Unpacking Document for NC ELD Standard Course of Study
Grades 6-8

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 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 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 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,	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

particular ways ● Act on feedback to revise understandings of how something works in particular ways ● Act on feedback to revise understandings of why something exists	through the comment feature. *Sample Language Objective:* Students will be able to use and incorporate feedback from their classmates to revise their initial understandings using track-changes and comment features.
Language Expectation	
ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence	
● *Skills*	*In the Classroom*
Clarification: After students read or hear about a particular perspective, they develop and ask questions about alternate perspectives with the purpose of learning how to acknowledge alternate perspectives and to argue a perspective. *Unpacked Language Functions:* ● Define terms: generate, questions, perspectives ● Generate questions about different perspectives	Students brainstorm a class list of different perspectives on a particular topic. After brainstorming, students choose two of these perspectives to explore, developing questions about them. Students develop questions like: "I understand the perspective of _____, have we considered…?;" "How is _____ different from…?"; "What would it look like if…"; "How did ____ decide…?" *Sample Language Objective:* Students will be able to construct arguments by asking questions about differing perspectives from a class list.
Clarification: Students justify or question a particular opinion, premise, or interpretation. *Unpacked Language Functions:* ● Define terms: support, challenge, opinion, premise, interpretation ● Support an opinion, premise, or interpretation ● Challenge an opinion, premise, or interpretation	Students use Claim, Support, Question to support their opinions with evidence. Students first make a claim or form an opinion about the topic under study. Students then identify support for their claim or opinion listing points and evidence from what they've read, listened to, or experienced. Students then ask a question related to their claim or opinion that challenges alternate claims or opinions. *Sample Language Objective:* Students will be able to support an

	opinion using the Claim, Support, Question strategy.
Clarification: Students clearly define and add to their ideas based on feedback. *Unpacked Language Functions:* ● Define terms: clarify, elaborate, ideas, based, feedback ● Clarify ideas based on feedback ● 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	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

● Refine claims based on new information or evidence ● Refine reasoning based on new information or evidence	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.6-8.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a theme or central idea that develops over the course of a text ● Analyzing how character attributes and actions develop in relation to events or dialogue ● Evaluating impact of specific word choices about meaning and tone	
Skills	*In the Classroom*
Clarification: Students identify repeated ideas, images, or motifs throughout a text. Working with these patterns, students identify a theme or central idea to trace across a text. *Unpacked Language Functions:* ● Define terms: identify, theme, central idea. ● Identify a theme that develops over the course of a text. ● Identify a central idea that develops over the course of a text.	Students apply coding strategies to identify ideas, images, and characteristics. Students use separate colors or shapes to mark key attributes, qualities, characteristics, activities, and behaviors. Students create a legend to categorize and name the elements by color. After coding and sharing patterns with a partner, students annotate the text using words, arrows, and pictures to explain the relationship and development among these features. Using their highlights and annotations, students connect the emergence of the pattern they chose, paraphrasing their annotations. *Sample Language Objective:* Students will be able to interpret *a* narrative text identifying a theme/central idea and their development over the course of a narrative by coding and annotating the text.
Clarification: Students make observations about a character (e.g., speech, action, and motivation). Connecting these observations to direct quotations and evidence from the text, students analyze how the character is revealed over the course of a text. *Unpacked Language Functions:* ● Define terms: analyze, character traits, attributes, actions, events, dialogue ● Analyze how character attributes develop in relation to events or dialogue	Using a character traits graphic organizer or timeline, students work together to consider character strengths, weaknesses, actions, motivations, and words, as well as changes over the text. Students cite specific pages, paragraphs, or scenes to support their observations. With reference to the group-generated graphic organizer, students identify specific aspects as related to the overall character growth and development. *Sample Language Objective:* Students will be able to examine the aspects of a character using time language transitions to understand

<table>
<tr><td>

- Analyze how character actions develop in relation to events or dialogue

</td><td>how that character develops over the course of a text.</td></tr>
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Clarification: Students understand that authors make intentional decisions about word choices and tone to create impact.

Unpacked Language Functions:

- Define terms: tone, impact, word choice, meaning, evaluate
- Evaluate impact of specific word choices about meaning
- Evaluate impact of specific word choices about tone

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Using pre-taught vocabulary around tone and a T-chart, students examine figurative language, imagery, etc. for meaning and misunderstandings. Students practice cause-and-effect language patterns to express the impact of specific word and tone choices.

<table>
<tr><td colspan="2">“Taming the Bicycle,” by Mark Twain</td></tr>
<tr><td>Meaning</td><td>Misunderstandings</td></tr>
<tr><td>Learning to ride the pennyfarthing

It’s difficult to learn to balance</td><td>The bicycle is not an animal

Analogy to horse because that was the primary mode of transportation before cars</td></tr>
</table>

By “taming” the bicycle, Mark Twain implied the bicycle is a wild animal, creating a humorous tone.

Sample Language Objective: Students will be able to use cause and effect language patterns to name Twain’s word choices and the impact or effects in terms of tone.

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<tr><td colspan="2">*Language Expectation*</td></tr>
<tr><td colspan="2">

ELD-LA.6-8.Narrate.Expressive Construct language arts narratives that:

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

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<tr><td>*Skills*</td><td>*In the Classroom*</td></tr>
<tr><td>*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.</td><td>Student writers begin by connecting to and exploring a topic, emotion, or text. Writers use a five senses graphic organizer to jot ideas related to senses. Writers use a story plot organizer to consider situation, characters, perspective, and narrator.</td></tr>
</table>

Unpacked Language Functions: ● Define terms: audience, context, point of view ● Orient audience to context ● Orient audience to point of view	*Sample Language Objective:* Students will be able to describe a [situation, character, perspective and/or narrator] to orient the audience to context and point of view using a five senses graphic organizer.
Clarification: Students build characters in three-dimensions, including physical descriptions, internal motivations, and how those characters interact with others. *Unpacked Language Functions:* ● Define terms: characters, relationships ● Develop characters and their relationships ● Describe characters and their relationships	Student writers use the STEAL strategy (Speech, Thoughts, Effect on others, Actions, Looks) to develop characters. Students repeat this strategy as necessary for secondary characters. *Sample Language Objective:* Students will be able to construct characters within a narrative using the STEAL strategy to guide and check their responses.
Clarification: Students draft, revise, and edit to develop narratives. With guidance from teachers, peers, and authentic audiences, student writers refine their stories to develop themes, conflicts and resolutions, pacing, and sequence of events. *Unpacked Language Functions:* ● Define terms: story, including themes with complication and resolution, time and event sequences ● Develop a story including themes with complication ● Develop a story including themes with resolution ● Develop a story with time sequences ● Develop a story with event sequences	Students use sequential sentence stems and story plot organizers (or storyboard) to map out the events in the narrative. Student writers refer to early five senses and other notes to develop themes within their narratives. In small groups or pairs, students share their stories as developed thus far. Students practice active listening and accountable talk to provide authentic audience feedback, using academic inquiry such as “How did the problem resolve?” Using a checklist to look for themes, complication, resolution, time and event sequences, students revise drafts of their narratives. *Sample Language Objective:* Students will be able to refine narratives to develop [plot, themes, complication and resolution, and event sequences] with reference to previous drafts and organizers.
Clarification: Students publish their revised work to authentic audiences (beyond the teacher). Multiple modalities for this work includes 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.6-8.Inform.Interpretive Interpret informational texts in language arts by: ● Identifying and/or summarizing main ideas and their relationship to supporting ideas ● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors ● Evaluating the impact of author's key word choices over the course of a text	
Skills	*In the Classroom*
Clarification: Students separate main ideas and supporting ideas from details. Using details that illustrate the connections between main ideas and support ideas, students summarize their relationship. *Unpacked Language Functions:* ● Define terms: identify, summarizing, main idea, relationship, supporting ideas ● Identify main ideas ● Summarize main ideas ● Identify supporting ideas ● Summarize supporting ideas ● Identify main ideas and their relationship to supporting ideas ● Summarize main ideas and their relationship to supporting ideas	Students highlight the main ideas in the text and circle the support ideas in the text. Students look for patterns and connections between the main ideas and supporting ideas. Students then answer *who, what, where, when, why,* and *how* to write a summary of the main ideas and their relationship to supporting ideas. *Sample Language Objective:* Students will be able to interpret an informational text by looking for connections between main and supporting ideas and summarize these connections by answering wh-questions.
Clarification: Students examine statements, representations, and explanations present in textual evidence looking for important elements, qualities, traits, features, conditions, behaviors, functions, etc. *Unpacked Language Functions:* ● Define terms: analyze, observation, description, textual, evidence, key, attributes, qualities, characteristics, activities, behaviors ● Analyze observations in textual evidence for key attributes, qualities, characteristics, activities, and behaviors ● Analyze descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors	Students use three-column graphic organizers to analyze observations and descriptions in textual evidence: the first column is labeled "It Says," the second is labeled "It Means," and the third is labeled "And So." In the first column, students list the pieces of textual evidence. In the second column, students explain what the piece of evidence means. In the third column, students explain the inference drawn about key attributes and characteristics from this piece of evidence. *Sample Language Objective:* Students will be able to interpret an informational text by using a three-column graphic organizer to analyze textual evidence.

Clarification: Students examine the text to understand the meaning of words or phrases and their impact on the text. *Unpacked Language Functions:* ● Define terms: evaluate, impact, key word choices ● Identify key word choices used by the author throughout the text. ● Evaluate the impact of author's key word choices throughout the text	Students view or listen to a speech. Students work in pairs to categorize the speaker's key words into groups based on their impact on the text (e.g., positive impact, negative impact, etc.) Students discuss why they created their particular categories and why they grouped particular words under each of the categories. *Sample Language Objective:* Students will be able to interpret an informational text by identifying key words, sorting them into categories, and discussing their choices.
Language Expectation	
ELD-LA.6-8.Inform.Expressive Construct informational texts in language arts that: ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors ● 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:*	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

• Define terms: objective, neutral, stance, bias • Establish objective stance • Establish neutral stance	to establish their own objective or neutral stance on a subject. *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 relevant elements, qualities, traits, features, conditions, behaviors, functions, etc. *Unpacked Language Functions:* • Define terms: precision, details, clarity, relevant attributes, qualities, characteristics, activities, behaviors • Add precision to the text about relevant attributes, qualities, characteristics, activities, and behaviors • Add details to the text about relevant attributes, qualities, characteristics, activities, and behaviors • Add clarity to the text about relevant attributes, qualities, characteristics, activities, and behaviors	Students are provided with a sentence that lacks precision, details, and clarity. 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 through sentence expansion.
Clarification: Students revise final versions of a text ensuring it is logical, consistent, representing 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's 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.6-8.Argue.Interpretive Interpret language arts arguments by: • Identifying and summarizing central idea distinct from prior knowledge or opinions	

● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints ● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)	
Skills	*In the Classroom*
Clarification: Students consider the limitations of their own prior knowledge when compared to the scope of arguments presented by an author or speaker. Keeping these limitations in mind, students determine and sum up the central idea. *Unpacked Language Functions:* ● Define terms: identify, summarize, central idea, distinct, prior knowledge ● Identify the central idea ● Summarize the central idea ● Distinguish prior knowledge from the central idea ● Distinguish opinions from the central idea	After identifying the central idea and support details in the text, students use "I used to think ___, but now I think ___" to separate prior knowledge from new information. Using this new information, students sift through their list of supporting details to determine the ones that are free from prior opinions and should be used for their summary. Students write or speak their summary using the new information. *Sample Language Objective:* Students will be able to identify and summarize a central idea from an argument by using the "I used to think ____, but now I think ____" strategy.
Clarification: Students understand the importance of counterclaims to the strength of an argument. Students examine how an author recognizes differing evidence or perspectives and provides a counterclaim. *Unpacked Language Functions:* ● Define terms: analyze, acknowledge, conflicting, evidence, viewpoints ● Identify conflicting evidence presented ● Identify viewpoints presented ● Identify the author's responses to conflicting evidence ● Identify the author's responses to viewpoints ● Analyze strategies and methods the author used to address conflicting evidence or viewpoints	Choosing one presentation of an argument (article, video, etc.), students work in pairs to identify claims made by the author, as well as counterclaims addressed by the author. Students also identify counterclaims ignored by the author. Students highlight or point out the language used by the author to acknowledge or respond to the conflicting evidence or view points. *Sample Language Objective:* Students will be able to analyze how an author acknowledges and responds to conflict evidence or view points by highlighting or pointing out language used by the author to do this.
Clarification: Students assess the pertinence of evidence, amount of evidence, and logic behind reasoning used by a writer or speaker to support his/her claims.	The teacher and students brainstorm a list of criteria that describes valid reasoning and relevant, sufficient evidence. The teacher presents a short claim containing questionable reasoning and insufficient

Unpacked Language Functions: ● Define terms: evaluate, relevance, sufficiency, validity, reasoning, claim(s) ● Identify the claim(s) ● Determine evidence of the claim(s) ● Determine the reasoning behind the claim(s) ● Evaluate the evidence that supports the claim (s) ● Evaluate the reasoning that supports the claim (s)	evidence. Using the established criteria, students highlight or point out where in the claim reasoning and evidence is insufficient, irrational, or inaccurate. *Sample Language Objective:* Students will be able to evaluate the relevance, sufficiency of evidence, and validity of reasoning using class-created criteria.
Language Expectation	
ELD-LA.6-8.Argue.Expressive Construct language arts arguments that: ● Introduce and develop claim(s) and acknowledge counterclaim(s) ● Support claims with reasons and evidence that are clear, relevant, and credible ● Establish and maintain formal style ● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion	
Skills	*In the Classroom*
Clarification: Students craft a value statement to support an assertion and address differing perspectives on a topic or issue. *Unpacked Language Functions:* ● Define terms: claim, counterclaim ● Introduce claim(s) ● Develop claim(s) ● Acknowledge counterclaim(s)	Students respond to a grade-level appropriate prompt that can be argued. In groups, students complete a T-chart with responses for and against the issue. Based on their T-charts, students complete sentence frames provided by the teacher with structures for creating declarative statements, noun groups, connectors, and renaming (WIDA 2020). Referring to T-charts and sentence frames, students participate in a structured debate introducing their claims and acknowledging the counterclaims of their peers. *Sample Language Objective:* Students will be able to introduce and develop claims and acknowledge counterclaims by using a T-chart and participating in a debate.
Clarification: Students provide clear, appropriate, and plausible justification and evidence for claims.	Students refer to notes and feedback from their first debate to identify lines of inquiry. With direction from the teacher, for example, students prepare a survey to collect opinions, students examine policies from

Unpacked Language Functions: ● Define terms: claim, reasons, evidence, relevant, credible ● Provide clear reasons to support claims ● Provide clear evidence to support claims ● Provide relevant reasons to support claims ● Provide credible reasons to support claims ● Provide relevant evidence to support claims ● Provide credible evidence to support claims	other sources, and/or students look for expert research and opinions on the topic. Students gather reasons and evidence that are clear, relevant, and credible. Using a rubric, students evaluate relevance, sufficiency of evidence, and validity of reasoning that support claim(s). Students use modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely) (WIDA 2020). *Sample Language Objective:* Students will be able to support claims with reasons and evidence that are clear, relevant, and credible, using research, clauses, connectors, and modality.
Clarification: Students use appropriate styles to match the purpose, task, and audience. *Unpacked Language Functions:* ● Define terms: establish, maintain, formal style ● Establish a formal style ● Maintain a formal style	The teacher selects a passage with an informal tone. As a class, the teacher and students rewrite the passage by changing key words and phrases to convey a more formal tone. After rewriting the passage, students compare their written work to the original text, noting how the word choices changed the style. *Sample Language Objective:* Students will be able to establish and maintain a formal style by revising an informal passage to have a more formal style.
Clarification: Students use language forms and organization appropriate to supporting claims with clear justification and appropriate evidence. Students present their claims in a logical progression, being sure to provide a closure. *Unpacked Language Functions:* ● Define terms: logic, reason, relevant, evidence, conclusion ● Logically organize claim(s) with clear reasons ● Logically organize claim(s) with relevant evidence ● Offer a conclusion	Students write their 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 clear manner and offers a conclusion. Students share their newly organized claims, orally or in writing. *Sample Language Objective:* Students will be able to logically organize claim(s) by sorting and reordering their reasons and evidence in a way that is clear and offers a conclusion.

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.6-8.Explain.Interpretive Interpret mathematical explanations by: ● Identifying concept or entity ● Analyzing possible ways to represent and solve a problem ● Evaluating model and rationale for underlying relationships in selected problem-solving approach	
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 ratios in a table as well as a word bank with ratio language. The teacher asks students to translate the ratios into words, writing them in sentences using key words from the word bank. *Sample Language Objective:* Students will be able to understand the concept of ratios by using a word bank to explain the concept in writing.
Clarification: Students understand and explore various ways to represent and solve a problem. *Unpacked Language Functions:* ● Define terms: Analyze, represent, solve, problem ● Analyze possible ways to represent a problem ● Analyze possible ways to solve a problem	After solving a multi-step inequality, students discuss and share their problem-solving strategies with 2-3 other classmates. Students reflect on how their problem-solving processes were similar or different to the ones shared. Students then share how they might adapt their own approach based on the group discussion. *Sample Language Objective:* Students will be able to analyze ways to solve an inequality by sharing their problem-solving processes with classmates and reflecting on how theirs compared.
Clarification: Students assess a mathematical model and reasoning for underlying relationships in a particular problem-solving method. *Unpacked Language Functions:* ● Define terms: evaluate, model, rationale, underlying relationships, problem-solving approach	Students collaborate with a partner, comparing and evaluating different problem-solving methods. Students are reminded to search for connections between their approaches before deciding on the "correct" approach. *Sample Language Objective:* Students will be able to assess

• Evaluate model for underlying relationships in selected problem-solving approach • Evaluate rationale for underlying relationships in selected problem-solving approach problem-solving approach	mathematical reasoning through partner discussions.
Language Expectation	
ELD-MA.6-8.Explain.Expressive Construct mathematical explanations that: • Introduce concept or entity • Share solution with others • Describe data and/or problem-solving strategy • State reasoning used to generate solution	
Skills	*In the Classroom*
Clarification: Students craft and present a mathematical explanation. *Unpacked Language Functions:* • Define terms: introduce, concept, entity • Identify concept • Identify entity	Students create a table to analyze the multiplicative relationship between the quantities and determine their consistency and create a graph to visually verify the constant rate as a straight line passing through the coordinates from the table and through the origin. Using sentence starters, students explore and explain the relationship of equality using different representations: “In a proportional relationship…”, “If the unit rate of the first relationship is…”. *Sample Language Objective:* Students will be able to introduce proportional relationships by creating graphs and using sentence starters.
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 like, “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 problem	Students use math journals to describe a problem solving strategy, in

solving strategies. *Unpacked Language Functions:* ● Define terms: describe, data, problem-solving ● Describe data ● Describe problem-solving strategies	graphic representations or in writing. Students use the math journals to process what they've learned and share questions they have. *Sample Language Objective:* Students will be able to describe a problem-solving strategy by completing a math journal.
Clarification: Students describe the thinking they used to solve a problem. *Unpacked Language Functions:* ● Define terms: state, reasoning, generate, solution ● State reasoning used to generate solution	With reference to a word bank using relevant mathematical vocabulary, students explain their reasoning for finding possible solutions to the problems posed. *Sample Language Objective:* Students will be able to state their reasoning used to generate a solution by using a word bank.
Language Expectation	
ELD-MA.6-8.Argue.Interpretive Interpret mathematics arguments by: ● Comparing conjectures with previously established results ● Distinguishing commonalities among strategies used ● Evaluating relationships between evidence and mathematical facts 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 4/5 and 3/4 , the result will be less than two because each fraction is less than a whole number) (WIDA 2020). *Unpacked Language Functions:* ● Define terms: compare, conjectures, established, results ● Compare conjectures ● Compare conjectures with previously established results	Students respond to a visual mathematical perplexity by noticing and wondering, perhaps using a See-Think-Wonder routine. Students 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 discuss which ratios are greater or lesser based on previously established results.
Clarification: Students use models, drawings, graphs to demonstrate commonalities among strategies used within a particular mathematical argument (WIDA 2020).	Given a surface area/volume problem with multiple possible solutions or outcomes, student pairs or teams come up with a solution strategy. Later, student groups compare their strategies and reasonings with one

Unpacked Language Functions: ● Define terms: distinguish, commonalities, among, strategies ● Distinguish commonalities among strategies used	another, noticing commonalities and distinguishing differences in approach. *Sample Language Objective:* Students will be able to distinguish commonalities among strategies used for finding surface area/volume by working pairs to come up with a solution strategy.
Clarification: Students use conditional structures to make conclusions when analyzing connections between evidence and mathematical facts (e.g., If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing) (WIDA 2020). *Unpacked Language Functions:* ● Define terms: evaluate, relationships, evidence, mathematical facts, generalizations ● Evaluate relationships between evidence and mathematical facts ● Create generalizations	Given solutions to the ratio of y to x (y:x), students evaluate their own strategies to reach similar solutions. Students use *if/then* and *when* statements to create generalizations. *Sample Language Objective:* Students will be able to use *if/then* and *when* statements to create generalizations between evidence and mathematical facts.
Language Expectation	
ELD-MA.6-8.Argue.Expressive Construct mathematical arguments that: ● Create conjecture, using definitions and previously established results ● Generalize logic across cases ● Justify conclusions with evidence and mathematical facts ● Evaluate and critique others' arguments	
Skills	*In the Classroom*
Clarification: Students use conditional conjunctions to make and justify their conclusion with known variables and known solutions. *Unpacked Language Functions:* ● Define terms: conjecture, definitions, established, results ● Create conjecture using definitions ● Create conjecture using previously established results	Students are asked to define figures (e.g., prisms, pyramids, cones, etc.) based on their compositions. Students propose possible conjectures based on previous definitions and results using sentence frames: "*If the (figure) has ____ bases and ___ faces, then…", "If the figure has a ___ base, then it is a ___ because…".* *Sample Language Objective:* Students will be able to use the sentence frame to create conjecture from previously established results when

	defining figures.
Clarification: Students share about a pattern they see in the relationships between reasoning in cases (e.g., The expression 4n-1 can be used to find any value in the pattern). Students apply mathematical principles across cases (e.g., Use the distributive property when there is no common factor) (WIDA 2020). *Unpacked Language Functions:* ● Define terms: generalize, logic, cases ● Generalize logic across cases	Students brainstorm words and phrases they could use to make generalizations about shapes and figures. Students then use words and phrases from the class list in declarative sentences to share about patterns they notice on the amount and type of bases and faces. *Sample Language Objective:* Students will be able to generalize logic about shapes and figures using words and phrases from a class list in declarative sentences.
Clarification: Students substantiate their reasoning with evidence and mathematical facts. *Unpacked Language Functions:* ● Define terms: justify, conclusions, evidence, facts ● Justify conclusions with evidence ● Justify conclusions with mathematical facts	Students use a three-column graphic organizer with columns labeled: "Reasoning," "Evidence," and "Facts." Students jot down their reasoning in the "Reasoning" column, list evidence in the "Evidence" column, and list mathematical facts in the "Facts" column. Students use the graphic organizer to justify their conclusions orally or in writing. *Sample Language Objective:* Students will be able to justify conclusions with evidence and mathematical facts using a three-column graphic organizer.
Clarification: Students analyze and assess others' conjectures. *Unpacked Language Functions:* ● Define terms: evaluate, critique, others', arguments ● Evaluate others' arguments ● Critique others' arguments	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 other's arguments and steps used to solve a problem (e.g., Could you show me how you got that answer? Why did you do…instead of…?) Students also use negation (e.g., don't, doesn't, can't) and obligation modal verbs (e.g., have to, must, should, could, might) to engage with others (I don't think you can apply that theorem, I think you have to use this…) (WIDA 2020). *Sample Language Objective:* Students will be able to evaluate and critique other's arguments using questions, negation modal verbs, and obligation verbs.

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.6-8.Explain.Interpretive Interpret scientific explanations by: ● Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon ● Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs ● Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions	
Skills	*In the Classroom*
Clarification: Students interpret observations, information, and data about a phenomenon to develop an investigable question or to design problems. *Unpacked Language Functions:* ● Define terms: define, investigable questions, design, problems, observations, information, data, phenomenon ● Define investigable questions based on observations about a phenomenon ● Define investigable questions based on information about a phenomenon ● Define investigable questions based on data about a phenomenon ● Define design problems based on observations about a phenomenon ● Define design problems based on information about a phenomenon ● Define design problems based on data about a phenomenon	Students work in pairs to gather pictures that represent information about the phenomenon of tree growth. For each picture, students brainstorm as many words as they can that relate to it. Using these words, students organize the pictures into categories (e.g., photosynthesis, mitosis, etc.). Using these words and categories, students brainstorm driving questions for their investigations. *Sample Language Objective:* Students will be able to define investigable questions on the phenomenon of tree growth by collecting visuals and brainstorming related words.
Clarification: Students establish the unifying concepts in complex evidence and information to help interpret how or why a phenomenon occurs. *Unpacked Language Functions:*	Students use concept maps to illustrate the connections between evidence and information about energy transfer. Students place each piece of evidence and information in a bubble and use lines to connect or branch off from them. On the lines that connect, students explain their connections. Using their concept maps, students identify patterns

• Define terms: determine, central ideas, complex, evidence, information, explain, phenomenon • Determine central ideas in complex evidence • Determine central ideas in information • Use central ideas in complex evidence to help explain how phenomenon occurs • Use central ideas in complex evidence to help explain why phenomenon occurs • Use central ideas in information to help explain how phenomenon occurs • Use central ideas in information to help explain why phenomenon occurs	to help them determine the central ideas presented. *Sample Language Objective:* Students will be able to determine central ideas in complex evidence and information on energy transfer using concept maps.
Clarification: Students examine a scientific explanation for the relevancy, soundness, and thoroughness of its data and evidence. Students assess whether the data or evidence sufficiently support the scientific conclusions drawn. *Unpacked Language Functions:* • Define terms: evaluate, scientific reasoning, data, evidence adequate, conclusions • Evaluate scientific reasoning that shows why data adequately supports conclusions • Evaluate scientific reasoning that shows why evidence adequately supports conclusions	In one color, students highlight the reasoning in a conclusion on the effects of forces on motion. In another color, students highlight the data or evidence used to support the reasoning (e.g., explanations or illustrations on change in position, speed, direction, etc.). Students annotate each highlighted piece of data or evidence with a rating of zero (inadequate) to three (the most adequate). Students share their ratings with their partners. *Sample Language Objective:* Students will be able to evaluate the scientific reasoning and its supporting data or evidence on the topic of forces on motion using color-coding and rating.
Language Expectation	
ELD-SC.6-8.Explain.Expressive Construct scientific explanations that: • Describe valid and reliable evidence from sources about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to show relationships among independent and dependent variables in models and simple systems • Summarize patterns in evidence, making trade-offs, revising, and retesting	
Skills	*In the Classroom*

Clarification: Students delineate well-founded, sound, and relevant evidence from sources about a phenomenon. *Unpacked Language Functions:* ● Define terms: valid, reliable, evidence, sources, phenomenon ● Describe valid evidence from sources about a phenomenon ● Describe reliable evidence from sources about a phenomenon	The teacher provides the students with two sources on environmental implications associated with obtaining energy resources: one source uses credible and accurate evidence and the other uses 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 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 sources about environmental implications associated with obtaining energy resources 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 relationships among different types of variables within models and simple systems. *Unpacked Language Functions:* ● Define terms: develop, reasoning, relationships, independent, dependent, variables, models, simple systems ● Develop reasoning to show relationships among independent and dependent variables in models ● Develop reasoning to show relationships among independent and dependent variables in simple systems	Analyzing results from peers' or published reports, students connect to their own results and conclusions. Using a cause/effect graphic organizer, students describe relationships among different variables as they pertain to the experiment. Students use sentence frames: "As a result of ___, ___;" "If ___, then ___;" "Because of…;" "Due to…." *Sample Language Objective:* Students will be able to develop reasoning to show relationships between variables in systems using a graphic organizer and sentence frames.
Clarification: Students look for patterns in scientific explanations to	Students create summaries of their experiments and the patterns

develop summaries of evidence, trade-offs, revisions, and retesting. *Unpacked Language Functions:* ● Define terms: summarize, patterns, evidence, trade-offs, revising, and retesting ● Summarize patterns in evidence ● Summarize patterns in making trade-offs ● Summarize patterns in revising ● Summarize patterns in retesting	emerging in terms of evidence and trade-offs by creating and annotating diagrams, graphics, data, and/or statistics. Students use sentence frames to scaffold if/then language to generalize a phenomenon to additional contexts (WIDA 2020). *Sample Language Objective:* Students will be able to summarize patterns in evidence, making trade-offs, revising, and retesting by annotating and using sentence frames for if/then language.
Language Expectation	
ELD-SC.6-8.Argue.Interpretive Interpret scientific arguments by: ● Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions ● Comparing reasoning and claims based on evidence from two arguments on the same topic ● Evaluating whether they emphasize similar or different evidence and/or interpretations of facts	
Skills	*In the Classroom*
Clarification: Students examine scientific arguments to identify compelling 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 convincing evidence from data from investigations of phenomena or design solutions ● Identify convincing evidence from models from investigations of phenomena or design solutions ● Identify convincing evidence from information from investigations of phenomena or design solutions	Students create a blackout paragraph by using a black marker to eliminate evidence from information they feel is the least convincing to an author's argument on the effects of the lithosphere on humans. The remaining evidence forms a new argument that students share with partners. When sharing, students explain how the remaining evidence adds to the argument. *Sample Language Objective:* Students will be able to identify convincing evidence from information on the effects of the lithosphere on humans by creating a blackout paragraph.
Clarification: Considering two scientific arguments, students compare the effectiveness of reasoning and claims presented.	Students brainstorm a list of criteria for effective reasoning and claims. The teacher presents two different scientific arguments on how biotechnology poses implications for agriculture. Students highlight the

Unpacked Language Functions: ● Define terms: compare, reasoning, claims, evidence, arguments, ● Compare reasoning based on evidence from two arguments on the same topic ● Compare claims based on evidence from two arguments on the same topic	reasoning and claims within each argument. Using the class criteria as a rubric, students compare the reasoning and claims of both arguments pointing out evidence they highlighted. *Sample Language Objective:* Students will be able to compare reasoning and claims from two arguments on biotechnology and its implications for agriculture using class-created criteria as a rubric.
Clarification: Students compare two scientific arguments noting similarities and differences in which they present evidence and/or interpretations of facts. Students also note particular evidence and/or interpretations of facts that were accentuated. *Unpacked Language Functions:* ● Define terms: evaluate, whether, emphasize, similar, different evidence, interpretations, facts ● Evaluate two arguments in terms of whether they emphasize similar or different evidence ● Evaluate two arguments in terms of whether they emphasize similar or different interpretations of facts	As a class, the teacher and students brainstorm a list of points for comparison that are specific to arguments on the evolution of organisms, including what evidence and/or interpretations of facts might have emphasized. Using this list, students create side-by-side comparison charts to explain how Argument A and how Argument B address the established points of comparison. Students use their charts to discuss the arguments' major similarities and differences with the class. *Sample Language Objective:* Students will be able to compare reasoning and claims from arguments on the evolution of organisms by using a side-by-side comparison chart.
Language Expectation	
ELD-SC.6-8.Argue.Expressive Construct scientific arguments that: ● Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) ● Support or refute a claim based on data and evidence ● Establish and maintain a neutral or objective stance ● Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim	
Skills	*In the Classroom*
Clarification: Students properly situate a scientific claim by defining, describing, introducing, and contextualizing phenomenon, concepts, ideas, events, and technical terms. *Unpacked Language Functions:*	Students use the C-SET strategy to introduce and contextualize the topic of environment and lifestyle choices and their impact on biological inheritance. 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.

• Define terms: introduce, contextualize, topic, phenomenon, issues, related, natural, designed, world(s) • Introduce topic/phenomenon in issues related to the natural world • Introduce topic/phenomenon in issues related to the designed world(s) • Contextualize topic/phenomenon in issues related to the natural world • Contextualize topic/phenomenon in issues related to the designed world(s)	*Sample Language Objective.* Students will be able to introduce and contextualize arguments on environment and lifestyle choices and their impact on biological inheritance by using the C-SET strategy.
Clarification: Students take a stance towards a scientific claim by using evidence and data to support or refute the claim. Students understand how to classify, how to add details, how to 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, data, evidence • Support a claim based on data • Refute a claim based on data • Support a claim based on evidence • Refute a claim based on 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 provides that this happened? Finally, students share their reasoning by answering the question: Why and how does this evidence and data support your claim? Students compile each of their answers to the questions into one cohesive claim. *Sample Language Objective:* Students will be able to support a claim about motion with data and evidence by using the CER strategy.
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	Students share results from a class experiment with the teacher. The teacher writes students' responses on the board verbatim. The teacher then guides students in rewriting the response to include neutral word choices and language free from opinions or bias. *Sample Language Objective:* Students will be able to establish an objective stance on the results of their experiment by revising their original responses to include neutral word choices.
Clarification: Students make or defend scientific claims or counterclaims with reasoning, evidence, data, and/or models and use language patterns and cohesive devices to signal the logical	The teacher provides a mentor claim about weather conditions that signals logical relationships among reasoning and data. As a class, the teacher and students identify how the mentor claim signals these logical

relationships among various aspects of their arguments (WIDA 2020). *Unpacked Language Functions:* ● Define terms: signal, logical, relationships,reasoning, evidence, data, model, defending, claim, counterclaim ● Signal logical relationships among reasoning when making or defending a claim ● Signal logical relationships among reasoning when making or defending a counterclaim ● Signal logical relationships among evidence when making or defending a claim ● Signal logical relationships among evidence when making or defending a counterclaim ● Signal logical relationships among data when making or defending a claim ● Signal logical relationships among data when making or defending a counterclaim ● Signal logical relationships among a model when making or defending a claim ● Signal logical relationships among a model when making or defending a counterclaim	relationships. Using the mentor claim as an exemplar, students write their own claims signaling the relationships between their reasoning and collected weather data. *Sample Language Objective:* Students will be able to signal logical relationships among reasoning and data to support claims about weather conditions using a mentor claim 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.6-8.Explain.Interpretive Interpret social studies explanations by: ● Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors or causes ● Evaluating experts' points of agreement, along with strengths and weakness of explanations	
Skills	*In the Classroom*
Clarification: Students identify multiple perspectives in sources for answering compelling and supporting questions about phenomena or events. *Unpacked Language Functions:* ● Define terms: determine, multiple points of view, sources, compelling, supporting questions, phenomena, events ● Determine multiple points of view in sources for answers to compelling questions about phenomena ● Determine multiple points of view in sources for answers to supporting questions about phenomena ● Determine multiple points of view in sources for answers to compelling questions about events ● Determine multiple points of view in sources for answers to supporting questions about events	Students discuss and categorize multiple sources on the development of agriculture in Mesopotamia based on their points of view. Students explain their reasoning for including sources in particular categories and answer the compelling question: Was the development of agriculture beneficial for humans? *Sample Language Objective:* Students will be able to determine multiple points of view on the development of agriculture in Mesopotamia by categorizing sources.
Clarification: Students examine and connect relationships within and among contributing factors and causes. *Unpacked Language Functions:* ● Define terms: Analyze, factors, sources, logical relationships, among, contributing factors, causes ● Analyze sources for logical relationships among contributing factors	Students are given a list, with accompanying pictures/sources, of various events, people, and groups related to Ancient Egypt. Students are given a second list, with accompanying pictures, of the effects on Ancient Egypt's rise and fall. Students match the items and pictures from each list to explain how key events, people, and groups impacted the rise and fall of Ancient Egypt. *Sample Language Objective:* Students will be able to analyze for logical

• Analyze sources for logical relationships among contributing causes	relationships among events, people, and groups and the rise and fall of Ancient Egypt by matching images/sources.
Clarification: Students critique experts' explanations for their points of agreement and point out their strengths and weaknesses. *Unpacked Language Functions:* • Define terms: evaluate, expert, agreement, strengths, weakness, explanations • Evaluate experts' points of agreement along with strengths of explanations • Evaluate experts' points of agreement along with weakness of explanations	After identifying experts' points of agreement on the topic of democracy, students create a T-chart for each expert listing their explanation's strengths and weaknesses. With a partner, students explain what and why they identified particular points as strengths and weaknesses. *Sample Language Objective:* Students will be able to evaluate experts' points of agreement on democracy by using a T-chart to identify strengths and weaknesses.
Language Expectation	
ELD-SS.6-8.Explain.Expressive Construct social studies explanations that: • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events	
Skills	*In the Classroom*
Clarification: Students properly situate historical phenomena or events by defining, describing, introducing, and contextualizing them in explanations. *Unpacked Language Functions:* • Define terms: introduce, contextualize, phenomena, event • Introduce phenomena or events • Contextualize phenomena or events	Students answer who, what, where, when, why, and how for introducing and contextualizing the era of cultural advancement during the European Renaissance. Students compile their answers to these questions into a cohesive introduction, orally or in writing. *Sample Language Objective.* Students will be able to introduce and contextualize the era of cultural advancement during the European Renaissance by answering who, what, where, when, why, and how.
Clarification: Students exhibit a point of view when explaining outcomes, consequences, or documentation.	Students brainstorm a list of different perspectives on the American Revolution. From the list, students choose one perspective and use the

Unpacked Language Functions: ● Define terms: establish, perspective, outcomes, consequences, documentation ● Establish perspective for communicating outcomes ● Establish perspective for communicating consequences ● Establish perspective for communicating documentation	following sentence starters to explore it: "I am thinking of the American Revolution from the viewpoint of…;" "From this perspective, I think…;" "A question I have from this viewpoint is …". *Sample Language Objective:* Students will be able to establish perspective for communicating outcomes of the American Revolution by using sentence frames.
Clarification: Students expand explanations by developing rationale, connecting sequences of events which may be linear or nonlinear, and using evidence and details. Students recognize the areas of strength and weakness in their explanations. *Unpacked Language Functions:* ● Define terms: develop, reasoning, sequence, linear, nonlinear, relationships, evidence, details, acknowledge, strength, weakness ● Develop reasoning ● Develop sequences with linear and nonlinear relationships ● Develop evidence ● Develop details ● Acknowledge strengths and weaknesses	Students use the State, Support, Question strategy to develop and expand reasoning with evidence. First, students make a statement about the topic (State: An explanation or interpretation of some aspect of the topic). Second, students identify support for their statements (Support: Things they see, feel, and know that support their statements). Finally, students ask themselves a question related to their statements (Question: What's left hanging? What isn't explained or needs additional evidence? What new reasons does the statement raise?) *Sample Language Objective:* Students will be able to develop their historical reasoning by using the State, Support, and Question strategy.
Clarification: Students make general or broad statements about several causes and effects of progress, outcomes, or events. *Unpacked Language Functions:* ● Define: causes, effects, developments, events ● Generalize multiple causes of developments ● Generalize multiple effects of developments ● Generalize multiple causes of events ● Generalize multiple effects of events	Students summarize the causes and effects of major Cold War events. 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 the causes and effects of the Cold War through creating a photo essay.
Language Expectation	

ELD-SS.6-8.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to support claims ● Evaluating point of view and credibility of source based on relevance and intended use	
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. *Unpacked Language Functions:* ● Define terms: analyze, relevant, claims ● Analyze relevant information from multiple sources to support claims	When examining multiple sources on the New Deal, students color code relevant information in a way that each color represents the information that supports a particular claim. Yellow may be used to color-code relevant information about banking, green may be used to color-code relevant information about unemployment, orange may be used to color-code relevant information about homelessness, etc. *Sample Language Objective:* Students will be able to analyze relevant information from multiple sources on the New Deal through color-coding.
Clarification: Students judge a point of view and its reliability based on whether it is pertinent and based on motivation. *Unpacked Language Functions:* ● Define terms: evaluate, point of view, credibility, relevance, intended use ● Evaluate point of view based on relevance	Students listen and view a presidential speech. Following along with a transcript, students cross out irrelevant information and annotate possible motivations for using it. Reflecting on what they crossed out and annotated, students evaluate the president's point of view and credibility of sources used. *Sample Language Objective:* Students will be able to evaluate the point

• Evaluate point of view based on intended use • Evaluate credibility of source based on relevance • Evaluate credibility of source based on intended use	of view and credibility of source in a presidential speech by annotating its transcript.
Language Expectation	
ELD-SS.6-8.Argue.Expressive Construct social studies arguments that: • Introduce and contextualize topic • Select relevant information to support claims with evidence gathered from multiple sources • Establish perspective • Show relationships between claims and counterclaims, differences in perspectives, and 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 • Contextualize 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 a social studies' topic using the Topic-Point-Elaborate strategy.
Clarification: Students review and gather pertinent evidence from multiple sources to support their claims. *Unpacked Language Functions:* • Define terms: select, relevant, claims, evidence • Select relevant information to support claims with evidence from multiple sources	Students gather information and evidence from primary, secondary, and tertiary sources. Once students gather information, they use the TPEEA 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; provide Elaboration that explains how their evidence 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 claims with evidence gathered from multiple sources using the TPEEA strategy.
Clarification: Students choose a particular stance or perspective from	After students choose their perspective on a topic, students review their

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	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.