning of new vocabulary. Students ask questions to clarify the meaning of words as the teacher provides synonyms, visuals, and other means of support.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret a narrative by asking and answering questions about unknown words as they participate in a think-aloud with the teacher.</p>
<p><i>Language Expectation</i></p>	
<p>ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that:</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events 	
Skills	In the Classroom
<p><i>Clarification:</i> Students introduce the story's setting and characters to the audience.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: orient, audience • Orient audience to the story 	<p>Students participate in selecting a setting and characters for a new story they will be creating. Students choose from a set of pre-selected pictures of places (e.g., a cabin in the woods, an island at sea, or an apartment in a city). Then, students decide which characters they like from another set of preselected pictures (e.g., grandma, a boy, a girl, a dog). Using a graphic organizer, the students fill in the spaces with the pictures they selected for the character and setting. Next, they use sentence starters (e.g., My characters are _____, My setting is _____) to introduce them to the class.</p> <p><i>Sample Language Objective:</i> Students will be able to construct a narrative expressing the setting and characters by choosing pictures that introduce these ideas to the audience.</p>
<p><i>Clarification:</i> Students design story events from beginning to end.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: describe, story events, beginning, middle, end • Describe story events 	<p>Using a plot diagram, the students formulate events of the story. The graphic organizer contains blank boxes labeled the beginning, middle, and end of the story. With teacher modeling and guidance, students work together in partners or teams to create and draw the events. Students narrate the story by recording themselves on an iPad or another device, or by dictating to an adult. Emergent student writers</p>



	<p>create sentences to go along with the pictures.</p> <p><i>Sample Language Objective:</i> Students will be able to construct a narrative describing story events by completing a storyline graphic organizer with drawings and sentences.</p>
Language Expectation	
<p>ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by:</p> <ul style="list-style-type: none"> Identifying main topic and key details Asking and answering questions about descriptions of familiar attributes and characteristics Identifying word choices in relation to topic or content area 	
Skills	In the Classroom
<p><i>Clarification:</i> Students determine the main idea and key details of the text.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: main idea, key details Identify main topic Identify key details 	<p>After the teacher reads the text aloud, pointing out headings and other important text features, the students listen and respond to the teacher's carefully chosen questions to help them determine the main idea and details. If needed, the teacher draws an image from the text that sums up the main idea as students review clues that will help them arrive at the main idea. Students work in small groups to think of key details that they can share with the group. Once the student teams are ready, the teacher can record those on a chart. Sentence starters are used: We think the main idea is _____, An important detail is _____.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret informational texts by identifying the main idea and key details through listening and responding to questions with help from peers in a small group.</p>
<p><i>Clarification:</i> Students formulate and respond to questions to find out the attributes and characteristics of a topic and/or entity in the text.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: attributes, characteristics Ask questions about descriptions of familiar attributes and 	<p>Students use question stems beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and/or <i>how</i> to find out what qualities or features describe the topic or entity from the informational text (e.g., If the text is about community helpers, one student team may use the question stems to find out the special attributes or characteristics of a firefighter). Teams develop questions as follows: 1) Who are <u>firefighters</u>? 2) What do <u>firefighters</u> do?</p>



<p>characteristics</p> <ul style="list-style-type: none"> • Answer questions about descriptions of familiar attributes and characteristics 	<p>3) When do <u>firefighters</u> work? 4) Where do <u>firefighters</u> go to work? 5) Why do <u>firefighters</u> want to help people? 6) How do <u>firefighters</u> do their jobs? Other student teams choose other community helpers (e.g., nurses, police officers, teachers) and fill in the blank to formulate their questions. Once everyone is ready, the teacher guides the whole class discussion and records the information discovered by the teams on a graphic organizer chart that lists each community helper and their attributes.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret informational texts identifying attributes or characteristics of a topic or entity within the text by forming and answering specific (5W and How) questions.</p>
<p><i>Clarification:</i> Students determine which words are powerful in helping them understand more about the topic or content area.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: word choice • Identify word choices in relation to topic or content area 	<p>After the teacher reads a sentence from each page, students work with a partner to identify which words are important to know about the topic (e.g., if the text topic is about animal habitats, the teacher could read a sentence from each page and have the students identify which word is important to know about that habitat. One such page could read: “<i>Beavers live in ponds and they depend on the trees to make their lodges.</i>”). Students add these words and a drawing of it in a vocabulary journal as they discover new words.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret informational text, identifying word choices that relate to the topic, through discussion with a partner and modeling by the teacher.</p>
<p><i>Language Expectation</i></p>	
<p>ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that:</p> <ul style="list-style-type: none"> • Introduce topic for audience • Describe details and facts 	
<p><i>Skills</i></p>	<p><i>In the Classroom</i></p>
<p><i>Clarification:</i> Students introduce the topic of their informational text to</p>	<p>Students use a sentence frame to introduce their topic of life cycles of a</p>



<p>their audience.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: introduce, topic • Identify topic 	<p>particular animal: <i>We want to tell you all about the _____ life cycle.</i> Students practice saying their completed sentence frame. Then, students write their animal in the blank on their individual papers.</p> <p><i>Sample Language Objective:</i> Students will be able to construct an informational text introductory sentence about a topic by using a sentence frame in oral and written form.</p>
<p><i>Clarification:</i> Students depict details and factual evidence about the topic.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: describe, details, facts • Describe details • Describe facts 	<p>Students listen to an informational text read aloud about all kinds of homes around the world. Students listen as the teacher models how to use a graphic organizer to record (words or drawings) an example of a type of home (e.g., an igloo in the Arctic). After the teacher models how to identify and describe details and facts (e.g., building material, size, environment) of one of these, the students work with a partner to choose a dwelling. Students discuss the details and facts together and then provide those to the whole group.</p> <p><i>Sample Language Objective:</i> Students will be able to construct informational text providing details and facts by listening to a read aloud and describing them with the help of a partner.</p>



ELD Standard 3: Language of Mathematics <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i>	
Language Expectation	
ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by: <ul style="list-style-type: none"> Identifying concept or object Describing quantities and attributes 	
Skills	In the Classroom
<p><i>Clarification:</i> Students analyze a mathematical concept or object.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: concept, object Identify a concept Identify an object 	<p>Students listen to a mathematical informational text as the teacher reads aloud. Within the text, the concept of addition is introduced. (e.g., the text explains that a gardener planted four red rose bushes and three yellow rose bushes. Students can use red and yellow manipulatives to show the addition problem that this represents). As the teacher asks students to share their answers, students use a sentence starter to practice their speaking skills (e.g., She has a total of _____).</p> <p><i>Sample Language Objective:</i> Students will be able to interpret mathematical informational texts identifying concepts or objects by using manipulatives and a sentence starter.</p>
<p><i>Clarification:</i> Students describe concepts or objects by their quantities or attributes.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: quantity, attributes Describe quantities Describe attributes 	<p>Students listen to a math informational text read aloud about wooden blocks. The groups of blocks are in different quantities and are all different lengths and sizes (attributes). Students listen as the teacher points out groups of blocks in the book and describes their quantity and attributes. Students are then given a set of wooden blocks. Students use these quantities and attributes to describe their own set of blocks using a sentence frame: There are _____ rectangle blocks, This is a _____ because it has _____. Students work together in pairs or small groups to identify quantities and attributes.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret mathematical informational texts describing them by quantities or attributes using sentence frames.</p>



<i>Language Expectation</i>	
<p>ELD-MA.K.Inform.Expressive Construct mathematical informational texts (with prompting and support) that:</p> <ul style="list-style-type: none"> • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities 	
<i>Skills</i>	<i>In the Classroom</i>
<p><i>Clarification:</i> Students identify a mathematical concept or entity.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: concept, entity • Define a concept or entity • Classify a concept or entity 	<p>The teacher provides students with a shape that the students locate and identify in real life. Students build a mathematical text about how shapes are all around us. Each student team is given a card with a shape on it. The students talk about what things in real life are in the shape on the card. With guidance and help from the teacher, students make a list and draw these objects on cards to add to the larger text that the class compiles. This compilation could take the form of a large poster or chart that classifies the shapes by how they are found all around us.</p> <p><i>Sample Language Objective:</i> Students will be able to construct a mathematical text identifying and classifying entities by drawing and listing examples of various shapes that are present all around us.</p>
<p><i>Clarification:</i> Students describe the attributes of a concept or entity.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: attributes • Describe a concept or entity 	<p>Students listen as the teacher reads a text about basic shapes and their attributes (the number of sides and angles). Students in small groups use popsicle sticks, clay and straws to build geometric objects, such as triangles, squares, rectangles, circles and hexagons. As the teacher facilitates the small groups, the teacher takes pictures of the created shapes. The teacher asks students questions to check their knowledge and video records their responses. These pictures and video recordings are made into a class video that the class can view and share with other math classes.</p> <p><i>Sample Language Objective:</i> Students will be able to construct a mathematical text describing the attributes of an entity by building examples of shapes and explaining their thinking.</p>



Clarification: Students compare and contrast two mathematical concepts or entities.

Unpacked Language Functions:

- Define terms: compare, contrast
- Compare concepts or entities
- Contrast concepts or entities

Student pairs create a page for a class big book about shapes. Students are given manipulatives in various shapes such as squares, rectangles, triangles, hexagons, octagons, and ovals. Students choose and analyze two shapes to see how they are similar (compare) and different (contrast). Students are given a sentence starter to use to help them: Both shapes have _____, They are different because _____. With help from the teacher, students write the text to the page and draw pictures to support their statements. Once all of the student pairs are finished, the pages are put together to show to the class.

Sample Language Objective: Students will be able to construct an informational mathematical text comparing and contrasting two entities by analyzing two shapes with the support of sentence starters and visuals.



ELD Standard 4: Language of Science <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i>	
Language Expectation	
ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by: <ul style="list-style-type: none"> Determining what text is about Defining or classifying a concept or entity 	
Skills	In the Classroom
<p><i>Clarification:</i> Students determine what the scientific informational text is about through text features.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: text Determine what text is about 	<p>Students listen as the teacher reads a science informational text (e.g., about animal coverings of scales, feathers, fur, or skin). Students talk to their partners and respond to questions about the animal characteristics as they navigate through the text features such as headings, pictures, captions and bolded vocabulary words. Each pair uses a small whiteboard with a marker to draw the animal (e.g., that has one of the types of coverings). Next, students show the drawing to the class and explain what they drew.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret scientific informational text, determining what the text is about, by examining its text features.</p>
<p><i>Clarification:</i> Students define or classify a scientific concept or entity using new science vocabulary from the text.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: define, classify Define a concept or entity Classify a concept or entity 	<p>After listening to a scientific informational text read aloud, students keep a journal for 30 days about a topic (e.g., about the temperature and weather conditions such as sunny, cloudy, rainy, stormy, snowy). After the 30 days, the students analyze their data and graph it together as a class (e.g., number of sunny vs. cloudy days).</p> <p><i>Sample Language Objective:</i> Students will be able to interpret a scientific informational text classifying vocabulary by keeping a journal and analyzing the collected data after 30 days.</p>
Language Expectation	



ELD-SC.K.Inform.Expressive Construct scientific informational texts that: <ul style="list-style-type: none"> • Introduce others to a topic or entity • Provide details about an entity 	
<i>Skills</i>	<i>In the Classroom</i>
<p><i>Clarification:</i> Students introduce and describe a topic.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: topic, entity • Introduce a topic or entity • Introduce a topic or entity to others 	<p>Aftering viewing a video (e.g., using the five senses to discover more about the seasons of the year), students take turns reaching into “mystery bags” (e.g., five different brown paper bags with an item inside). Each item would be related to the topic (e.g., season, such as a pair of mittens for winter). Students describe the item to the other students in the group. Each student gets a chance to feel something in the mystery bags. Afterwards, the teacher creates a chart with five columns to represent the five items. Students offer describing words to add to the chart. At the end, each mystery item is revealed.</p> <p><i>Sample Language Objective:</i> Students will be able to construct scientific texts introducing a topic by describing items related to seasons.</p>
<p><i>Clarification:</i> Students provide details about an entity.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: details • Provide details about an entity 	<p>Students listen to a science informational poem (e.g., about a squirrel that moves quickly in his environment). The teacher posts a chart with a large tree in front of the class. With the teacher’s guidance, the students identify positional words such as around, in front of, behind, between, on top of, under, above, below and beside to describe location ((e.g., the squirrel is under the tree). Pairs of students work together to create a sentence about the positional words to share with the class.</p> <p><i>Sample Language Objective:</i> Students will be able to construct a scientific informational text providing important details about the location of an entity in its environment.</p>
<i>Language Expectation</i>	
ELD-SC.K.Explain.Interpretive Interpret scientific explanations by: <ul style="list-style-type: none"> • Defining investigable questions or simple design problems based on observations and data about a phenomenon • Using information from observations to find patterns and to explain how or why a phenomenon occurs 	



Skills	In the Classroom
<p><i>Clarification:</i> Students explain investigable questions (ones that can be investigated) or simple design problems based on observations and data about a fact or situation that is observed to exist or happen (phenomenon).</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: investigable questions, observations, phenomenons • Define investigable questions based on observations and data about a phenomenon • Define simple design problems based on observations and data about a phenomenon 	<p>Students view a scientific video (e.g., about the physical properties such as size, color, shape, texture, weight, flexibility of nonliving things). Students are given a graphic organizer that helps them classify different items to collect information. The graphic organizer contains headings that help students to record what they observe (e.g., size, color, shape, texture, weight, and flexibility). Once the data is collected, students use question starters to create investigable questions to ask their team members: What (color, size, shape, texture) is _____?, How (flexible) is _____?, Is _____ (heavy or light)? After each item has been investigated, the teams share their findings with the teacher.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret scientific explanations by classifying their observation findings and creating investigable questions about them.</p>
<p><i>Clarification:</i> Students observe to find patterns and explain how or why a phenomenon happens.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: patterns • Use information from observations to find patterns • Use information from observations to explain how or why a phenomenon occurs 	<p>Students review a scientific informational text (e.g., a weather journal from the last year's four seasons) to look for patterns (e.g., the seasons in a particular order). After listening to the teacher model how to present information, different students continue presenting the information to the class using the visuals about the patterns observed (e.g., sunny, cloudy, windy, snowy, rainy, or stormy). Students look for patterns and share those with their teams. The teacher records on a chart what patterns the student teams have discovered so the whole class can see and discuss those.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret scientific explanations by observing to find patterns through analyzing a scientific informational text.</p>
Language Expectation	
<p>ELD-SC.K.Explain.Expressive Construct scientific explanations that:</p> <ul style="list-style-type: none"> • Describe information from observations about a phenomenon • Relate how a series of events causes something to happen 	

<ul style="list-style-type: none"> Compare multiple solutions to a problem 	
<i>Skills</i>	<i>In the Classroom</i>
<p><i>Clarification:</i> Students use what they have observed and learned about to explain a phenomenon.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: observation, phenomenon Describe information from observations about a phenomenon 	<p>Students view a video about how animals survive in their environments by having adequate air, water, food and shelter. Students complete a graphic organizer with a partner that illustrates this phenomenon. Students use this information to explain the facts to a partner or members of their team.</p> <p><i>Sample Language Objective:</i> Students will be able to construct scientific explanations describing information they have observed about how animals survive in their environments through completing a graphic organizer.</p>
<p><i>Clarification:</i> Students express how a series of events causes something to happen.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: series of events, cause Relate how a series of events causes something to happen 	<p>Students listen to a read aloud of a big book about life cycles of various animals. Students label the series of events that causes something to happen (e.g., the butterfly life cycle with the stages of 1) the egg, 2) the larvae caterpillar 3) the pupa in the chrysalis and 4) the adult butterfly). Students glue various items (e.g., pom poms, beans, buttons) to represent the series of events. Students use their work to explain this series of events and what happened as a result by recording themselves on an iPad, other device or by dictating to an adult.</p> <p><i>Sample Language Objective:</i> Students will be able to express a scientific explanation of the life cycle of an animal using a graphic organizer.</p>
<p><i>Clarification:</i> Students compare various solutions to a problem.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> Define terms: solution, problem Compare multiple solutions to a problem 	<p>Students work in teams to create a maze out of Q-tips on a table. Students are given the same number of Q-tips and a set time to create their mazes. The maze features a small toy person or animal at the end. When all teams are ready, each team rotates to the next maze and is timed on how quickly they solve the maze. The “problem” is represented by the maze itself. Students can compare their teams’ time on solving each maze to see which maze design was the most difficult to solve.</p> <p><i>Sample Language Objective:</i> Students will be able to construct scientific</p>



	explanations comparing various solutions to a problem by creating a maze along with comparing the length of time for each student team to solve the maze.
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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.K.Inform.Interpretive Interpret informational texts in social studies by:

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

Skills	In the Classroom
<p><i>Clarification:</i> Students reflect on a compelling or supporting question to define a topic.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: compelling question, supporting question, topic • Determine a topic associated with a compelling or supporting question 	<p>Students reflect on a specific question: How have U.S. schools changed over the past 50 years?. Students view a video about the topic (e.g., how schools have changed in 50 years time in the areas of technology, types of instruction, modes of transportation, and responsibilities of teachers and students). Students listen as the teacher guides them through how to complete a Venn Diagram graphic organizer that is labeled with the topic: “School 50 Years Ago” on the left, “School Now” on the right, and “Both” in the middle. As an extra support, the teacher provides pictures (e.g., of how schools looked 50 years ago) to build background knowledge or deepen understanding. After viewing and discussing the photos, students speak with their team members before they give information to the teacher to be recorded on the Venn Diagram.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret a social studies informational text on how U.S. schools have changed determining the topic from a compelling question by completing a Venn Diagram together.</p>
<p><i>Clarification:</i> Students define attributes (qualities) and characteristics within relevant information.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: attributes, characteristics • Define attributes in relevant information • Define characteristics in relevant information 	<p>Students define attributes and characteristics about a relevant topic from a social studies informational text by drafting a summary of them (e.g., after reading about collaboration in the classroom, students draft new classroom rules that encourage collaboration). Students brainstorm ideas about their topic (e.g., what collaboration looks like for their classroom) as the teacher records these on chart paper adding drawings to solidify the ideas. Students follow along as the teacher guides the</p>



	<p>students to write down the new summarized information (e.g., new classroom rules) using a fill-in-the-blank graphic organizer. Students complete their graphic organizer with drawings.</p> <p><i>Sample Language Objective:</i> Students will be able to interpret social studies informational texts defining attributes or characteristics in relevant information with a graphic organizer.</p>
Language Expectation	
<p>ELD-SS.K.Inform.Expressive Construct informational texts in social studies that:</p> <ul style="list-style-type: none"> • Introduce topic associated with a compelling or supporting question • Provide a detail about relevant information 	
Skills	In the Classroom
<p><i>Clarification:</i> Students launch an investigation of a topic with a compelling or supporting question.</p> <p><i>Unpacked Language Functions:</i></p> <ul style="list-style-type: none"> • Define terms: introduce • Introduce topic associated with a compelling or supporting question 	<p>Students investigate an important topic (e.g., character trait of empathy) with a compelling or supporting question (e.g., What is empathy?). As the teacher surveys the students to check their prior knowledge of the topic, the discussion unfolds. Students listen as the teacher reads a social studies informational text (e.g., about a real story of how a girl showed empathy to a boy that was stealing from her vegetable garden). As the teacher pauses periodically while reading the story, students talk with partners to answer questions about what they just heard. After this, students draw a picture that represents the topic (e.g., empathy) from the story. Students also write words or sentences to explain what they remember from the text. Students share the pictures and writing and explain to their teams how their work relates to the compelling question (e.g., What is empathy?)</p> <p><i>Sample Language Objective:</i> Students will be able to construct a social studies informational text introducing a topic with a compelling or supporting question through discussion, drawing and writing.</p>
<i>Clarification:</i> Students give a detail about relevant information.	Students study relevant information about the ways people from different cultures speak, dress, and eat. Students view a video about the topic.



Unpacked Language Functions:

- Define terms: details
- Provide a detail about relevant information

The teacher projects an enlarged class matrix containing columns that are labeled according to the topic (e.g., speak, dress, and eat and rows labeled American Indian, Egyptian, and Russian). The teacher models how to describe a fact orally using sentence frames: The _____ (speak) _____, The _____ (like to eat) _____, The _____ (wear) _____. As visual support, the teacher prints out images that illustrate the topic (e.g., language, clothing and food of the cultures). Students use those to fill in their individual copies of the same matrix.

Sample Language Objective: Students will be able to provide a detail about relevant information related to the ways people from different cultures speak, dress, and eat by using sentence frames.



Works Cited

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

