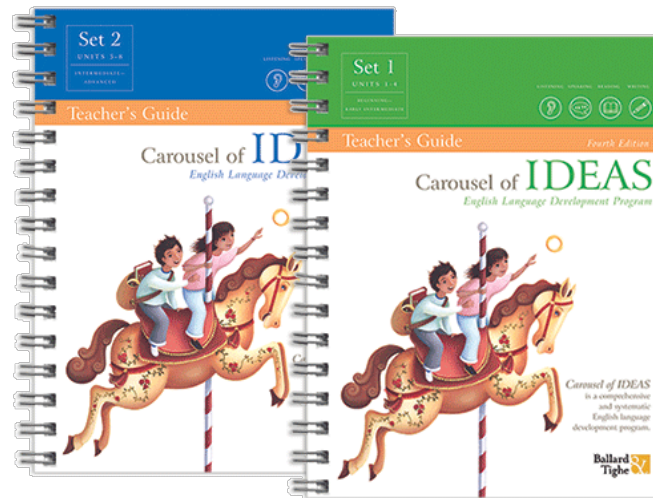




**Carousel of IDEAS**  
correlated to  
**WIDA ELD Standards Framework, 2020 Edition**  
**Citation-Based**  
**Grades 4-5**



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Standard	Key Language Use	Interpretive or Expressive	G4-5 Notation	Grades 4-5	Grades 4-5 Language Features	CITATIONS
1	Narrate	na	ELD-SI.4-12.Narrate	<ul style="list-style-type: none"> <li>● Share ideas about one's own and others' lived experiences and previous learning</li> <li>● Connect stories with images and representations to add meaning</li> <li>● Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>● Recount and restate ideas to sustain and move dialogue forward</li> <li>● Create closure, recap, and offer next steps</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U1: 51, 68, 109, 136; U3: 368, 466; U4: 630</p> <p><b>Teacher's Guide Set 2:</b> U5: 102, 116-117, 136, 168, 181, 213; U7: 538</p> <p><b>Theme Pictures Set 1:</b> 1, 2, 5, 6, 7, 14, 15, 16</p> <p><b>Theme Pictures Set 2:</b> 19, 21, 23, 25, 26, 29, 30</p>
1	Inform	na	ELD-SI.4-12.Inform	<ul style="list-style-type: none"> <li>● Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>● Report on explicit and inferred characteristics, patterns, or behavior</li> <li>● Describe the parts and wholes of a system</li> <li>● Sort, clarify, and summarize relationships</li> <li>● Summarize most important aspects of information</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U2: 150, 266, 294, 298; U3: 413, 437; U4: 521, 522</p> <p><b>Teacher's Guide Set 2:</b> U5: 52, 82, 91, 108, 226; U6: 306; U7: 495, 515</p> <p><b>Theme Pictures Set 1:</b> 1, 3, 4, 8, 12, 13, 14</p> <p><b>Theme Pictures Set 2:</b> 19, 20, 22, 24, 25, 28, 31</p> <p><b>Activity Sheet Set 1:</b> 5, 53, 56</p> <p><b>Activity Sheet Set 2:</b> 35E, 138</p>
1	Explain	na	ELD-SI.4-12.Explain	<ul style="list-style-type: none"> <li>● Generate and convey initial thinking</li> <li>● Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>● Compare changing variables, factors, and circumstances</li> <li>● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> <li>● Act on feedback to revise understandings of how or why something is or works in particular ways</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U2: 142, 237, 247, 269; U3: 473; U4: 533, 596</p> <p><b>Teacher's Guide Set 2:</b> U5: 45, 68, 83, 226; U7: 499, 502, 524</p> <p><b>Theme Pictures Set 1:</b> 1, 8, 14, 15</p> <p><b>Theme Pictures Set 2:</b> 22, 26, 28, 29, 30, 31</p> <p><b>Activity Sheet Set 1:</b> 3</p> <p><b>Activity Sheet Set 2:</b> 31</p>

1	Argue	na	ELD-SI.4-12.Argue	<ul style="list-style-type: none"> <li>● Generate questions about different perspectives</li> <li>● Support or challenge an opinion, premise, or interpretation</li> <li>● Clarify and elaborate ideas based on feedback</li> <li>● Evaluate changes in thinking, identifying trade-offs</li> <li>● Refine claims and reasoning based on new information or evidence</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U2: 173; U3: 385</p> <p><b>Teacher's Guide Set 2:</b> U3: 104; U6: 271</p> <p><b>Theme Pictures Set 1:</b> 1</p> <p><b>Theme Pictures Set 2:</b> 21, 28, 29, 30, 32, 34, 35</p>
2	Narrate	Interpretive	ELD-LA.4-5.Narrate.Interpretive	<p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>● Identifying a theme from details</li> <li>● Analyzing how character attributes and actions develop across event sequences</li> <li>● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U2: 167, 175, 200, 225; U3: 340, 371; U4: 521, 543</p> <p><b>Teacher's Guide Set 2:</b> U5: 39, 56, 116; 118; U6: 306, 338; U7: 505</p> <p><b>Activity Sheet Set 1:</b> 57, 67</p> <p><b>Activity Sheet Set 2:</b> 27</p>
2	Narrate	Expressive	ELD-LA.4-5.Narrate.Expressive	<p>Construct language arts narratives that</p> <ul style="list-style-type: none"> <li>● Orient audience to context</li> <li>● Develop and describe characters and their relationships</li> <li>● Develop story with complication and resolution, time and event sequences</li> <li>● Engage and adjust for audience</li> </ul>	<ul style="list-style-type: none"> <li>■ Expanded noun groups to state who or what the narrative is about</li> <li>■ A variety of sentence types to establish the context e.g., questions, statements, dialog ("We must think only of the things that we must do," the old lady said.)</li> <li>■ Adverbial and prepositional phrases to establish time and location (During the last century, Last Tuesday, On Saturn's second outer ring, High above the city)</li> <li>■ Statements and questions to foreshadow or state complication (Would her dream ever come true? She knew not to give up.</li> <li>....</li> <li>■ Verbs to describe character behaviors (raced, explored), thoughts (wondered, believed), feelings (hoped, longed for), speech (mumbled, screamed, questioned)</li> <li>■ Expanded noun groups to add description and detail (seven powerful kings, curly-haired baby girl)</li> <li>■ Expanded verb groups to show relationship between characters (Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.)</li> <li>■ Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships</li> <li>■ Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (he, his; these, this; Zeus=Greek God=King of Mt. Olympus)</li> <li>....</li> <li>■ Dependent clauses to add details (the race, which only happened every four years)</li> <li>■ A variety of verb tenses to locate events in time, including dialog ("Where are you going?" I asked.)</li> <li>■ Connectors to sequence time (later that night), and events (While the game was on, we slipped out.)</li> <li>■ Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.)</li> <li>....</li> <li>■ Evaluative word choices to describe author's attitudes (awesome, scared, mean, enjoyed the time, most people)</li> <li>■ Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAPI)</li> <li>■ Tone of voice, gesturing, acting behaviors to adjust for audience</li> <li>■ Language to address reader/listener and draw them in (Listen while I tell you the most amazing story.)</li> </ul>	<p><b>Teacher's Guide Set 1:</b> U2: 176, 325; U3: 353, 454</p> <p><b>Teacher's Guide Set 2:</b> U5: 70; U6: 259; U7: 460, 507</p> <p><b>Theme Pictures Set 1:</b> 1, 5, 6, 18</p> <p><b>Theme Pictures Set 2:</b> 21, 22, 26, 31</p> <p><b>Activity Sheet Set 1:</b> 52, 61, 116, 117, 121, 155</p> <p><b>Activity Sheet Set 2:</b> 5, 6, 9</p>
2	Inform	Interpretive	ELD-LA.4-5.Inform.Interpretive	<p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>● Identifying and summarizing main ideas and key details</li> <li>● Analyzing details and examples for key attributes, qualities, and characteristics</li> <li>● Evaluating the impact of key word choices in a text</li> </ul>	na	<p><b>Teacher's Guide Set 2:</b> U5: 88; U6: 278</p> <p><b>Activity Sheet Set 1:</b> 97A, 117, 140A, 184, 209, 213A, 213B</p> <p><b>Activity Sheet Set 2:</b> 11, 127, 35B, 35D, 35E, 127, 143</p>

2	Inform	Expressive	ELD-LA.4-5.Inform.Expressive	Construct informational texts in language arts that <ul style="list-style-type: none"> <li>● Introduce and define topic and/or entity for audience</li> <li>● Establish objective or neutral stance</li> <li>● Add precision and details to define, describe, compare, and classify topic and/or entity</li> <li>● Develop coherence and cohesion throughout text</li> </ul>	<ul style="list-style-type: none"> <li>■ Descriptive titles and generalized nouns to introduce topic and/or entity (Sea Turtles, The Human Body, Rainforest Mammals)</li> <li>■ Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)</li> <li>■ Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.)</li> <li>■ Timeless present verbs (carries, travels, swims) to indicate generalizable nature of information</li> <li>...</li> <li>■ Declarative statements to provide objective, factual information</li> <li>■ Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha)</li> <li>■ Generalized nouns to identify class of things (marine life versus dolphins, sea turtles)</li> <li>■ Reporting devices to integrate sourced information into saying verbs (said, reported, claims), direct and indirect quotes</li> <li>...</li> <li>■ Adverbial and prepositional phrases to specify times and location (every year, during the 17th century, in the North Atlantic, throughout Australia)</li> <li>■ Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise)</li> <li>■ Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events</li> <li>■ Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses)</li> <li>■ Visuals (graphs, labeled diagrams, photos) to support key details</li> <li>...</li> <li>■ Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (his, he; these, this; tomado=natural disaster; Orca=ocean mammal=killer whale)</li> <li>■ Ellipsis to reduce repetition and redundancy (Scientists asked legislators to make changes to protect turtles and they did [make the changes])</li> <li>■ Topic nouns to begin sentences or paragraphs across text</li> <li>■ Nominalizations to represent abstract concepts (Leatherbacks are declining=this decline in population)</li> </ul>	<p><b>Teacher's Guide Set 1:</b> U1: 82, 83, 150; U2: 179, 275, 282, 283; U3: 505</p> <p><b>Teacher's Guide Set 2:</b> U5: 160, 210; U6: 267, 283, 373</p> <p><b>Theme Pictures Set 1:</b> 1, 2, 3, 5, 6, 7</p> <p><b>Theme Pictures Set 2:</b> 19, 21, 22, 23, 26, 29, 36</p> <p><b>Activity Sheet Set 1:</b> 52, 63, 96, 101, 102, 178, 218</p> <p><b>Activity Sheet Set 2:</b> 3, 14, 21, 44, 51, 59, 75</p>
2	Argue	Interpretive	ELD-LA.4-5.Argue.Interpretive	Interpret language arts arguments by <ul style="list-style-type: none"> <li>● Identifying main ideas</li> <li>● Analyzing points of view about the same event or topic</li> <li>● Evaluating how details, reasons, and evidence support particular points in a text</li> </ul>	na	<p><b>Teacher's Guide Set 2:</b> U5: 105, 108</p> <p><b>Activity Sheet Set 2:</b> 20a, 23</p>
2	Argue	Expressive	ELD-LA.4-5.Argue.Expressive	Construct language arts arguments that <ul style="list-style-type: none"> <li>● Introduce and develop a topic clearly; state an opinion</li> <li>● Support opinions with reasons and information</li> <li>● Use a formal style</li> <li>● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>■ Declarative statements to frame topic, provide background information, and state opinion (The Proudest Blue provides a great example of being proud of your heritage.)</li> <li>■ Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (Lance, a first-generation immigrant; Dinner, which was always wonderful)</li> <li>■ Pronouns, synonyms, renaming subjects to maintain cohesion (they=the new arrivals=immigrants=the foreigners)</li> <li>■ First person (I think, In my opinion) or third person (this book provides, the author believes) to state an opinion</li> <li>...</li> <li>■ A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)</li> <li>■ Expanded noun and verb groups to add detail (Faizah arrived for her first day of school with a new backpack and light-up shoes.)</li> <li>■ Connectors to elaborate an idea/interpretation (so, this means, therefore, a way to think about this)</li> <li>■ Connectors to link claim/opinion with evidence and reasoning (because, as a result, when, if, although, but)</li> <li>■ Modality to express obligation or certainty (might, could, must, need to, have to)</li> <li>...</li> <li>■ First person (personal) or third person (neutral) to present point of view (The book tells us that even through difficult times, we can still stick to our culture.)</li> <li>■ Authoritative declarative sentences to evaluate and interpret events (The Proudest Blue teaches us to be proud of our culture.)</li> <li>■ Evaluative adjectives and adverbs to add writer's perspective (beautiful, amazing, unfortunately)</li> <li>■ Emotive or objective language to appeal to logic or feelings (love flowed from everything she made versus she cooked dinner)</li> <li>...</li> <li>■ That-clauses to link claim with evidence (This shows that the theme is)</li> <li>■ Connectors to sequence points in the argument (first, furthermore, as evidenced by)</li> <li>■ Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)</li> </ul>	<p><b>Teacher's Guide Set 2:</b> U5: 110; U6: 273; U7: 531</p> <p><b>Activity Sheet Set 2:</b> 24, 78</p>
3	Inform	Interpretive	na	na	na	na
3	Inform	Expressive	na	na	na	na

3	Explain	Interpretive	ELD-MA.4-5.Explain.Interpretive	Interpret mathematical explanations by <ul style="list-style-type: none"> <li>Identifying concept or entity</li> <li>Analyzing problem-solving steps</li> <li>Evaluating a pattern or structure that follows a given rule</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U1: 91, 102; U2: 104; U3: 397, 407; U4: 568</p> <p><b>Teacher's Guide Set 2:</b> U7: 441, 443, 453; U8: 610</p> <p><b>Activity Sheet Set 1:</b> 133, 137</p> <p><b>Activity Sheet Set 2:</b> 127</p>
3	Explain	Expressive	ELD-MA.4-5.Explain.Expressive	Construct mathematical explanations that <ul style="list-style-type: none"> <li>Introduce concept or entity</li> <li>Share solution with others</li> <li>Describe data and/or steps to solve problem</li> <li>State reasoning used to generate solution</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical terms and phrases to describe concept, process, or purpose (the angles within a circle can be measured with a protractor like this)</li> <li>Relating verbs (belong to, are part of, be, have) to define or describe concept</li> <li>...</li> <li>Generalized nouns to add precision to discussion (conversion, measurement, volume)</li> <li>Language choices to reflect on completed and on-going process (we should have done this, we might be able to, what if we try)</li> <li>First person (I, we) to describe approach; third person to describe approach with neutral stance of authority</li> <li>Observational (notice, it appears, looks like) and comparative language (different from, similar to, the same) to share results (We notice our process was different, but we have the same solution.)</li> <li>...</li> <li>Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (operation, associative property, area formula, function)</li> <li>Past tense doing verbs (measured, converted) and thinking verbs (remembered, thought, figured out) to recount steps</li> <li>Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution</li> <li>Connectors to order steps (first, next, then) and indicate causal relationships (because, so, that means, as a result)</li> <li>...</li> <li>Declarative statements to state conclusion with a neutral stance of authority (These two fractions are equivalent because...)</li> <li>Causal connectors to express reasoning (We multiplied the two numbers together because...)</li> <li>Conjunctions (if/then, when/then, because, as, since, so that) to establish result/condition relationships (if the field has a length that is twice its width, then the area is...)</li> </ul>	<p><b>Teacher's Guide Set 1:</b> U2: 238, 294; U3: 399, 402, 405, 408; U4: 568, 575</p> <p><b>Teacher's Guide Set 2:</b> U7: 469; U8: 590, 611</p> <p><b>Activity Sheet Set 1:</b> 137, 138, 140b, 201, 206</p> <p><b>Activity Sheet Set 2:</b> 136, 179</p>
3	Argue	Interpretive	ELD-MA.4-5.Argue.Interpretive	Interpret mathematics arguments by <ul style="list-style-type: none"> <li>Comparing conjectures with patterns, and/or rules</li> <li>Distinguishing commonalities and differences among ideas in justifications</li> <li>Extracting patterns or rules from solution strategies to create generalizations</li> </ul>	na	na

3	Argue	Expressive	ELD-MA.4-5.Argue.Expressive	<p>Construct mathematics arguments that</p> <ul style="list-style-type: none"> <li>● Create conjecture using definitions, patterns, and rules</li> <li>● Generalize commonalities and differences across cases</li> <li>● Justify conclusions with patterns or rules</li> <li>● Evaluate others' arguments</li> </ul>	<ul style="list-style-type: none"> <li>■ Relating verbs (have, belong to, be) to make a claim (<math>9/15</math> is equivalent to <math>3/5</math> and <math>6/10</math> is an equivalent fraction too because they are all multiples)</li> <li>■ Adverbial phrases (for qualities, quantities, frequency) to add precision related to conjecture (The interior angles of a triangle will always add up to <math>180^\circ</math>)</li> <li>...</li> <li>■ Conditional clauses (when, if) to extend conjecture (If you remember the inverse operations, you can figure out the missing quantity by...)</li> <li>■ Declarative statements to present generalizable processes (The divisibility rules can help you find all the factor pairs of a product.)</li> <li>...</li> <li>■ Conditional structures (if/then, when) to demonstrate conclusions (Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.)</li> <li>■ Technical nouns and noun groups to add precision and details (exponents, decimals, inverse operations, intersecting lines)</li> <li>■ Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking</li> <li>...</li> <li>■ Questions (how, what, why) and requests (could, would) to ask for clarification or information (How did you know how to start? Could you explain this part of your diagram?)</li> <li>■ Declarative statements to disagree/debate (I don't think that's right, I disagree, how did you, I did it differently, let's compare our process)</li> </ul>	na
4	Inform	Interpretive	na	na	na	na
4	Inform	Expressive	na	na	na	na
4	Explain	Interpretive	ELD-SC.4-5.Explain.Interpretive	<p>Interpret scientific explanations by</p> <ul style="list-style-type: none"> <li>● Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon</li> <li>● Obtaining and combining evidence and information to help explain how or why a phenomenon occurs</li> <li>● Identifying evidence that supports particular points in an explanation</li> </ul>	na	<p><b>Teacher's Guide Set 1:</b> U3: 407</p> <p><b>Activity Sheet Set 1:</b> 97A, 117, 140A</p> <p><b>Activity Sheet Set 2:</b> 35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B</p>
4	Explain	Expressive	ELD-SC.4-5.Explain.Expressive	<p>Construct scientific explanations that</p> <ul style="list-style-type: none"> <li>● Describe observations and/or data about a phenomenon</li> <li>● Establish neutral or objective stance in communicating results</li> <li>● Develop reasoning to show relationships between evidence and claims</li> <li>● Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution</li> </ul>	<ul style="list-style-type: none"> <li>■ Abstract nouns to introduce concepts, ideas, and technical terms (cycles, states of matter, condensation)</li> <li>■ Cohesion to reference ideas, people across text (pronouns, renaming subject, synonyms)</li> <li>■ Relating verbs to state relationships or attributes (have, be, belong to)</li> <li>■ Timeless verbs to state on-going facts about the phenomenon (ocean water evaporates)</li> <li>...</li> <li>■ Passive voice and declarative statements (evaporation is caused by, ice and snow evaporate)</li> <li>■ Word choices to moderate stance, e.g., hedging (could/might, sometimes, usually)</li> <li>■ Objective language to adjust precision and/or invite shared interest</li> <li>...</li> <li>■ Nominalizations to represent abstract concepts (condensation)</li> <li>■ Connectors to link clauses and combine ideas into logical relationships (so, because, and then), or express causality (when, although, in order to)</li> <li>■ A variety of ways to describe phenomena (relative clauses, declarative statements)</li> <li>■ Given/new patterns to link relationships, add new details, and condense information into abstract nouns</li> <li>...</li> <li>■ Labeling/describing diagrams, graphs and tables to add information about the phenomenon</li> <li>■ Ask and answer questions to clarify or hypothesize about phenomenon</li> <li>■ Conditional clauses (if/then) to generalize phenomenon to additional contexts</li> </ul>	<p><b>Teacher's Guide Set 1:</b> U3: 408; U4: 558-559</p> <p><b>Teacher's Guide Set 2:</b> U7: 512</p> <p><b>Theme Pictures Set 1:</b> 6, 7, 14</p> <p><b>Theme Pictures Set 2:</b> 21, 29</p> <p><b>Activity Sheet Set 1:</b> 140B, 199, 218, 231</p>

4	Argue	Interpretive	ELD-SC.4-5.Argue.Interpretive	Interpret scientific arguments by <ul style="list-style-type: none"> <li>● Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions</li> <li>● Comparing reasoning and claims based on evidence</li> <li>● Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation</li> </ul>	na	na
4	Argue	Expressive	ELD-SC.4-5.Argue.Expressive	Construct scientific arguments that <ul style="list-style-type: none"> <li>● Introduce topic/phenomenon in issues related to the natural and designed world(s)</li> <li>● Make and define a claim based on evidence, data, and/or model</li> <li>● Establish a neutral tone or an objective stance</li> <li>● Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim</li> </ul>	<ul style="list-style-type: none"> <li>■ Generalized nouns to define phenomenon (weathering, erosion, eruptions, mapping)</li> <li>■ Relating verbs (have, belong to, be) to define topic/phenomenon (The Earth is shaped by many forces like wind and water.)</li> <li>■ Expanded noun phrases to add clarity, classify, or add descriptions (underground pressure, marine shell fossils)</li> <li>...</li> <li>■ Expanded noun groups to add precision and details (Earth's cycles of heating and cooling)</li> <li>■ Connectors to link ideas (as a result, therefore, over time)</li> <li>■ Maps, diagrams, graphics, data to support claim/evidence</li> <li>...</li> <li>■ Passive voice to keep focus on topic (The Earth was shaped by many forces.)</li> <li>■ Active verb groups to describe phenomenon (Water erodes rock over time.)</li> <li>■ Declarative third person statements to record claim, observations, conclusion (Wind causes erosion in three ways.)</li> <li>...</li> <li>■ Connectors to signal time (next, at the same time), causality (therefore, consequently, as a result, because), clarification (for example, this shows how)</li> <li>■ Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text</li> <li>■ Modal verbs to describe possible impacts of phenomenon on various situations, including human (Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.)</li> </ul>	na
5	Inform	Interpretive	na	na	na	na
5	Inform	Expressive	na	na	na	na
5	Explain	Interpretive	ELD-SS.4-5.Explain.Interpretive	Interpret social studies explanations by <ul style="list-style-type: none"> <li>● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events</li> <li>● Analyzing sources for a series of contributing factors or causes</li> <li>● Evaluating disciplinary concepts and ideas that are open to different interpretations</li> </ul>	na	<b>Teacher's Guide Set 1:</b> <b>U2: 167, 279; U3: 401; U4: 526, 532, 549, 598, 604</b>  <b>Teacher's Guide Set 2:</b> <b>U5: 66; U6: 243, 278, 282, 334; U7: 528, 530; U8: 563</b>  <b>Activity Sheet Set 1:</b> <b>1, 97A, 97B, 136, 184, 189A, 213A, 217</b>  <b>Activity Sheet Set 2:</b> <b>11, 181, 149, 151, 161</b>

5	Explain	Expressive	ELD-SS.4-5.Explain.Expressive	<p>Construct social studies explanations that</p> <ul style="list-style-type: none"> <li>● Introduce phenomena or events</li> <li>● Describe components, order, causes and effects, or cycles using relevant examples and details</li> <li>● Generalize probable causes and effects of developments or events</li> </ul>	<ul style="list-style-type: none"> <li>■ Prepositional phrases of time, place to contextualize phenomena or events</li> <li>■ Relating verbs (have, be) to define phenomena or events</li> <li>■ Nouns to represent abstract concepts (factors, effects, economics)</li> <li>■ Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)</li> <li>...</li> <li>■ Connectors to order, sequence, show relationships among ideas (the first factor, after the bill passed, that caused)</li> <li>■ Noun groups to provide details answering who, what, when, where (They made maple syrup in the spring outside the winter camp.)</li> <li>■ Verbs groups to add accuracy (traveled quickly and quietly)</li> <li>...</li> <li>■ Word choices to evaluate, judge, or appreciate significance of event or phenomenon</li> <li>■ Nominalizations to summarize events and name abstract phenomenon (city expansion)</li> <li>■ Declarative statements to evaluate or interpret events</li> </ul>	<p><b>Teacher's Guide Set 1:</b> U2: 180, 273, 283; U3: 402; U4: 526, 550, 579, 603 605</p> <p><b>Teacher's Guide Set 2:</b> U6: 279, 283, 343; U7: 531; U8: 573, 583</p> <p><b>Activity Sheet Set 1:</b> 64, 90, 102, 137, 185A, 185B, 185C, 196, 207, 216, 218</p> <p><b>Activity Sheet Set 2:</b> 82, 99, 102</p>
5	Argue	Interpretive	ELD-SS.4-5.Argue.Interpretive	<p>Interpret social studies arguments by</p> <ul style="list-style-type: none"> <li>● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)</li> <li>● Analyzing relevant information from multiple sources to develop claims in response to compelling questions</li> <li>● Evaluating point of view and credibility of source, based on distinctions between fact and opinion</li> </ul>	na	<p><b>Teacher's Guide Set 2:</b> U5: 105, 108</p> <p><b>Activity Sheet Set 2:</b> 20a, 23</p>
5	Argue	Expressive	ELD-SS.4-5.Argue.Expressive	<p>Construct social studies arguments that</p> <ul style="list-style-type: none"> <li>● Introduce topic</li> <li>● Select relevant information to support claims with evidence from multiple sources</li> <li>● Establish perspective</li> <li>● Show relationships between claims with reasons and multiple sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>■ Generalized nouns and descriptive title to introduce topic (Native Peoples of Wisconsin)</li> <li>■ Declarative statements to present position and/or provide background information</li> <li>■ Expanded noun groups to provide detail about the topic with relative clauses (The Ho-Chunk, an Indigenous Nation in Wisconsin)</li> <li>■ Pronouns, synonyms, renaming subject to create cohesion</li> <li>■ Connectors to structure paragraphs (first, In the beginning, meanwhile, as a result, In conclusion)</li> <li>...</li> <li>■ Variety of clauses (adverbial, embedded) to add details, examples, quotes, data (in the book, according to, the author tells us)</li> <li>■ Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened (During the 1800s, many native peoples were forced to move west because of settlers from the east.)</li> <li>■ Doing verbs (fled, hunted) to identify agent</li> <li>...</li> <li>■ Passive voice to keep emphasis on main topic rather than who or what is doing the action (the people were forced off their land). Alternately, use active voice to keep emphasis on who or what is doing the action</li> <li>■ Evaluative verbs, adverbs, and adjectives to add author's perspective (forced, lonely, worst)</li> <li>■ Objective or emotive language to appeal to logic or feelings (relocated versus forcibly driven from their home)</li> <li>...</li> <li>■ Connectors to link claims with evidence and reasoning (because, so, and)</li> <li>■ Connectors to signal alternate points of view (one way, another way, on the other hand)</li> <li>■ Connectors to show comparison/contrast (if, unless, however)</li> <li>■ Modality in summary statements to reiterate position, or create a call to action (should, must, necessary to, might, could)</li> </ul>	<p><b>Teacher's Guide Set 2:</b> U5: 110; U6: 273; U7: 531</p> <p><b>Activity Sheet Set 2:</b> 24, 78</p>