BOARD APPROVED

Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Volume 1 Unit 1 Argue

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

<table>
<tr><th>Standards</th><th colspan="2">Transfer</th></tr>
<tr><td rowspan="4">ELD Standard 1: Language for Social and Instructional Purposes English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
ELD-SIK-3 Argue
● Ask questions about others' opinions</td><td colspan="2">Students will be able to independently use their learning to...
❑ read, write, listen and speak in English</td></tr>
<tr><th colspan="2">Meaning</th></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ words support opinions
❑ words express ideas
❑ words provide solutions using evidence and reasoning</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do our words help us share what we believe and learn from what others think?</td></tr>
<tr><th colspan="2">Acquisition</th></tr>
</table>

● Support own opinions with reasons ● Clarify and elaborate ideas based on feedback ● Defend change in one's own thinking ● Revise one's own opinions based on new information	*Students will know...* ❑ I know how to ask questions about other's opinions ❑ I know how to support my own opinions with reasons ❑ I know how to clarify and elaborate ideas based on feedback ❑ I know how to defend a change in my own thinking ❑ I know how to revise my own opinion based upon new information	*Students will be skilled at...* Interpretive: Active Listening and Reading ☐ I can identify the purpose of sharing opinions. ☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask questions about others' opinions and answer questions to share one's own opinion. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses that introduce a topic, state a claim, and support the claim with a reason.

Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Volume 2 -Unit 2 Inform/Unit 3 - Explain

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behaviors
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ words provide factual information by classifying, describing, or summarizing
- ❑ word can give an account of how things work
- ❑ word can give an account of why things happen

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do we use language to turn our observations into information others can understand?

Acquisition

Students will know...

- ❑ I know how to define and classify objects or concepts.
- ❑ I know how to describe characters, patterns, or behaviors.
- ❑ I can use descriptive language to break down a concept into

Students will be skilled at...

Interpretive: Active Listening and Reading

- ☐ I can identify the purpose of informing others.

● Share initial thinking with others ● Follow and describe cycles in diagrams, steps in procedures, or causes and effects ● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works	its parts and summarize how they work as a whole ❑ I know how to sort, clarify, and summarize ideas ❑ I know how to summarize information from interaction with others and from learning experiences.	☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively to classmates' ideas ☐ I can identify the purpose of explaining how and why Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask and answer questions about characteristics and attributes of familiar objects and concepts. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses that introduce a topic and provide a detail to classify objects or describe characteristics. ☐ I can ask and answer questions to share initial thinking with others. ☐ I can write brief constructed responses that introduce a

		topic and provide details to offer ideas or suggestions.

Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Unit 4 - Narrate

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

<table>
<tr><th>Standards</th><th colspan="2">Transfer</th></tr>
<tr><td rowspan="6">ELD Standard 1: Language for Social and Instructional Purposes
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
ELD-SI.K-3.Narrate
● Discuss how stories might end or next steps

ELD Standard 2: Language for Language Arts
English Language Development Standard 2: English language</td><td colspan="2">Students will be able to independently use their learning to...
❑ read, write, listen and speak in English</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ words tell real or imaginary stories
❑ words describe events
❑ word describer personal experiences</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do we use characters and events to share a message with our audience?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
❑ I know how to discuss how stories might en or next steps
❑ I know how to identify the central message from key details</td><td>Students will be skilled at...
Interpretive: Active Listening and Reading
☐ I can identify the purpose of telling stories.</td></tr>
</table>

learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to an event ELD-LA.1.Narrate.Expressive Construct language arts narratives that: ● Orient audience to story ● Develop story events ● Engage and adjust for audience	❑ I know how to identify how character attributes and actions contribute to an event ❑ I know how to orient audience to a story ❑ I know how to develop story events ❑ I know how to engage and adjust for audience	☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask and answer questions to share ideas about one's own experiences. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses to share personal experiences or recount ideas. ☐ I can create visuals that connect with the story and add meaning.

EAST PENN SCHOOL DISTRICT

Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Volume 2- Unit 1 Argue

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

ELD-SIK-3 Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ words support opinions
- ❑ words express ideas
- ❑ words provide solutions using evidence and reasoning

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do we use our words to share what we think and learn from the ideas of others?

Acquisition

Students will know...

- ❑ I know how to ask questions about other's opinions
- ❑ I know how to support my own opinions with reasons
- ❑ I know how to clarify and elaborate ideas based on feedback
- ❑ I know how to defend a change in my own thinking

Students will be skilled at...

Interpretive: Active Listening and Reading

- ☐ I can identify the purpose of sharing opinions.
- ☐ I can use prior knowledge and context to determine the meaning of unknown words.

	❑ I know how to revise my own opinion based upon new information	☐ I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask questions about others' opinions and answer questions to share one's own opinion. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses that introduce a topic, state a claim, and support the claim with a reason.

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

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<tr><td rowspan="6">ELD Standard 1: Language for Social and Instructional Purposes English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
ELD-SI.K-3.Inform
● Define and classify objects or concepts
● Describe characteristics, patterns, or behaviors
● Describe parts and wholes
● Sort, clarify, and summarize ideas
● Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain
● Share initial thinking with others
● Follow and describe cycles in diagrams, steps in procedures, or causes and effects
● Compare and contrast objects or concepts
● Offer ideas and suggestions
● Act on feedback to revise</td><td colspan="2">Students will be able to independently use their learning to...
❑ read, write, listen and speak in English</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ words provide factual information by classifying, describing, or summarizing
❑ word can give an account of how things work
❑ word can give an account of why things happen</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do our words help us turn what we see into information others can understand?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
❑ I know how to define and classify objects or concepts.
❑ I know how to describe characters, patterns, or behaviors.
❑ I know how to describe parts and wholes.
❑ I know how to sort, clarify, and summarize ideas
❑ I know how to summarize information from interaction with others and from learning experiences.</td><td>Students will be skilled at...
Interpretive: Active Listening and Reading
☐ I can identify the purpose of informing others.
☐ I can use prior knowledge and context to determine the meaning of unknown words.
☐ I can listen attentively to classmates' ideas
☐ I can identify the purpose of explaining how and why

Expressive/Productive: Speaking and Writing
☐ I can generate written and spoken examples for academic</td></tr>
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understandings of how or why something works		words using complete sentences. ☐ I can ask and answer questions about characteristics and attributes of familiar objects and concepts. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses that introduce a topic and provide a detail to classify objects or describe characteristics. ☐ I can ask and answer questions to share initial thinking with others. ☐ I can write brief constructed responses that introduce a topic and provide a detail to offer ideas or suggestions.

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

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English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
ELD-SI.K-3.Narrate
● Discuss how stories might end or next steps

ELD Standard 2: Language for Language Arts
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
ELD-LA.1.Narrate.Interpretive
Interpret language arts narratives by
● Identifying a central message from key details
● Identifying how character attributes and actions contribute to an event

ELD-LA.1.Narrate.Expressive Construct</td><td colspan="2">Students will be able to independently use their learning to...
❑ read, write, listen and speak in English</td></tr>
<tr><th colspan="2">Meaning</th></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ words tell real or imaginary stories
❑ words describe events
❑ word describer personal experiences</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do we use characters and events to tell a story that people want to hear?</td></tr>
<tr><th colspan="2">Acquisition</th></tr>
<tr><td>Students will know...
❑ I know how to discuss how stories might end or next steps
❑ I know how to identify the central message from key details
❑ I know how to identify how character attributes and actions contribute to an event
❑ I know how to orient audience to a story
❑ I know how to develop story events
❑ I know how to engage and adjust for audience</td><td>Students will be skilled at...
Interpretive: Active Listening and Reading
☐ I can identify the purpose of telling stories.
☐ I can use prior knowledge and context to determine the meaning of unknown words.
☐ I can listen attentively to classmates' ideas.
Expressive/Productive: Speaking and Writing
☐ I can generate written and spoken examples for academic words using complete sentences.
☐ I can ask and answer questions to share ideas about one's own experiences.</td></tr>
</table>

language arts narratives that: ● Orient audience to story ● Develop story events ● Engage and adjust for audience		☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses to share personal experiences or recount ideas. ☐ I can create visuals that connect with the story and add meaning.

EAST PENN SCHOOL DISTRICT

Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 1- Unit 1 - Argue

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	**Transfer**	
ELD Standard 1: Language for Social and Instructional Purposes English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. ELD-SI.K-3.Argue	*Students will be able to independently use their learning to...* ❑ read, write, listen and speak in English	
	Meaning	
	UNDERSTANDINGS *Students will understand that...* ❑ words supports opinions, ideas, or solutions using evidence and reasoning	ESSENTIAL QUESTIONS *Students will keep considering...* ❑ How do we use words and reasons to share what we believe and understand what others think?

● Ask questions about others' opinions ● Support own opinions with reasons	**Acquisition**	
	Students will know... ❑ how to ask questions about others' opinions ❑ how to support their own opinions with reasons	*Students will be skilled at...* Interpretive: Active Listening and Reading ☐ Determine the purpose of opinion speaking and writing. ☐ Use prior knowledge and context to determine the meaning of unknown words. ☐ Listen attentively and take notes on classmates' ideas. ☐ Read and mark text to understand the structure and identify elements of opinion writing. Expressive/Productive: Speaking and Writing ☐ Generate written and spoken examples for academic words using complete sentences. ☐ Ask and answer questions about others' opinions and share one's own opinion. ☐ Internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ Discuss the elements of opinion writing using academic vocabulary and complete sentences.

		☐ Write brief constructed responses each with an opinion and two supporting reasons. ☐ Ask questions about what others have shared and restate ideas.



Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 2- Unit 2 - Inform/Unit 3 - Explain

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

<table>
<tr><th>Standards</th><th colspan="2">Transfer</th></tr>
<tr><td rowspan="4">ELD Standard 1: Language for Social and Instructional Purposes English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
ELD-SI.K-3.Inform
● Define and classify objects or concepts
● Describe characteristics, patterns, or</td><td colspan="2">Students will be able to independently use their learning to...
❑ read, write, listen and speak in English</td></tr>
<tr><th colspan="2">Meaning</th></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ words provide factual information by classifying, describing, or summarizing
❑ words give an account of how things work
❑ words give an account of why things happen</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How does the way we organize our information change how others understand it?</td></tr>
<tr><th colspan="2">Acquisition</th></tr>
</table>

behavior ● Describe parts and wholes ● Sort, clarify, and summarize ideas ELD-SI.K-3.Explain ● Follow and describe cycles in diagrams, steps in procedures, or causes and effects ● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works **ELD Standard 2: Language for Language Arts** **English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts** ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by: ● Describing relationship between a series of events, ideas or concepts, or procedural steps	*Students will know...* ❑ I know how to define and classify objects or concepts. ❑ I know how to describe characteristics, patterns, or behavior ❑ I know how to describe parts and wholes. ❑ I know how to sort, clarify, and summarize ideas. ❑ I know how to follow and describe cycles in diagrams, steps in procedures, or causes and effects. ❑ I know how to compare and contrast objects or concepts. ❑ I know how to offer ideas and suggestions. ❑ I know how to act on feedback to revise understandings of how or why something works.	*Students will be skilled at...* Interpretive: Active Listening and Reading ☐ .I can determine the purpose of informative speaking and writing. ☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively and take notes on classmates' ideas. ☐ I can read and mark text to understand the structure and identify elements of informational writing. ☐ I can determine the purpose of explanatory speaking and writing. ☐ I can read and mark text to understand the structure and identify elements of explanatory writing. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask and answer questions to share information. ☐ I can internalize new academic language by reusing it in

		meaningful ways in speaking activities. ☐ I can describe characteristics and compare and contrast topics in speaking and writing. ☐ I can ask and answer questions to explain. ☐ I can share initial thinking and describe steps in procedures when speaking and writing.

EAST PENN SCHOOL DISTRICT

Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 3- Unit 4

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

<table>
<tr><th>Standards</th><th colspan="2">Transfer</th></tr>
<tr><td rowspan="4">ELD Standard 2: Language for Language Arts
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</td><td colspan="2">Students will be able to independently use their learning to...
❑ read, write, listen and speak in English</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ Words tell imaginary stories by describing events or personal experiences.</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do characters' choices and the things that happen to them help us understand the lesson of a story?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
</table>

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to event sequences	*Students will know...* ❑ I know how to identify a central message from key details. ❑ I know how to identify how character attributes and actions contribute to even sequences.	*Students will be skilled at...* Interpretive: Active Listening and Reading ☐ I can identify the purpose of telling stories. ☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask and answer questions to share ideas about one's own experiences. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses to share personal experiences or recount ideas. ☐ I can create visuals that connect with the story and add meaning.

EAST PENN SCHOOL DISTRICT

Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 1- Volume 2 - Unit 1 - Argue

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

<table>
<tr><th>Standards</th><th colspan="2">Transfer</th></tr>
<tr><td rowspan="5">ELD Standard 1: Language for Social and Instructional Purposes English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
ELD-SI.K-3.Argue
● Ask questions about others' opinions
● Support own opinions with reasons</td><td colspan="2">Students will be able to independently use their learning to...
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<tr><td>UNDERSTANDINGS
Students will understand that...
❑ words supports opinions, ideas, or solutions using evidence and reasoning</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do reasons and questions help us share what we believe and learn from others?</td></tr>
<tr><th colspan="2">Acquisition</th></tr>
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❑ how to ask questions about others' opinions
❑ how to support their own opinions with reasons</td><td>Students will be skilled at...
Interpretive: Active Listening and Reading
☐ Determine the purpose of opinion speaking and writing.
☐ Use prior knowledge and context to determine the meaning of unknown words.
☐ Listen attentively and take notes on classmates' ideas.
☐ Read and mark text to understand the structure and</td></tr>
</table>

		identify elements of opinion writing. Expressive/Productive: Speaking and Writing ☐ Generate written and spoken examples for academic words using complete sentences. ☐ Ask questions about others' opinions and share one's own opinion. ☐ Internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ Discuss the elements of opinion writing using academic vocabulary and complete sentences. ☐ Write brief constructed responses each with an opinion and two supporting reasons. ☐ Ask questions about what others have shared and restate ideas.

EAST PENN SCHOOL DISTRICT

Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 2- Volume 2 -Unit 2 - Inform/Unit 3 - Explain

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas

ELD-SI.K-3.Explain

- Follow and describe cycles in diagrams, steps in procedures, or causes and effects

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ words provide factual information by classifying, describing, or summarizing
- ❑ words give an account of how things work
- ❑ words give an account of why things happen

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do we use facts, patterns, and steps to make the world clear for others?

Acquisition

Students will know...

- ❑ I know how to define and classify objects or concepts.
- ❑ I know how to describe characteristics, patterns, or behavior
- ❑ I know how to describe parts and wholes.

Students will be skilled at...

Interpretive: Active Listening and Reading

- ☐ I can determine the purpose of informative speaking and writing.

● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works **ELD Standard 2: Language for Language Arts** **English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts** ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by: ● Describing relationship between a series of events, ideas or concepts, or procedural steps	❑ I know how to sort, clarify, and summarize ideas. ❑ I know how to follow and describe cycles in diagrams, steps in procedures, or causes and effects. ❑ I know how to compare and contrast objects or concepts. ❑ I know how to offer ideas and suggestions. ❑ I know how to act on feedback to revise understandings of how or why something works.	☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively and take notes on classmates' ideas. ☐ I can read and mark text to understand the structure and identify elements of informational writing. ☐ I can determine the purpose of explanatory speaking and writing. ☐ I can read and mark text to understand the structure and identify elements of explanatory writing. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask and answer questions to share information. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can describe characteristics and compare and contrast topics in speaking and writing. ☐ I can ask and answer questions to explain.

		☐ I can share initial thinking and describe steps in procedures when speaking and writing.

Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 3- Volume 2 -Unit 4

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ELD Standard 2: Language for Language Arts **English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts** ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to event sequences	*Students will be able to independently use their learning to...* ❑ read, write, listen and speak in English	
	Meaning	
	UNDERSTANDINGS *Students will understand that...* ❑ Words tell imaginary stories by describing events or personal experiences.	ESSENTIAL QUESTIONS *Students will keep considering...* ❑ How do characters and their choices help us discover the message of a story?
	Acquisition	
	Students will know... ❑ I know how to identify a central message from key details. ❑ I know how to identify how character attributes and actions contribute to even sequences.	*Students will be skilled at...* Interpretive: Active Listening and Reading ☐ I can identify the purpose of telling stories.

		☐ I can use prior knowledge and context to determine the meaning of unknown words. ☐ I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing ☐ I can generate written and spoken examples for academic words using complete sentences. ☐ I can ask and answer questions to share ideas about one's own experiences. ☐ I can internalize new academic language by reusing it in meaningful ways in speaking activities. ☐ I can write brief constructed responses to share personal experiences or recount ideas. ☐ I can create visuals that connect with the story and add meaning.

EAST PENN SCHOOL DISTRICT

Course Name ELD, 4th and 5th Grade

Unit Title Year 1 Trimester 1- Unit 1 **Welcome to School**

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes English Language Development

ELD-SI.4-12.Inform

● Summarize most important aspects of information

ELD–SI.4–12 Explain

● Generate and convey initial thinking

ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.

ELD-LA.4-5.Argue. Interpretive

Interpret language arts arguments by

● Analyzing details and examples for key attributes, qualities, and

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ school is a positive learning environment for multilingual learners
- ❑ knowing about my school and classmates will help foster a positive learning environment

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do we use clear information and precise descriptions to share our knowledge of the school with others?

Acquisition

Students will know...

- ❑ to summarize the most important aspects of information
- ❑ to generate and convey initial thinking

Students will be skilled at...

- ☐ I can ask and answer questions about school.
- ☐ I can introduce myself to new people.

characteristics ELD-LA.4-5-Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision and details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text	❑ to identify and summarize main ideas and key details ❑ to analyze details and examples for key attributes, qualities, and characteristics ❑ to introduce and define topic and/or entity for audience ❑ to establish objective or neutral stance ❑ to add precision and details to define, describe, compare, and classify topic and/or entity ❑ to develop coherence and cohesion throughout text	☐ I can correctly use the alphabet and will write using uppercase for proper nouns ☐ I can say and write sentences with numbers 0-100. ☐ I can interview a classmate and write about their responses. ☐ I can read and write about people at school and what they do. ☐ I can write a list of the supplies I need for school. ☐ I can read, talk and write about what I do at school. ☐ I can read and write about where things happen at school. ☐ I can read and create a bar graph and write about it. ☐ I can write about my school schedule. ☐ I can read a text about the cafeteria and write the steps for getting food in the cafeteria. ☐ I can create a school map and write directions. ☐ I can create a poster and use the correct volume when I present.

EAST PENN SCHOOL DISTRICT

Course Name ELD, 4th and 5th Grade

Unit Title Year 1 Trimester 2- Unit 3 **Community Voices**

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes
English Language Development

ELD-SI.4-12.Narrate

●Recount and restate ideas to sustain and move dialogue forward

ELD–SI.4–12 Explain

● Act on feedback to revise understandings of how or why something is or works in particular ways

ELD–SI.4–12 Argue

● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ it is important to learn about my community
- ❑ community can mean different things to different people and groups.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do we use logic, evidence, and the voices of others to define and improve our community?

Acquisition

Students will know...

- ❑ how to recount and restate ideas to sustain and move dialogue forward
- ❑ how to act on feedback to revise understandings of how or why something is or works in particular ways

Students will be skilled at...

- ☐ I can ask and answer questions about the community.
- ☐ I can ask, answer and write about places in my community.
- ☐ I can read and write about transportation in communities.
- ☐ I can read a community map and create and write about a community map.

feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence **ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.** <u>ELD-LA.4-5.Narrative. Interpretive</u> Interpret language arts arguments by: ● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <u>ELD-LA.4-5-Argue.Interpretive</u> Interpret language arts arguments by: ● Identifying main ideas ● Evaluating how details, reasons, and evidence support particular points in a text <u>ELD-LA.4-5.Argue.Expressive</u> Construct language arts arguments that: ●Introduce and develop a topic	❑ how to generate questions about different perspectives ❑ how to support or challenge an opinion, premise, or interpretation ❑ how to clarify and elaborate ideas based on feedback ❑ how to evaluate changes in thinking, identifying trade-offs ❑ how to refine claims and reasoning based on new information or evidence ❑ how to determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes ❑ how to identifying main ideas ❑ how to evaluating how details, reasons, and evidence support particular points in a text ❑ how to introduce and develop a topic clearly; state an opinion ❑ how to support opinions with reasons and information ❑ how to use a formal style ❑ how to logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement	☐ I can ask questions, answer questions, read, and write about people in the community. ☐ I can ask questions, answer questions, read and create line graphs. ☐ I can ask questions, answer questions, read, and write a grocery list. ☐ I can write an argument about public services in the community. ☐ I can ask questions, answer questions, read, and write about emergency situations. ☐ I can ask and answer questions and can write sentences to explain why something happened. ☐ I can observe, discuss, and write about extreme weather. ☐ I can write a community service guide. ☐ I can create a visual presentation and speak at the right pace when I present.

clearly; state an opinion ● Support opinions with reasons and information ● Use a formal style ● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section	or section	

Course Name ELD, 4th and 5th Grade

Unit Title Year 1 Trimester 3- Unit 5 **What in the World?**

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	**Transfer**	
ELD Standard 1: Language for Social and Instructional Purposes English Language Development ELD-SI.4-12.Inform ● Define and classify facts and interpretations; determine what is known vs. unknown ● Report on explicit and inferred	*Students will be able to independently use their learning to...* ❑ read, write, listen and speak in English	
	Meaning	
	UNDERSTANDINGS *Students will understand that...* ❑ different areas on earth have different natural resources ❑ it is important to learn about my environment	ESSENTIAL QUESTIONS *Students will keep considering...* ❑ How does understanding the connections in nature help us argue for a healthier planet?
	Acquisition	

characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships <u>ELD–SI.4–12 Explain</u> ● 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 <u>ELD-SI.4-12.Argue</u> ● 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	*Students will know...* ❑ how to define and classify facts and interpretations; determine what is known vs. unknown ❑ how to report on explicit and inferred characteristics, patterns, or behavior ❑ how to describe the parts and wholes of a system ❑ how to sort, clarify, and summarize relationships ❑ how to follow and describe cycles and sequences of steps or procedures and their causes and effects ❑ how to compare changing variables, factors, and circumstances ❑ how to offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ❑ how to act on feedback to revise understandings of how or why something is or works in particular ways ❑ how to generate questions about different perspectives ❑ how to support or challenge an opinion, premise, or	*Students will be skilled at...* ☐ I can ask and answer questions about helping the environment. ☐ I can ask questions, answer questions and write about an ecosystem. ☐ I can ask questions, answer questions and write about plants. ☐ I can ask questions, answer questions and create a concept map about animals. ☐ I can ask questions, answer questions and write about decomposers. ☐ I can ask questions, answer questions and write about habitats. ☐ I can ask questions, answer questions and write about plant life cycles. ☐ I can ask questions, answer questions and write about food chain infographics. ☐ I can ask questions, answer questions and write about natural resources. ☐ I can read about and write about the steps in the water cycle.

on new information or evidence **ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.** ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by: ● Analyzing points of view about the same event or topic ● Evaluating how details, reasons, and evidence support particular points in a text ELD-LA.4-5.Argue.Expressive Construct language arts arguments that: ●Introduce and develop a topic clearly; state an opinion ● Support opinions with reasons and information ● Use a formal style ● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section	interpretation ❑ how to clarify and elaborate ideas based on feedback ❑ how to evaluate changes in thinking, identifying trade-offs ❑ how to refine claims and reasoning based on new information or evidence ❑ how to analyze points of view about the same event or topic ❑ how to evaluate how details, reasons, and evidence support particular points in a text ❑ how to Introduce and develop a topic clearly; state an opinion ❑ how to support opinions with reasons and information ❑ how to use a formal style ❑ how to logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section	☐ I can write about environmental problems and discuss potential solutions. ☐ I can ask questions, answer questions, read, and write about the effects of pollution. ☐ I can ask questions, answer questions, read, and write about the effects of reducing, reusing, and recycling. ☐ I can create a visual presentation and use gestures when I present.

Course Name ELD, 4th and 5th Grade

Unit Title Year 2 Trimester 1- Unit 2 **Getting to Know You**

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes English Language Development

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

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ it is important to make friends and connections in and out of school
- ❑ school can offer many positive social experiences for students

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do we use language and storytelling to reveal who we are and understand the people in our community?

Acquisition

Students will know...

- ❑ how to share ideas about one's own and others' lived experiences and previous learning
- ❑ how to connect stories with images and representations to add meaning
- ❑ how to identify and raise questions about what might

Students will be skilled at...

- ☐ I can ask and answer questions about interests.
- ☐ I can read and write about myself, a person or a character.
- ☐ I can learn about my and my classmate's strengths.
- ☐ I can read a calendar and write about dates and events.

ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting. <u>ELD-LA.4-5 Narrate, Interpretive</u> Interpret language arts narratives by ● Identifying a theme from details ● Analyzing how character attributes and actions develop across event sequences <u>ELD-LA.4-5.Narrate,Expressive</u> Construct language arts narratives that ● Orient audience to context ● Develop and describe characters and their relationships ● Develop story with complication and resolution, time and event sequences ● Engage and adjust for audience <u>ELD-LA.4-5-Inform.Interpretive</u> Interpret informational texts in language arts by ●Analyzing details and examples for key attributes, qualities, and characteristics ● Evaluating the impact of keyword	be unexplained, missing, or left unsaid ❑ how to recount and restate ideas to sustain and move dialogue forward ❑ how to create closure, recap, and offer next steps ❑ how to identify a theme from details ❑ how to analyze how a character's attributes and actions develop across event sequences ❑ how to orient audience to context ❑ how to develop and describe characters and their relationships ❑ how to develop story with complication and resolution, time and event sequences ❑ how to engage and adjust for audience ❑ how to analyze details and examples for key attributes, qualities, and characteristics ❑ how to evaluate the impact of keyword choices in a text	☐ I can write a weather report. ☐ I can interview classmates and create a Venn diagram about their responses. ☐ I can read, write, and answer questions about clothing in different situations. ☐ I can read, write and answer questions about my a student's and my own habits. ☐ I can read, answer questions, and create a pie chart. ☐ I can read and respond to an email. ☐ I can ask, answer, read, and write about feelings. ☐ I can ask, answer, read, and write about memories. ☐ I can ask, answer, read, and write about a special place. ☐ I can create a comic strip and engage my audience when I present.

choices in a text		

Course Name ELD, 4th and 5th Grade

Unit Title Year 2 Trimester 2- Unit 4 **On the Map**

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

ELD Standard 1: Language for Social and Instructional Purposes English Language Development

ELD-SI.4-12.Inform

●Define and classify facts and interpretations; determine what is known vs. unknown

●Summarize most important aspects of information

ELD–SI.4–12 Explain

● Follow and describe cycles and sequences of steps or procedures and their causes and effects

● Compare changing variables,

Transfer

Students will be able to independently use their learning to...

- ❑ read, write, listen and speak in English

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ mapping practices and map labeling differ from culture to culture
- ❑ maps are constantly changing

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How does the way we map and describe the earth help us understand both where we are and how our world is changing?

Acquisition

Students will know...

- ❑ how to define and classify facts and interpretations; determine what is known vs. unknown

Students will be skilled at...

- ☐ I can ask and answer questions about finding my way.
- ☐ I can learn about geography and write about a world map.

factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes **ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.** ELD-LA.4-5.Narrative. Interpretive Interpret language arts arguments by: ● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by: ● Evaluating the impact of key word choices in a text ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that: ● Add precision and details to define, describe, compare, and classify topic	❑ how to summarize most important aspects of information ❑ how to follow and describe cycles and sequences of steps or procedures and their causes and effects ❑ how to compare changing variables, factors, and circumstances ❑ how to offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ❑ how to determine the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes ❑ how to evaluate the impact of key word choices in a text ❑ how to add precision and details to define, describe, compare, and classify topic and/or entity ❑ how to develop coherence and cohesion throughout text	☐ I can ask questions, answer questions, read and write about landforms. ☐ I can ask questions, answer questions, read and write about climates. ☐ I can ask questions, answer questions, read and write about geography. ☐ I can ask and answer questions about the United States and write about where I live. ☐ I can ask questions, answer questions, read and write about places on a map. ☐ I can write about distances between different locations on a map. ☐ I can ask questions, answer questions, read and write about populations. ☐ I can ask questions, answer questions, read and write about taking long-distance transportation. ☐ I can ask and answer questions about migration. ☐ I can create a timeline about map-making and write about it. ☐ I can write directions based on the information from a map app.

and/or entity ● Develop coherence and cohesion throughout text		☐ I can create a visual presentation that explains how to find a city a map.

Course Name ELD, 4th and 5th Grade

Unit Title Year 2 Trimester 2- Unit 6 **Across Culture**

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	**Transfer**	
ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting. ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by: ● Identifying a theme from details ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that: ● Add precision and details to define, describe, compare, and classify topic and/or entity	*Students will be able to independently use their learning to...* ❑ read, write, listen and speak in English	
	Meaning	
	UNDERSTANDINGS *Students will understand that...* ❑ a culture is made up of many parts, like the way people live, celebrate, and communicate ❑ each culture is unique	ESSENTIAL QUESTIONS *Students will keep considering...* ❑ How do the different parts of a culture—like traditions, art, and communication—work together to show the world what we value?
	Acquisition	
	Students will know... ❑ how to Identify a theme from details ❑ how to add precision and	*Students will be skilled at...* ☐ I can ask and answer questions about my cultures.

● Develop coherence and cohesion throughout text ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by: ● Identifying main ideas	details to define, describe, compare, and classify topic and/or entity ❑ how to develop coherence and cohesion throughout text ❑ how to identify the main ideas	☐ I can ask questions, answer questions and write about my identity. ☐ I can ask questions, answer questions and write about a family. ☐ I can ask questions, answer questions, create a tree map, and write about how I communicate. ☐ I can ask questions, answer questions, read and write about traditions ☐ I can ask questions, answer questions and write about celebrations. ☐ I can write a recipe. ☐ I can ask questions, answer questions, read and write about an art form. ☐ I can ask questions, answer questions, listen to and write an opinion about music. ☐ I can ask questions, answer questions, read and create a bar graph. ☐ I can ask questions, answer questions, read and write about an ancient place. ☐ I can ask questions, answer questions, read and write about ways to preserve culture.

		☐ I can ask questions, answer questions, read poetry and write about a time I appreciated another culture. ☐ I can create a culture board and speak clearly when I present.