

NEED TO KNOW / NICE TO KNOW

ELD 2

Unit 1: Essential Skills

Active Reading and Listening

- Introducing Text Features (title, heading, subheading, graphs, pictures, illustrations, captions)
- Pre-reading text to identify main ideas/key vocabulary
 - Skimming and scanning
 - Making connections
- Note taking (Ex: Cornell notes, Venn diagrams, sequence charts, main idea/detail charts, webs, bubble maps, etc.)
- Looking at words in bold (understanding key vocab before reading)

Main Idea and Detail

- Using text features to identify main ideas and details
- Using text features to create questions

Sequence

- Being able to create a sequence chart after reading
- being able to explain sequence (orally and in writing) after a listening exercise

Summarize

- teaching sentence frames to build summaries
- using graphic organizers to build summaries
- Students will be able to summarize a text feature such as a graph or a chart

Note Taking

- Introduce different types of graphic organizers such as Cornell notes, Venn diagrams, sequence charts, main idea/detail charts, webs, bubble maps, etc.

Respond to a prompt

- Being able to answer basic question after reading a text that are at DOK Level 2
- Being able to summarize or explain a sequence in writing or in an oral presentation

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UNIT 1	
ENDURING UNDERSTANDING	
Students will be able to identify main idea, sequence details, and organize notes, and respond to a prompt.	
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<p>Main Idea and Detail</p> <ul style="list-style-type: none"> Using text features to identify main ideas and details <p>Sequence</p> <ul style="list-style-type: none"> Being able to create a sequence chart after reading being able to explain sequence (orally and in writing) after a listening exercise <p>Note Taking</p> <ul style="list-style-type: none"> Introduce different types of graphic organizers such as, Venn diagrams, sequence charts, main idea/detail charts, <p>Respond to a prompt</p> <ul style="list-style-type: none"> Being able to answer basic question after reading a text that are at DOK Level 2 	<p>Summarize</p> <ul style="list-style-type: none"> teaching sentence frames to build summaries using graphic organizers to build summaries Students will be able to summarize a text feature such as a graph or a chart <p>Note Taking</p> <ul style="list-style-type: none"> Introduce different types of graphic organizers such as webs, bubble maps, etc.

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Unit 2: Essential Skills

Defend a claim/Justify an opinion

- Students will be able to read a prompt and come up with a response
- Students will be able to use a variety of different types of resources for support such as images, short texts, videos, graphic organizers, graphs and charts
- Use three supports in their justification in writing
- Orally state an opinion and give three reasons to support their opinion (give conclusion/restate opinion at the end)
- Use signal words such as my first reason, my second reason, my final reason...

Describe

- Students will be able to describe an image, video, or the content of a graph or chart
- Students will be able to look at a picture and identify a problem, make a prediction or an inference and describe the prediction or inference
- Students should be able to describe an important figure from science or history or current events (who, what, where, when)
- Students can identify personality traits and find supporting evidence for their claim

Interpret information from a graphic

- Introduce students to the types of graphs and charts and their distinct purposes
 - pie chart
 - bar graph
 - line graph
 - Timeline
 - Venn diagram
 - cause/effect chain of events
 - maps
- Introduce students to basic statistical terms
 - Percents
 - less than/more than
 - increase/decrease

Cite textual evidence

- students will use a graphic organizer to collect evidence from text & use graphic organizer to create a paragraph (at the beginning of the unit) or multi paragraph response (by the end of the unit/semester)
- Students will use academic language to bring in examples.

Persuade others

- Students need to defend whether or not a graph or chart supports a claim.
- Students use evidence from the graph or chart to support their opinion.

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UNIT 2	
ENDURING UNDERSTANDING	
Students will be able to describe visual content as well as the circumstances surrounding an important figure, understand information from different graph types, and justify an opinion.	
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<p>Describe</p> <ul style="list-style-type: none"> Students will be able to describe an image, video, or the content of a graph or chart Students should be able to describe an important figure from science or history or current events (who, what, where, when) <p>Interpret information from a graphic</p> <ul style="list-style-type: none"> Introduce students to the types of graphs and charts and their distinct purposes <ul style="list-style-type: none"> pie chart bar graph line graph Introduce students to basic statistical terms <ul style="list-style-type: none"> Percents less than/more than increase/decrease <p>Defend a claim/Justify an opinion</p> <ul style="list-style-type: none"> Students will be able to read a prompt and come up with a response Use a support in their justification in writing Use signal words such as my first reason, my second reason, my final reason... 	<p>Describe</p> <ul style="list-style-type: none"> Students will be able to look at a picture and identify a problem, make a prediction or an inference and describe the prediction or inference Students can identify personality traits and find supporting evidence for their claim <p>Interpret information from a graphic</p> <ul style="list-style-type: none"> Introduce students to the types of graphs and charts and their distinct purposes <ul style="list-style-type: none"> cause/effect chain of events maps Introduce students to basic statistical terms <ul style="list-style-type: none"> Percents less than/more than increase/decrease <p>Defend a claim/Justify an opinion</p> <ul style="list-style-type: none"> Students will be able to use a variety of different types of resources for support such as images, short texts, videos, graphic organizers, graphs and charts Orally state an opinion and give three reasons to support their opinion (give conclusion/restate opinion at the end) Use signal words such as my first reason, my second reason, my final reason...

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Unit 3: Essential Skills

Make comparisons

- 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 and contrast (orally and in writing):
- Students will be able to construct a basic paragraph that analyzes the similarities between 2 subjects
- Students will be able to construct a basic paragraph that analyzes the differences between 2 subjects

Identify a problem and a solutions

- Students create graphic organizers such as causal chain of events to identify problem and a solution (using multiple sources such as short texts, images, videos, graphs and charts, etc.)
- Students will use the language of cause/effect (orally and in writing):
- Students will be able to construct a basic paragraph that analyzes the causes of a problem
- Students will be able to construct a basic paragraph that analyzes the effects of a problem
- Students will be able to construct a basic paragraph that analyzes a possible solution or various solutions to a problem

Draw conclusions/Make inferences

- Answering DOK Level 3 Questions
- Students need to support their answer with evidence from text, image, graph or chart
- Students need to be taught explicitly what an inference is and what drawing a conclusion is. Students will then be able to define and apply making inferences and drawing conclusions using texts and various mediums (images, video, graphs and charts, etc.)

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UNIT 3	
ENDURING UNDERSTANDING	
Students will be able to draw conclusions, make inferences based on a text or visual, and express their findings in a basic paragraph using compare/contrast or problem/solution.	
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<p>Draw conclusions/Make inferences</p> <ul style="list-style-type: none"> • Answering DOK Level 3 Questions • Students need to support their answer with evidence from text, image, graph or chart • Students need to be taught explicitly what an inference is and what drawing a conclusion is. Students will then be able to define and apply making inferences and drawing conclusions using texts and various mediums (images, video, graphs and charts, etc.) <p>Constructing a basic Paragraph</p> <ul style="list-style-type: none"> • Students will be able to construct a paragraph based on either comparing/contrast or problem/solution (depending on the text) • Student will be able to construct a paragraph using Constructed Meaning Sentence frames (depending on which type of writing they do) 	<p>Make comparisons</p> <ul style="list-style-type: none"> • 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 and contrast (orally and in writing): • Students will be able to construct a basic paragraph that analyzes the similarities between 2 subjects • Students will be able to construct a basic paragraph that analyzes the differences between 2 subjects <p>Identify a problem and a solutions</p> <ul style="list-style-type: none"> • Students create graphic organizers such as causal chain of events to identify problem and a solution (using multiple sources such as short texts, images, videos, graphs and charts, etc.) • Students will use the language of cause/effect (orally and in writing): • Students will be able to construct a basic paragraph that analyzes the causes of a problem • Students will be able to construct a basic paragraph that analyzes the effects of a problem • Students will be able to construct a basic paragraph that analyzes a possible solution or various solutions to a problem •

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Unit 4: Essential Skills:

Evaluate information

- determine the difference between a fact and an opinion
- evaluate whether information is from a credible or biased source
- explain the distinction between fake news vs. real sources
- identify traits of reputable sources
 - facts and statistics
 - quoting an expert in the area
 - graphs, charts, and surveys

Synthesize information

- take notes using a graphic organizer that has them pull evidence from multiple sources
- use more than 2 sources to defend a claim or support a thesis (oral presentation, written essay, or multimedia project)
- cite evidence by using a direct quote and paraphrasing a section of the text (image, chart, graph, video, or article/essay)
- mention where evidence came from and makes use of academic language frames
- organize the flow of their writing (topic sentence, evidence, explanation, conclusion)

Analyze and identify language choices/vocabulary

- know when to use academic vs. informal writing

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UNIT 4	
ENDURING UNDERSTANDING	
Students will be able to distinguish fact from opinion, support their opinion with appropriate evidence, and make use of evidence in writing by properly citing text.	
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<p>Evaluate information</p> <ul style="list-style-type: none"> determine the difference between a fact and an opinion <p>How do you support an opinion</p> <ul style="list-style-type: none"> Defending a claim with <ul style="list-style-type: none"> Facts and statistics Quoting an expert Graph, charts, surveys <p>Citing Evidence</p> <ul style="list-style-type: none"> cite evidence by using a direct quote and paraphrasing a section of the text (image, chart, graph, video, or article/essay) mention where evidence came from and makes use of academic language frames Structuring evidence in a paragraph 	<p>Evaluate information</p> <ul style="list-style-type: none"> evaluate whether information is from a credible or biased source explain the distinction between fake news vs. real sources identify traits of reputable sources <ul style="list-style-type: none"> facts and statistics quoting an expert in the area graphs, charts, and surveys <p>Synthesize information</p> <ul style="list-style-type: none"> take notes using a graphic organizer that has them pull evidence from multiple sources use more than 2 sources to defend a claim or support a thesis (oral presentation, written essay, or multimedia project) organize the flow of their writing (topic sentence, evidence, explanation, conclusion) <p>Analyze and identify language choices/vocabulary</p> <ul style="list-style-type: none"> know when to use academic vs. informal writing