



Course Name ELD 1

Unit Title Unit 1


### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
<p><b>ELD-LA 9-12 Inform Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>● Identifying and/or summarizing central ideas</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>● Develop coherence and cohesion throughout text</li> </ul>	<p><b>Meaning</b></p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p><b>U1:</b> We can understand simple texts better by identifying the main idea.</p> <p><b>U2:</b> We use clear sentences, pronouns, and basic verbs to share information about ourselves.</p> <p><b>U3:</b> Choosing the right words helps us describe our feelings, interests, and experiences more clearly.</p>	<p><b>Meaning</b></p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p><b>E1:</b> Who Am I?</p> <p><b>E2:</b> How can I express who I am?</p>
<b>Acquisition</b>		

	<p><b>KNOWLEDGE</b> Students will know that...</p> <p><b>K1:</b> Basic verbs (Be, Do, Have), subject pronouns, and complete sentences help express personal information clearly and cohesively.</p> <p><b>K2:</b> Words can be grouped by categories, and synonyms and antonyms to help choose clearer, more accurate vocabulary.</p> <p><b>K3:</b> Visualizing details in a text helps readers understand what is happening.</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b> <b>S1:</b> Identifying basic information (name, likes, simple facts) from short spoken texts about people.</p> <p><b>S2:</b> Visualizing a setting, situation, or possibilities when listening</p> <p><b>Speaking</b> <b>S3:</b> Ask and answer simple questions about themselves using Be/Do/Have and appropriate subject pronouns.</p> <p><b>S4:</b> Share personal information clearly in complete sentences.</p> <p><b>Reading</b> <b>S5:</b> Identify the main idea of short texts by using pictures, key words, and visualizing strategies.</p> <p><b>S6:</b> Use word categories, synonyms, and antonyms to explore the meaning of new words in simple texts.</p> <p><b>Writing</b></p>
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		<p><b>S7:</b> Write simple, cohesive sentences using appropriate verb forms (Be/Do/Have), pronouns, and consistent ideas.</p> <p><b>S8:</b> Write a short poem that organizes ideas clearly and provides clear information to the reader.</p>
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**Course Name** ELD 1

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**Unit Title** Unit 2

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes,</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p><b>U1:</b> We understand texts better when we identify the most important ideas and details.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><b>E1:</b> What makes us wise?</p> <p><b>E2:</b> How can we describe things clearly and coherently?</p>

<p>qualities, characteristics, activities, and conceptual relationships</p> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Develop coherence and cohesion throughout text</li> </ul>	<p><b>U2:</b> Descriptive language helps us explain people, things, and ideas clearly.</p> <p><b>U3:</b> Writers organize ideas so their descriptions make sense and explain a topic in a clear, connected way.</p>	
<b>Acquisition</b>		
	<p><b>KNOWLEDGE</b> Students will know that...</p> <p><b>K1:</b> Adjectives, possessive nouns, and possessive adjectives help describe the qualities, characteristics, or relationships of people and things.</p> <p><b>K2:</b> Prefixes and suffixes can change the meaning of a word and help readers understand unfamiliar vocabulary.</p> <p><b>K3:</b> Good readers determine importance by noticing key ideas and important descriptive details in a text.</p> <p><b>K4:</b> Clear descriptions begin with an introduction and are organized with connected ideas that help the reader understand the topic.</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b> <b>S1:</b> Identify the main idea and important details when listening to short spoken descriptions about people, places, or objects.</p> <p><b>S2:</b> Recognize descriptive words and relationships (e.g., “her book,” “big mountain”) heard in simple spoken texts.</p> <p><b>Speaking</b> <b>S3:</b> Use adjectives and possessive forms to give simple spoken descriptions of people, things, or ideas.</p> <p><b>S4:</b> Ask and answer simple questions to clarify important information in conversations.</p>

		<p><b>Reading</b></p> <p><b>S5:</b> Determine the most important idea in a short text by noticing repeated words, descriptive details, and key sentences.</p> <p><b>S6:</b> Use prefixes and suffixes to help determine the meaning of new vocabulary in simple passages.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write simple descriptive sentences and short paragraphs using adjectives, possessive nouns, and possessive adjectives.</p> <p><b>S8:</b> Organize a short description with a clear topic sentence and connected supporting details.</p>
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 <p><b>EAST PENN</b> SCHOOL DISTRICT</p>	<p><b>Course Name</b> ELD 1</p>
	<p><b>Unit Title</b> Unit 3</p>

<p><b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning</p>	
<p><b>Standards</b></p>	<p><b>Transfer</b></p>

<b>ELD 2. Language for Language Arts</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels	
<p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Develop coherence and cohesion throughout text</li> </ul>	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> We can understand texts better when we determine the most important ideas and details about people and places.</p> <p><b>U2:</b> People and places can be described and compared using clear, precise language that shows qualities, characteristics, and relationships.</p> <p><b>U3:</b> Writers organize ideas so their descriptions make sense and explain a topic in a clear, connected way.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What makes us the same?</p> <p><b>E2:</b> What makes us different?</p> <p><b>E3:</b> How do clear descriptions help us understand people and places around the world?</p>
	<b>Acquisition</b>	
	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Adjectives, possessive nouns, and possessive adjectives help describe the qualities, characteristics, and relationships of people and places.</p> <p><b>K2:</b> Prefixes and suffixes can change the meaning of words.</p> <p><b>K3:</b> Determining importance involves identifying the main idea and the details that best support it.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify the important similarities, differences, and key details when listening to spoken descriptions.</p> <p><b>S2:</b> Recognize descriptive language (adjectives, possessives) in simple spoken texts to understand attributes and relationships.</p> <p><b>Speaking</b></p>

	<p><b>K4:</b> Clear descriptions begin with an introduction and include connected details that explain similarities and differences.</p>	<p><b>S3:</b> Describe people or places using adjectives and possessive forms to show differences and similarities.</p> <p><b>S4:</b> Make simple comparisons using the following comparative and superlative adjectives.</p> <p><b>Reading</b></p> <p><b>S5:</b> Determine the important ideas and descriptive details that explain how people or places compare..</p> <p><b>S6:</b> Use prefixes and suffixes to determine or clarify the meaning of new words in texts about global communities.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write simple descriptive sentences and paragraphs introducing a person or place and adding clear details using adjectives and possessives.</p> <p><b>S8:</b> Organize writing so ideas connect clearly and show how people or places are similar and different.</p>
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Course Name ELD 1

Unit Title Unit 4

## STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> We understand survival texts by identifying what happened, what actions were taken, and what helped people survive.</p> <p><b>U2:</b> Clear language helps writers explain what happened and how people responded in a situation.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What does it take to survive?</p> <p><b>E2:</b> How can clear actions and details help others understand an experience?</p>
	Acquisition	
<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Past tense verbs (regular and irregular) help explain what happened.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p>	

<p>about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text</li> </ul> <p><b>ELD-LA 9-12 Narrative Interpretive:</b> Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying themes or central ideas that develop over the course of a text.</li> </ul>	<p><b>K2:</b> Adverbs help explain how actions occurred.</p> <p><b>K3:</b> Commands give clear directions for what to do in a situation.</p> <p><b>K4:</b> Using a dictionary and word parts helps readers understand unfamiliar survival-related vocabulary.</p> <p><b>K5:</b> Determining importance means identifying what happened, the actions taken, and the outcome of a situation in a text.</p>	<p><b>S1:</b> Identify the central idea and key actions when listening to spoken descriptions of survival situations.</p> <p><b>S2:</b> Recognize past-tense verbs and commands in spoken directions or experiences.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Describe a past experience using adverbs and simple past tense verbs.</p> <p><b>S4:</b> Give and follow simple spoken commands related to actions or procedures.</p> <p><b>Reading</b></p> <p><b>S5:</b> Use the Plan and Monitor strategy to check understanding while reading short survival texts.</p> <p><b>S6:</b> Identify important actions, events, and outcomes in texts about survival.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a clear paragraph describing a past event or experience using adverbs and past tense verbs.</p> <p><b>S8:</b> Organize writing with connected sentences that explain what happened and what actions were taken.</p>
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Course Name ELD 1

Unit Title Unit 5

## STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> People use language to express their intentions, opinions, and feelings about belonging and identity.</p> <p><b>U2:</b> We understand texts about belonging by identifying central ideas and making connections to our own experiences.</p> <p><b>U3:</b> Clear language helps writers explain ideas and distinguish between facts and opinions.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> How important is it to fit in?</p> <p><b>E2:</b> How can we clearly express our ideas and opinions so others understand us?</p>
	Acquisition	

<p>about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text</li> </ul>	<p><b>KNOWLEDGE</b>  <i>Students will know that...</i></p> <p><b>K1:</b> Context clues help determine the meaning of unfamiliar words in a text.</p> <p><b>K2:</b> Future tense verbs express intentions or plans.</p> <p><b>K3:</b> Subject/object pronouns and prepositions can provide clarifying details when we communicate.</p> <p><b>K4:</b> Making connections means linking ideas in a text to personal experiences, other texts, or the world.</p> <p><b>K5:</b> Facts provide information that can be verified, while opinions express beliefs or feelings.</p>	<p><b>SKILLS</b>  <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify the central idea and key details in spoken texts about belonging or fitting in.</p> <p><b>S2:</b> Recognize statements of intention, opinion, or feeling in spoken language.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Express intentions and future plans using future tense verbs.</p> <p><b>S4:</b> Share opinions or feelings using clear sentences with appropriate pronouns and prepositions.</p> <p><b>Reading</b></p> <p><b>S5:</b> Use context clues to determine the meaning of unfamiliar vocabulary in texts.</p> <p><b>S6:</b> Make connections between ideas in a text and personal experiences to better understand the central ideas.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a clear paragraph that introduces a topic and includes both facts and opinions about belonging.</p>
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		<b>S8:</b> Organize writing with connected ideas using future tense verbs, pronouns, and prepositions to maintain coherence.
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**Course Name** ELD 1


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**Unit Title** Unit 6

STAGE 1   DESIRED RESULTS Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA 9-12 Narrate Interpretive:</b> <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> </ul> <b>ELD-LA -9-12 Narrate Expressive:</b> <ul style="list-style-type: none"> <li>Develop and describe experiences over a progression of events</li> <li>Engage and adjust for audience</li> </ul> <b>ELD-LA 9-12 Inform Interpretive:</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand...</i>  <b>U1:</b> Stories help people express what is important in their lives.  <b>U2:</b> Readers use clues and figurative language to make inferences about characters and themes.  <b>U3:</b> The way events are told in a story shapes how readers understand what is important.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <b>E1:</b> What is most important in life?  <b>E2:</b> How can stories and language help us share what matters most to us?

<p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul>	<p style="text-align: center;"><b>Acquisition</b></p> <p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Idioms and similes are types of figurative language that express ideas in creative or indirect ways.</p> <p><b>K2:</b> Making inferences means using clues from the text and background knowledge to understand ideas that are not stated directly.</p> <p><b>K3:</b> Complete sentences include subjects and verbs while phrases and clauses help add detail and clarity.</p> <p><b>K4:</b> Personal narratives describe events in sequence and explain why the experience is important.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify the central idea and important events when listening to a story.</p> <p><b>S2:</b> Make simple inferences about characters' feelings or motivations based on spoken details.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Retell a short story or personal experience using complete sentences and logical sequence.</p> <p><b>S4:</b> Participate in discussions by agreeing or disagreeing respectfully and explaining reasons.</p> <p><b>Reading</b></p> <p><b>S5:</b> Make inferences about characters, events, or themes using textual clues and background knowledge.</p> <p><b>S6:</b> Interpret idioms and similes in a text to better understand meaning and theme.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a personal narrative that describes events in logical order and</p>
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		<p>explains why the experience is important.</p> <p><b>S8:</b> Use complete sentences, varied sentence types, and connected ideas to create a coherent narrative paragraph.</p>
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**Course Name** ELD 2


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**Unit Title** Unit 1

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Evaluating cumulative impact and refinement of author’s key word choices over the course of text</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>		
	<p style="background-color: #f1c232; padding: 5px;"><b>Meaning</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand</i></p> <p><b>U1:</b> Understanding ideas and perspectives requires active interpretation.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><b>E1:</b> What Influences How I Act?</p> <p><b>E2:</b> How do our words, choices, and influences show what we think and believe?</p> </td> </tr> </table>		<p>UNDERSTANDINGS</p> <p><i>Students will understand</i></p> <p><b>U1:</b> Understanding ideas and perspectives requires active interpretation.</p>
<p>UNDERSTANDINGS</p> <p><i>Students will understand</i></p> <p><b>U1:</b> Understanding ideas and perspectives requires active interpretation.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><b>E1:</b> What Influences How I Act?</p> <p><b>E2:</b> How do our words, choices, and influences show what we think and believe?</p>		

<p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Develop coherence and cohesion throughout text</li> </ul>	<p><b>U2:</b> Clear and precise language helps us communicate complex ideas effectively.</p> <p><b>U3:</b> Strong thinkers and communicators question assumptions and revise their understanding.</p>	
<b>Acquisition</b>		
<p><b>ELD-LA 9-12 Narrate Interpretive</b> <b>Interpret language arts narratives by</b></p> <ul style="list-style-type: none"> <li>• Identifying themes or central ideas that develop over the course of a text</li> <li>• Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>• Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul>	<p><i>Students will know...</i></p> <p><b>I KNOW</b></p> <ul style="list-style-type: none"> <li>❑ <b>K1:</b> Short stories use elements such as character, plot, and setting to reveal how people’s thoughts and actions can change.</li> <li>❑ <b>K2:</b> Central ideas and themes can be identified and summarized by tracking details, patterns, and word choices across a text.</li> <li>❑ <b>K3:</b> An author’s word choice shapes the tone, point of view, and reader’s emotional response.</li> <li>❑ <b>K4:</b> The reading strategy “Plan and Monitor” helps readers set a purpose, check comprehension, and adjust understanding as they read.</li> <li>❑ <b>K5:</b> Complete sentences contain a subject and a verb</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify central ideas and supporting details when listening to short stories, discussions, or informational texts.</p> <p><b>S2:</b> Evaluate word choice, tone, and perspective in oral readings or peer sharing to determine how language conveys meaning or emotion.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Use precise vocabulary and complete sentences to express opinions and explain ideas clearly in class discussions.</p> <p><b>S4:</b> Share and reflect on personal experiences to connect ideas from texts to one’s own beliefs and actions.</p> <p><b>Reading</b></p>

	<p>and express a complete thought; sentence fragments are incomplete and can confuse meaning.</p> <ul style="list-style-type: none"> <li>❑ <b>K6:</b> Writers use precise vocabulary and varied sentences to add clarity, cohesion, and detail.</li> <li>❑ <b>K7:</b> Personal narratives express experiences, beliefs, and change through reflective tone, descriptive language, and clear organization.</li> </ul>	<p><b>S5:</b> Apply the “Plan and Monitor” strategy to reading a short story or article.</p> <p><b>S6:</b> Analyze how an author’s choices—such as word choice, character actions, and setting—develop theme and tone.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write complete and varied sentences using correct subjects and verbs to create cohesion and clarity in paragraphs.</p> <p><b>S8:</b> Compose a personal narrative that expresses beliefs or experiences through clear organization, descriptive detail, and reflective tone.</p>
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 <p><b>EAST PENN</b> SCHOOL DISTRICT</p>	<p><b>Course Name</b> ELD 2</p> <hr/> <p><b>Unit Title</b> Unit 2</p>
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<p><b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning</p>	
<p><b>Standards</b></p>	<p><b>Transfer</b></p>

<p><b>ELD 2. Language for Language Arts</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>❑ read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
<p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>● Identifying and/or summarizing central ideas</li> <li>● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>● Evaluating cumulative impact and refinement of author’s key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>● Establish an objective or neutral stance</li> </ul>	<p><b>Meaning</b></p>	
	<p>UNDERSTANDINGS <i>Students will understand</i></p> <p><b>U1:</b> Strong writers and speakers use evidence and reasoning to express clear ideas and respond to different points of view.</p> <p><b>U2:</b> Understanding relationships and perspectives requires analyzing how authors use details, examples, and word choices to describe people, experiences, and ideas.</p> <p><b>U3:</b> Effective communication depends on audience awareness which means adjusting language, tone, and structure to connect ideas meaningfully to others.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p><b>E1:</b> How do families affect us?</p> <p><b>E2:</b> How does the way an author describes people and relationships shape what we understand about them?</p>
<p><b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>● Introduce and develop precise claims and address counterclaims</li> <li>● Logically organize claims,</li> </ul>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><b>K1:</b> Informational texts present central ideas that can be identified and summarized by analyzing key details, examples, and relationships.</p>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify and summarize central ideas and supporting evidence from spoken informational texts or</p>

counterclaims, reasons, and evidence; offer a conclusion with recommendations

**ELD-LA 9-12 Narrate Expressive:**

Construct language arts narratives that

- Engage and adjust for audience

**K2:** Authors use descriptions, examples, and word choices to shape readers' understanding of people, relationships, and concepts.

**K3:** Writers use clear claims, supporting reasons, and credible evidence to express and defend a point of view.

**K4:** Effective arguments consider opposing viewpoints and use logical organization to connect claims, counterclaims, and conclusions.

**K5:** Sentence variety and transition words help writers link ideas, create cohesion, and clarify relationships between reasons and evidence.

**K6:** Engaging language and awareness of the audience strengthen both written and spoken communication.

peer discussions about family topics.

**S2:** Interpret tone and word choice in oral readings or speeches to determine how a speaker's language shapes understanding and point of view.

**Speaking**

**S3:** Present a clear claim with reasons and evidence in a class debate or discussion about family relationships or responsibilities.

**S4:** Adjust language, tone, and detail for audience and purpose when explaining, persuading, or responding to others' viewpoints.

**Reading**

**S5:** Determine central ideas in informational texts by analyzing key details, examples, and word choices that reveal relationships and perspectives.

**S6:** Evaluate how authors use description, evidence, and language to influence readers'

		<p>understanding of family or community issues.</p> <p><b>Writing</b>  <b>S7:</b> Write a news article that presents a clear central idea, supports it with facts, examples, and quotations, and includes multiple perspectives on a family-related issue.</p> <p><b>S8:</b> Use varied sentence structures, transitions, and precise vocabulary to connect ideas and create a clear, engaging article for a specific audience.</p>
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 <p><b>EAST PENN</b> SCHOOL DISTRICT</p>	<p><b>Course Name</b> ELD 2</p>
	<p><b>Unit Title</b> Unit 3</p>

<p><b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning</p>	
<p><b>Standards</b></p>	<p><b>Transfer</b></p>

<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 <u>Narrate Expressive</u></b> Construct language arts narratives that</p> <ul style="list-style-type: none"> <li>• Orient audience to context and one or multiple point(s) of view</li> <li>• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences</li> </ul> <p><b>ELD-LA 9-12 <u>Inform Interpretive</u></b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing central ideas</li> <li>• Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Evaluating cumulative impact and refinement of author’s key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 <u>Argue Expressive</u></b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>• Introduce and develop precise</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>❑ read, write, listen, and speak in English at increasingly higher levels</li> </ul> <p style="text-align: center;"><b>Meaning</b></p> <p>UNDERSTANDINGS <i>Students will understand</i></p> <p><b>U1:</b> Authors and speakers use language choices, such as word choice, tone, and structure, to shape meaning and influence how audiences understand an idea.</p> <p><b>U2:</b> Effective arguments use logical organization, credible evidence, and clear reasoning to communicate a perspective and persuade an audience.</p> <p><b>U3:</b> Understanding arguments and opinions requires analyzing how writers and speakers use details, examples, and rhetoric to advance their purpose.</p> <p><b>U4:</b> Strong narratives engage the audience by establishing context, perspective, and a clear point of view.</p> <p><b>U5:</b> Readers and writers develop deeper understanding when they</p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering.</i></p> <p><b>E1:</b> Do We Find or Create Our True Selves?</p> <p><b>E2:</b> How does the way we use language shape what others believe about us?</p>
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<p>claims and address counterclaims</p> <ul style="list-style-type: none"> <li>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations</li> </ul>	<p>identify central ideas, evaluate evidence, and consider multiple viewpoints before forming their own conclusions.</p>	
<b>Acquisition</b>		
<p><b>ELD-LA 9-12 Argue Interpretive</b> Interpret language arts arguments by</p> <ul style="list-style-type: none"> <li>Interpret language arts arguments by analyzing use of rhetoric and details to advance point of view or purpose</li> </ul>	<p><i>Students will know...</i></p> <p><b>K1:</b> Authors use word choice, tone, and structure to reveal ideas and shape readers' understanding.</p> <p><b>K2:</b> Central ideas can be identified and summarized by analyzing key details and relationships in a text.</p> <p><b>K3:</b> Effective arguments use clear claims, logical reasoning, and evidence to express a perspective or recommendation.</p> <p><b>K4:</b> Writers and speakers use rhetorical techniques, such as repetition, contrast, and emotional appeal, to influence an audience.</p> <p><b>K5:</b> Strong narratives engage the audience through context, point of view, and language that reflect a sense of self.</p>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify a speaker's central idea and supporting evidence in stories, speeches, or presentations about honesty, identity, or self-expression.</p> <p><b>S2:</b> Analyze how tone, word choice, and rhetorical techniques in spoken arguments influence the listener's understanding or response.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Express a clear point of view on topics about truth or identity, using precise language and logical organization to support ideas.</p> <p><b>S4:</b> Adjust tone, pacing, and word choice to engage an audience and clarify perspective in oral stories, reflections, or debates.</p> <p><b>Reading</b></p> <p><b>S5:</b> Determine and summarize central ideas in both literary and informational texts, analyzing how</p>

		<p>details and word choices reveal theme or purpose.</p> <p><b>S6:</b> Evaluate how authors use rhetoric, evidence, and structure to advance a point of view or shape readers' understanding of "true self."</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a short story that orients readers to a clear context, introduces characters and point of view, and develops events that reveal a sense of true self.</p> <p><b>S8:</b> Use dialogue, description, and varied sentence structures to create cohesion, show character perspective, and engage the audience through language.</p>
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**EAST  
PENN**  
SCHOOL DISTRICT


**Course Name** ELD 2

**Unit Title** Unit 4

Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>❑ read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
<p><b>ELD-LA 9-12 Narrate Interpretive</b> Interpret language arts narratives by...</p> <ul style="list-style-type: none"> <li>● Identifying themes or central ideas that develop over the course of a text</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive</b> Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> <li>● Identifying and/or summarizing central ideas</li> <li>● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>● Evaluating cumulative impact and refinement of author’s key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>● Introduce and define topic and/or entity for audience</li> <li>● Establish an objective or neutral stance</li> </ul>	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Readers identify central ideas and key details to determine what is most important in a text.</p> <p><b>U2:</b> Writers use clear structure, precise vocabulary, and cohesive grammar to explain complex problems and propose realistic solutions.</p> <p><b>U3:</b> Word choice and text features influence how readers interpret an author’s ideas, tone, and point of view.</p> <p><b>U4:</b> Helping others involves understanding multiple perspectives and making thoughtful choices about fairness and responsibility.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> How much should people help each other?</p> <p><b>E2:</b> How do writers show what’s most important when they propose a solution to a problem?</p>
	Acquisition	
<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>	

<ul style="list-style-type: none"> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Develop coherence and cohesion throughout text</li> </ul>	<p><b>K1:</b> Informational texts have central ideas supported by key details, examples, and evidence.</p> <p><b>K2:</b> Authors use text structures, signal words, and text features to organize ideas and highlight importance.</p> <p><b>K3:</b> Precise vocabulary and strong word choice help explain relationships among ideas and make explanations clear.</p> <p><b>K4:</b> Pronouns, prepositions, and possessives improve sentence cohesion and help connect ideas smoothly.</p> <p><b>K5:</b> A problem–solution essay clearly introduces a topic, explains the problem with supporting evidence, and offers a logical, well-connected solution.</p>	<p><b>Listening</b></p> <p><b>S1:</b> Identify and summarize central ideas and key details from spoken informational texts or discussions about helping others.</p> <p><b>S2:</b> Recognize how tone and word choice in oral explanations show importance or persuasion.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Explain a real-world problem and possible solution using clear organization and precise vocabulary.</p> <p><b>S4:</b> Use correct pronouns and prepositions to connect ideas clearly when presenting information.</p> <p><b>Reading</b></p> <p><b>S5:</b> Apply the “Determine Importance” strategy to identify central ideas, supporting details, and relationships in nonfiction texts.</p> <p><b>S6:</b> Analyze how word choice and text structure guide readers to</p>
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		<p>understand the author’s main message or solution.</p> <p><b>Writing</b>  <b>S7:</b> Write a problem–solution essay that introduces a topic, explains the issue, and proposes a clear, supported solution.</p> <p><b>S8:</b> Use transition words, possessives, and pronouns to create cohesion and connect ideas logically within and between paragraphs.</p>
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**Course Name** ELD 2

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**Unit Title** Unit 5

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA 9-12 Narrate Interpretive</b> Interpret language arts narratives by	<i>Students will be able to independently use their learning to..</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul>	<p><i>Students will understand that...</i></p> <p><b>U1:</b> Authors use character actions, events, and language choices to reveal themes about fairness and justice.</p> <p><b>U2:</b> Readers make deeper meaning when they connect a story's ideas and experiences to their own lives and the world around them.</p> <p><b>U3:</b> Precise adjectives and adverbs help writers describe processes and ideas clearly.</p> <p><b>U4:</b> Clear organization and connected ideas help writers explain complex processes or concepts so readers can follow each step or relationship.</p>	<p><i>Students will keep considering...</i></p> <p><b>E1:</b> Do people get what they deserve?</p> <p><b>E2:</b> How do language choices and details show what's fair or unfair?</p>
<b>Acquisition</b>		
<p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity</li> </ul>	<p><i>Students will know that...</i></p> <p><b>K1:</b> Stories develop themes about fairness and justice through characters' decisions, actions, and outcomes.</p>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify the theme or central idea in spoken stories or discussions about fairness and justice.</p>

about complex attributes, qualities, characteristics, activities, and conceptual relationships

- Develop coherence and cohesion throughout text

**K2:** Adjectives and adverbs make writing more descriptive and precise by showing how and to what degree things happen.

**K3:** Readers can identify a text's central idea by focusing on key details, examples, and explanations that repeat or stand out.

**K4:** Authors use tone, connotation, and key words to shape how readers feel about characters, actions, or events.

**K5:** A well-written process description introduces the topic, organizes steps logically, and connects ideas with transition words for cohesion.

**S2:** Recognize how tone, adjectives, and adverbs in oral language reveal opinions or emphasize key ideas.

### **Speaking**

**S3:** Explain connections between personal experiences and a text's ideas about fairness, using clear examples.

**S4:** Use descriptive language and transition words to explain a process or idea orally.

### **Reading**

**S5:** Make text-to-self, text-to-text, and text-to-world connections to deepen understanding of characters and themes.

**S6:** Analyze how an author's word choice, character decisions, and event sequence shape the story's theme.

### **Writing**

**S7:** Write a description of a process that clearly introduces the topic, uses adjectives and adverbs for

		<p>precision, and organizes steps logically.</p> <p><b>S8:</b> Revise writing to improve coherence, word choice, and grammatical accuracy using pronouns, adjectives, and adverbs effectively.</p>
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**Course Name** ELD 2

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**Unit Title** Unit 6

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p style="margin-left: 20px;"><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p><b>U1:</b> Persuasive texts use claims, reasons, evidence, and rhetorical</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><b>E1:</b> What rights and responsibilities should teens have?</p>

<p><b>ELD-LA 9-12 Argue Interpretive</b> Interpret language arts arguments by</p> <ul style="list-style-type: none"> <li>• Identify and summarize central ideas of primary or secondary sources</li> <li>• Analyze use of rhetoric and details to advance point of view or purpose</li> <li>• Evaluate and corroborate relevance and sufficiency of evidence as well as validity of reasoning</li> </ul>	<p>strategies to shape what audiences think, feel, and believe.</p> <p><b>U2:</b> Strong arguments clearly state a claim, develop it with logical reasoning and relevant evidence, and address opposing viewpoints in a fair, credible way.</p> <p><b>U3:</b> Effective persuasive writing uses clear organization, transitions, and formal tone so ideas flow logically and the message is cohesive and convincing.</p>	<p><b>E2:</b> How do people use evidence and language to influence what others think or decide?</p>
<b>Acquisition</b>		
<p><b>ELD-LA 9-12 Argue Expressive</b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>• Introduce and develop precise claims and address counterclaims</li> <li>• Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence</li> <li>• Establish and maintain a formal style and objective tone</li> <li>• Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations</li> </ul>	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Arguments are built from claims, reasons, evidence, and counterclaims, which work together to influence an audience.</p> <p><b>K2:</b> Rhetorical techniques—such as emotional appeal, specific word choice, repetition, and examples—shape tone and strengthen an argument’s impact.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify and summarize the central claim and key reasons from a spoken argument or discussion.</p> <p><b>S2:</b> Evaluate the strength of evidence and rhetorical techniques used by a speaker to influence the audience.</p> <p><b>Speaking</b></p>

**K3:** Strong evidence is relevant and logically connected to the claim. Weak evidence diminishes an argument's credibility.

**K4:** Transitions, conjunctions, and sentence structures help writers create cohesion so ideas flow logically from claim to counterclaim to conclusion.

**K5:** A persuasive essay introduces the issue clearly, presents a claim, addresses counterclaims, and concludes with a recommendation for action or belief.

**S3:** Present a clear opinion on an issue using claims, reasons, and evidence.

**S4:** Respond to others' ideas by acknowledging counterclaims and offering logical rebuttals using formal tone.

### **Reading**

**S5:** Analyze the claim, reasons, evidence, and rhetorical strategies an author uses to influence the audience in persuasive texts.

**S6:** Evaluate whether an author's evidence is relevant, sufficient, and logically connected to the claim.

### **Writing**

**S7:** Write a persuasive essay that introduces a claim, supports it with relevant evidence, addresses counterclaims, and concludes with a recommendation.

**S8:** Revise writing to improve cohesion by using transitions, conjunctions, precise language, and varied sentence structures.



Course Name ELD 2

Unit Title Unit 7

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Narrate Interpretive:</b> Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Interpret informational texts in</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Writers and playwrights use language, structure, and imagery to shape the impressions readers form about characters and themes.</p> <p><b>U2:</b> Visualizing details in drama and poetry helps readers interpret tone, mood, and meaning.</p> <p><b>U3:</b> Readers' interpretations are shaped by the language, structure, and details authors choose to include.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What do you do to make an impression?</p> <p><b>E2:</b> How do authors use language and structure to influence the impressions readers form?</p>

<p>language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Develop coherence and cohesion throughout text</li> </ul>	<p style="text-align: center;"><b>Acquisition</b></p> <p>KNOWLEDGE <i>Students will know that...</i></p> <p><b>K1:</b> Drama and poetry use dialogue, imagery, and structure to convey theme and character development.</p> <p><b>K2:</b> Visualizing means creating mental images based on descriptive details and stage directions in a text.</p> <p><b>K3:</b> Compound and complex sentences combine ideas to show relationships between actions and themes.</p> <p><b>K4:</b> The present perfect tense connects past actions to present meaning or impact.</p> <p><b>K5:</b> Literary analysis explains how specific evidence supports an interpretation of theme, tone, or character.</p>	<p>SKILLS <i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify tone, mood, and character traits when listening to dramatic readings or poetry.</p> <p><b>S2:</b> Describe the mental images created while listening to a dramatic or poetic reading, using specific details from the performance.</p> <p><b>Speaking</b> <b>S3:</b> Discuss how imagery, dialogue, or structure influences meaning in drama or poetry.</p> <p><b>S4:</b> Support interpretations of a text using specific textual evidence in discussion.</p> <p><b>Reading</b> <b>S5:</b> Analyze how specific word choices, imagery, or structural elements contribute to theme and tone.</p>
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		<p><b>S6:</b> Cite specific word choices or dialogue when explaining how they influence tone or characterization.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a literary analysis paragraph that introduces a clear interpretation and supports it with textual evidence.</p> <p><b>S8:</b> Use compound and complex sentences to explain relationships between evidence and interpretation.</p>
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Course Name ELD 3

Unit Title Unit 1

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<b>9-12 WIDA Standard 2: Language for Language Arts</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English	
<b>ELD-LA 9-12 Narrate Interpretive:</b> Interpret language arts narratives by... <ul style="list-style-type: none"> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context).</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.</li> <li>Identifying themes or central ideas that develop over the course of a text</li> </ul>	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  <b>U1:</b> Authors reveal character traits, relationships, and motivations through the choices characters make and the actions they take.  <b>U2:</b> specific word choices shape how readers understand characters, situations, and the themes that develop throughout a text.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>  <b>E1:</b> What Influences a Person's Choices?  <b>E2:</b> How do authors and writers use language to help readers understand people's choices and experiences?
	Acquisition	
<b>KNOWLEDGE</b> <i>Students will know that...</i>	<b>SKILLS</b> <i>Students will be skilled at...</i> <b>Listening</b>	

**ELD-LA 9-12 Narrate Expressive:**

Construct language arts narratives that...

- Orient the audience to context and one or multiple point(s) of view.
- Develop and describe characters and their relationships over a progression of experiences or events.
- Engage and adjust for audience.

**ELD-LA 9-12 Inform Interpretive:**

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships

**ELD-LA 9-12 Inform Expressive:**

Construct informational texts in language arts that

- Develop coherence and cohesion throughout text

**K1:** Characters' traits, relationships, and actions influence the choices they make and the events that occur in a story.

**K2:** Authors use specific words and details to create tone, reveal point of view, and shape readers' understanding of characters and themes.

**K3:** Complete sentences require correct subject-verb agreement.

**K4:** Sentence fragments can interfere with meaning and clarity.

**K5:** Autobiographical narratives establish context, describe significant experiences and relationships, and reflect on how those experiences influenced the writer.

**S1:** Identifying how characters' traits, actions, and relationships influence the choices characters make in a narrative.

**S2:** Determining how a speaker's word choice and tone influence the listener's understanding of a character, situation, or point of view.

**Speaking**

**S3:** Discussing how plot, characters, and setting contribute to events and themes in a narrative.

**S4:** Sharing personal experiences and reflections using language that is appropriate for the audience and purpose.

**Reading**

**S5:** Monitoring understanding while reading by identifying their own confusion, clarifying unknown meanings, and maintaining comprehension throughout.

**S6:** Analyzing how an author's word choices contribute to tone, point of view, and the development of theme.

**Writing**

**S7:** Writing an autobiographical narrative with established context and descriptions of significant experiences and relationships.

		<b>S8:</b> Using correct subject-verb agreement in complete sentences.
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Course Name ELD 3

Unit Title Unit 2

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>9-12 WIDA Standard 2: Language for Language Arts</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen, and speak in English</li> </ul>	
<p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text.</li> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships.</li> </ul> <p><b>ELD-LA 9-12 Argue Interpretive:</b> Interpret language arts arguments by...</p> <ul style="list-style-type: none"> <li>• Identifying and summarizing</li> </ul>	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Authors use rhetoric, details, and evidence to influence what readers think about a topic.</p> <p><b>U2:</b> The strength of an argument depends on the quality, relevance, and sufficiency of its reasoning and evidence.</p> <p><b>U3:</b> Effective writers communicate their positions by organizing claims, evidence, and reasoning to persuade an audience.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> Does creativity matter?</p> <p><b>E2:</b> How can I use language and evidence to influence what others believe?</p>
<b>Acquisition</b>		

<p>central ideas of primary or secondary sources.</p> <ul style="list-style-type: none"> <li>Analyzing use of rhetoric and details to advance point of view or purpose.</li> <li>Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.</li> </ul> <p><b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that...</p> <ul style="list-style-type: none"> <li>Introduce and develop precise claims and address counterclaims.</li> <li>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations.</li> </ul>	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Authors communicate their purpose somewhere in their writing.</p> <p><b>K2:</b> Central ideas help readers determine which information is most important in a text.</p> <p><b>K3:</b> Strong arguments include relevant and sufficient evidence to support claims.</p> <p><b>K4:</b> Action verbs can have support from helping verbs that indicate the action verb's tense</p> <p><b>K5:</b> Position papers present a claim, support it with evidence and reasoning, and address alternative viewpoints.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identifying the central ideas, claims, and details presented in spoken arguments or informational texts.</p> <p><b>S2:</b> Evaluating whether a speaker's reasons and evidence adequately support a claim.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Discussing how authors and speakers use details, examples, and rhetorical techniques to communicate a purpose.</p> <p><b>S4:</b> Presenting and defending a position using relevant reasons and evidence while responding to differing viewpoints.</p> <p><b>Reading</b></p> <p><b>S5:</b> Determining the most important ideas in a text that are connected to the central idea and supporting evidence</p> <p><b>S6:</b> Analyzing how an author's use of rhetoric, details, and evidence advances a particular point of view.</p> <p><b>Writing</b></p> <p><b>S7:</b> Writing a position paper that introduces and develops a clear claim</p>
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		supported by relevant evidence and reasoning. <b>S8:</b> Using present tense action verbs with and without helping verbs.
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Course Name ELD 3

Unit Title Unit 3

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>9-12 WIDA Standard 2: Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Narrative Interpretive:</b> Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text.</li> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context).</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Authors develop characters in ways that influence how readers understand heroism and the theme of the text.</p> <p><b>U2:</b> Readers use textual evidence and inferences to understand qualities, motivations, and viewpoints that may not be stated directly.</p> <p><b>U3:</b> An author’s point of view shape how readers interpret characters, events, and themes in the text.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What Makes a Hero?</p> <p><b>E2:</b> How do authors use language and point of view to shape readers’ ideas about heroes?</p>
Acquisition		

<p><b>ELD-LA 9-12 Narrative Expressive:</b> Construct language arts narratives that...</p> <ul style="list-style-type: none"> <li>• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences.</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing central ideas</li> </ul> <p>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</p> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text.</li> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships.</li> </ul>	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Authors reveal character traits, motivations, and viewpoints through descriptions, actions, relationships, and dialogue.</p> <p><b>K2:</b> Readers make inferences by combining textual evidence with their background knowledge.</p> <p><b>K3:</b> Word choice influences tone, point of view, and how readers interpret characters and themes.</p> <p><b>K4:</b> Response-to-literature writing explains how textual evidence supports an interpretation of the characters, theme, and/or viewpoint.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identifying character traits, motivations, and viewpoints presented in a spoken/read narrative. <b>S2:</b> Use details from a spoken/read text to make inferences about a character's actions, decisions, or qualities..</p> <p><b>Speaking</b> <b>S3:</b> Discussing how characters' actions and relationships contribute to the development of the theme in a narrative. <b>S4:</b> Supporting interpretations of characters, themes, and/or viewpoints using relevant textual evidence.</p> <p><b>Reading</b> <b>S5:</b> Making inferences about characters, themes, and viewpoints using textual evidence together with their background knowledge. <b>S6:</b> Analyzing how an author's word choices contribute to tone, point of view, and the development of theme.</p> <p><b>Writing</b> <b>S7:</b> Writing a response to literature that explains how textual evidence supports an interpretation of a character, theme, or viewpoint.</p>
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		<b>S8:</b> Using present, past, and future verb tenses appropriately when explaining events, character development, and themes in literature. .
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Course Name ELD 3

Unit Title Unit 4

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>9-12 WIDA Standard 2: Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Knowledge grows when readers ask questions, investigate information, and evaluate what's important.</p> <p><b>U2:</b> The structure of an informational text impacts how well the reader understands the information.</p> <p><b>U3:</b> Effective research writing presents information objectively, clearly, and logically for an audience.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> How can knowledge open doors?</p> <p><b>E2:</b> How can language open doors?</p>
	Acquisition	

<p>entity for audience.</p> <ul style="list-style-type: none"> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships.</li> <li>• Develop coherence and cohesion throughout text.</li> <li>• Establish an objective or neutral stance.</li> </ul> <p><b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>• Establish and maintain a formal style and objective tone.</li> </ul>	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Central ideas help readers determine the most important information in a text.</p> <p><b>K2:</b> Informational texts use text structures to organize ideas and show relationships among concepts.</p> <p><b>K3:</b> Research reports introduce a topic, present information objectively, and support understanding with relevant details and evidence.</p> <p><b>K4:</b> Formal writing uses precise language, objective tone, and clear organization to communicate information effectively.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identifying central ideas and important supporting details presented in spoken/read informational texts.</p> <p><b>S2:</b> Using questions and evidence from a spoken/read text to make inferences about information presented.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Discussing how text structures help organize information and communicate relationships among ideas.</p> <p><b>S4:</b> Presenting information using an objective tone and relevant details appropriate for audience and purpose..</p> <p><b>Reading</b></p> <p><b>S5:</b> Determining the most important ideas in informational texts by identifying central ideas and supporting details.</p> <p><b>S6:</b> Analyzing how text structures, descriptions, and details communicate information and relationships among concepts.</p> <p><b>Writing</b></p> <p><b>S7:</b> Writing a research report.</p>
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		<b>S8:</b> including proper possessive forms and pronouns in both formal and informal writing.
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Course Name ELD 3

Unit Title Unit 5

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<b>9-12 WIDA Standard 2: Language for Language Arts</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English	
<b>ELD-LA 9-12 Argue Interpretive:</b> Interpret language arts arguments by <ul style="list-style-type: none"> <li>Analyze use of rhetoric and details to advance point of view or purpose.</li> <li>Evaluate and corroborate relevance and sufficiency of evidence as well as validity of reasoning to support claims.</li> </ul>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  <b>U1:</b> Media messages use rhetoric, details, and evidence to influence how people think, feel, and act.  <b>U2:</b> Effective persuasive communication anticipates opposing viewpoints and uses evidence and reasoning to support a position.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>  <b>E1:</b> How do the Media shape the way people think?  <b>E2:</b> How do people use language to influence what others believe?
<b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that <ul style="list-style-type: none"> <li>Support claims and refute counterclaims with valid</li> </ul>	<b>Acquisition</b>  <b>KNOWLEDGE</b> <i>Students will know that...</i>  <b>SKILLS</b> <i>Students will be skilled at...</i> <b>Listening</b>	

reasoning and relevant and sufficient evidence.

**K1:** Media messages use persuasive techniques, details, and evidence to influence audiences.

**K2:** Strong arguments use relevant and sufficient evidence to support claims and evaluate opposing viewpoints.

**K3:** Compound and complex sentences help writers connect claims, evidence, and reasoning in persuasive writing.

**S1:** Analyzing how speakers use rhetoric, details, and evidence to influence an audience's beliefs or actions.

**Speaking**

**S2:** Supporting a position and responding to opposing viewpoints using relevant evidence and logical reasoning.

**Reading**

**S3:** Evaluating how persuasive texts use rhetoric, details, and evidence to advance a point of view or purpose.

**Writing**

**S4:** Write a persuasive essay that supports a claim and refutes a counterclaim using relevant evidence and logical reasoning.