

# NEED TO KNOW / NICE TO KNOW

## ELD 3

### Unit 1: Essential Skills

#### Active Reading

- Make predictions based on text features (title, heading, subheading, graphs, pictures, illustrations, captions)
- Preread text to identify main ideas/key vocabulary
  - Skimming and scanning
  - Making connections
- Text structure
- Chunking
- What the text does vs says
- Annotation

#### Active Listening

- Listen with all senses
- Look at the speaker
- Lean forward
- Keep an open mind--don't mentally judge or respond

#### Make Inferences

- Use pre-reading skills (active reading, above)
- Find clues (textual evidence)
- Add prior knowledge/cultural knowledge
- Context: Title, Date, Author

#### Main Idea and Detail

- identify key words in a passage
- What is the passage about?
- Infer if not explicit (see making inferences)

#### Sequence

- reading, listening) look/listen for signal words (next, first, then, finally, etc.)
- (writing, speaking) use signal words

#### Summarize

- Practice active reading skills (see above)
- Identify main idea (see above)
- Identify key support points
- Structure summary (see strategies)

#### Note Taking

- Types of graphic organizers, ex. Cornell notes, Venn diagrams, sequence charts, main idea/detail charts, webs, bubble maps, etc.

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UNIT 1	
ENDURING UNDERSTANDING	
Students will use active reading and listening skills such as identifying key vocabulary, making connections to the text, chunking, identifying sequence and E&D language to support making inferences and identifying the main idea and details of a text. Students will use sequence and E&D language to construct written and verbal products.	
NEED TO KNOW	NICE TO KNOW
<p><b>Active Reading and Listening</b></p> <ul style="list-style-type: none"> <li>• Identify Key Vocabulary</li> <li>• Making connections</li> <li>• Chunking</li> <li>• Annotation</li> <li>• Active Listening Skills</li> </ul> <p><b>Make Inferences</b></p> <ul style="list-style-type: none"> <li>• Context: Title, Date, Author,</li> </ul> <p><b>Main Idea and Detail</b></p> <p><b>Sequence Language</b></p> <p><b>Explain and Describe Language</b></p>	<ul style="list-style-type: none"> <li>• Make predictions based on text features (title, heading, subheading, graphs, pictures, illustrations, captions)</li> <li>• Preread text to identify main ideas/key</li> <li>• Skimming and scanning</li> <li>• Text structure</li> <li>• What the text does vs says</li> <li>• Use pre-reading skills (active reading, above)</li> <li>• Find clues (textual evidence)</li> <li>• Add prior knowledge/cultural knowledge</li> <li>• identify key words in a passage</li> </ul> <p><b>Summarize and Paraphrase</b></p> <ul style="list-style-type: none"> <li>• Practice active reading skills (see above)</li> <li>• Identify main idea (see above)</li> <li>• Identify key support points</li> <li>• Structure summary (see strategies)</li> </ul> <p><b>Paraphrase*</b></p> <p><b>Note Taking</b></p> <ul style="list-style-type: none"> <li>• Types of graphic organizers, ex. Cornell notes, Venn diagrams, sequence charts, main idea/detail charts, webs, bubble maps, etc.</li> </ul>

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### Unit 2: Essential Skills

#### Respond to a prompt

- Read the prompt carefully
- Underline key words
- Know what it's asking--all parts
- Make sure you respond to all parts of the prompt
- Make sure you respond completely
- Understand the *scope* and the purpose of the prompt
- Create a claim
- Support the claim

#### Defend a claim/Justify an opinion

- Provide and logically organize relevant support/reasons from a variety of sources
- Address & refute counterclaims & counter-arguments
- Cite textual evidence
- Use signal words and phrases appropriate to justifying/defending
- Make connections between ideas

#### Describe

- Identify and use sensory details
- Use specific adjectives and nouns, strong action verbs
- Organize logically (temporal, spatial, etc.)
- Describe Mortar Language

#### Interpret information from a graphic

- Identify factual information
- Make logical inferences

##### **Graphs and charts:**

- Identify type of graph (line, pie, bar, etc.)
- Read title, labels, and any key
- Identify factual information (values, changes, differences)
- Extrapolation and interpolation
- Make logical inferences

##### **Images**

- Look for major figures (people, animals, objects)
- Look for evidence of what they are doing or what is happening to them (including words in the image, captions)
- If helpful, divide image in quadrants
- Make inferences

#### Cite textual evidence

- Use proper MLA format for quotations, paraphrases, and summaries of others' words or ideas (punctuations, periods, parentheticals)
- Add or omit words to quotations; use relevant parts of quotations only

#### Persuade others

- Adjust language choice according to audience, context and/or purpose

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ENDURING UNDERSTANDING	
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<ul style="list-style-type: none"><li>• Read and understand the <i>scope</i> and the purpose of the prompt</li><li>• Create a claim</li><li>• Support the claim<ul style="list-style-type: none"><li>◦ Make connections between ideas/evidence to support claim</li></ul></li><li>• Address &amp; refute counterclaims &amp; counter-arguments</li><li>• Use specific <b>adjectives</b> and <b>nouns</b>, strong action <b>verbs</b> w/ appropriate “mortar” templates that fits purpose</li></ul> <p>Interpret information from a graphic</p> <ul style="list-style-type: none"><li>• Identify make inferences based upon factual information</li><li>• Create claims from those graphs, charts, and images</li><li>• Make logical inferences</li></ul>	<ul style="list-style-type: none"><li>• Underline key words in a text</li><li>• Cite textual evidence</li><li>• Use signal words and phrases appropriate to justifying/defending</li><li>• Identify and use sensory details</li><li>• Organize logically (temporal, spatial, etc.)</li></ul>

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### Unit 3: Essential Skills

#### Make comparisons

- Identify similarities and differences within and/or between texts
- Make connections between use of this language structure and a theme, message, or idea
- Students create graphic organizers such as Venn diagrams to compare/contrast 2 events or 2 people (using multiple sources such as short texts, images, videos, graphs and charts, etc.)
- Students will use the language of compare/contrast (orally and in writing):
  - Similar, same, in the same way, just like, just as
  - Different, contrast, not like, unlike
- Students will be able to construct a well-developed paragraph that analyzes the similarities and the differences between 2 subjects

#### Identify a problem and a solutions

- identify problem(s)
- Identify proposed or attempted solutions to the problem(s)
- Determine which solution(s) are more likely to succeed
- Students create graphic organizers to identify problem and possible solutions (using multiple sources such as short texts, images, videos, graphs and charts, etc.)
- Students will use the language of proposition/support (orally and in writing):
  - E.G., states, claims, argues, believes, asserts, validate, perspective, data, doubt, challenge
- In at least a 5 paragraph essay with an introduction, body, and conclusion:
- Students will be able to construct one more well-organized paragraphs that analyze the problem (causes, effects, manifestations,...)
- Students will be able to construct one or more well-organized paragraphs that analyze various attempted or proposed solutions to a problem
- Students will be able to make and support a claim as to the efficacy of one or more solutions

#### Draw conclusions/Make inferences

- Extract information from text

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<ul style="list-style-type: none"> <li>• Make comparisons between texts</li> <li>• Students will use the language of compare/contrast (orally and in writing):               <ul style="list-style-type: none"> <li>○ Similar, same, in the same way, just like, just as</li> <li>○ Different, contrast, not like, unlike</li> </ul> </li> </ul> <p>Identify a problem and a solutions</p> <ul style="list-style-type: none"> <li>• Determine which solution(s) are more likely to succeed</li> <li>• Students will use the language of proposition/support (orally and in writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Venn Diagram, and other charts to highlight differences and similarities</li> <li>• Students create graphic organizers to identify problem and possible solutions (using multiple sources such as short texts, images, videos, graphs and charts, etc.)</li> </ul> <p>Write a 5 paragraph essay</p> <ul style="list-style-type: none"> <li>• In at least a 5 paragraph essay with an introduction, body, and conclusion:               <ul style="list-style-type: none"> <li>○ Students will be able to construct one more well-organized paragraphs that analyze the problem (causes, effects, manifestations,...)</li> <li>○ Students will be able to construct one or more well-organized paragraphs that analyze various attempted or proposed solutions to a problem</li> <li>○ Students will be able to make and support a claim as to the efficacy of one or more solutions</li> </ul> </li> </ul> <p>Draw conclusions/Make inferences</p> <ul style="list-style-type: none"> <li>• Extract information from text</li> </ul>

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### Unit 4: Essential Skills:

#### Evaluate information

- students can determine the difference between a fact and an opinion
- Students evaluate whether information is from a credible or biased source
- Students can explain the distinction between fake news vs. real sources
- Students can identify traits of reputable sources
  - facts and statistics
  - quoting an expert in the area
  - graphs, charts, and surveys
- Students can identify major news sources (newspapers, magazines, educational institutions, major networks)

#### Synthesize information

- Use skills of classification, comparison and contrast across multiple sources
- Connect and combine information from multiple sources

#### Analyze and identify language choices/vocabulary

- Identify differences in meaning among near synonyms
- Identify connotations of words in context
- Identify figurative language and determine effect on text
- Determine effectiveness of word choices and diction

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UNIT 4	
ENDURING UNDERSTANDING	
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<p>Evaluate information</p> <ul style="list-style-type: none"> <li>• students can determine the difference between a fact and an opinion</li> <li>• Students evaluate whether information is from a credible source</li> <li>•</li> <li>• Students can identify traits of reputable sources               <ul style="list-style-type: none"> <li>◦ facts and statistics</li> <li>◦ quoting an expert in the area</li> <li>◦ graphs, charts, and surveys</li> </ul> </li> <li>• Students can identify major news sources (newspapers, magazines, educational institutions, major networks)</li> </ul> <p>Synthesize information</p> <ul style="list-style-type: none"> <li>• Use skills of classification, comparison and contrast across multiple sources</li> <li>• Connect and combine information from multiple sources</li> </ul> <p>Analyze and identify language choices/vocabulary</p> <ul style="list-style-type: none"> <li>• Identify differences in meaning among near synonyms</li> <li>• Identify connotations of words in context</li> <li>• Identify figurative language and determine effect on text</li> <li>• Determine effectiveness of word choices and diction</li> </ul>	