



Grade 4: Unit 1 Overview
To Drill or Not to Drill
Key Ideas & Supporting Details/Opinion

Each Designated ELD unit is divided into 3 parts. Each part includes a structured instructional flow but is not divided up into 30-minute, daily lessons. Pacing within each part and unit will be determined by the teacher and based upon students’ needs and learning outcomes. Each part and unit culminates in opportunities for students to apply their content and language learning in expressive performance tasks (oral and/or written). These expressive tasks offer teachers opportunities for assessing student understandings and progress in English proficiency and will guide the direction and pace of English language development (ELD) instruction.

Google presentations have been created for each unit; each presentation contains all texts and links to texts and videos. Text is at the heart of each part and unit and the instructional flow follows the familiar *before, during, and after reading* structure. Elements and routines for effective instruction for English learners are integral to each part and unit and should be observable, daily. These elements and routines include:

- Language objectives/expressive tasks (oral and written)
- Expressive vocabulary development
- Specific language targets
- Inclusive and accountable communication
- Productive student interactions
- Sentence frames that guide oral fluency
- Form-based feedback

Unit 1 Overview

Grade 3: Unit 1: This unit uses videos and informational texts to explore the benefits and costs of extracting natural resources through the guiding question “Do the benefits of extracting natural resources outweigh the costs?”

<p>Texts in the Presentation Video(s): <i>The Oil Spill and How it Affects the Ocean, Oil and Ice, Amazon Gold Rush</i></p> <p>Reading A-Z Text(s) <i>To Drill or Not to Drill</i> and <i>More Valuable than Gold</i></p>	<p>CCSS ELA/Literacy Standards: RI 4.1 (details and examples); 4.2 (main ideas & summaries); 4.4 (vocabulary); 4.7 (interpret information and explain its contribution to the message); 4.9 (integrate information from two or more texts) W 4.7 (participate in shared research and writing projects) ;4.8 (gather relevant information, take notes, organize) S&L 4.1; 4.6 (register) L 4.4 (unknown words); 4.5 (condensing ideas)</p>
<p>ELD Standard(s): <i>Interacting in Meaningful Ways</i> ELD.PI.4.1.EX(ask & answer questions); ELD.PI.4.2.EX (collaborative writing); ELD.PII 3.3.EX (offering opinions); ELD.PI 4.5.EX (listening attentively); ELD.PI 4.10.EX (writing); ELD.PI 4.11.EX (supporting opinions); ELD.PI 4.12.EX (retell experiences)</p>	<p>ELD Standard(s): <i>Learning How English Works</i> ELD.PII 4.2.EX (cohesion- referents; b- connectors); ELD.PII 3.3.EX (verbs & verb phrases); ELD.PII 4.4.EX (nouns & noun phrases); ELD.PII 4.5.EX (modifying to add details); ELD.PII 4.6 (connecting ideas)</p>



Grade 4: English Language Development Planner

Designated ELD

Unit 1 Overview

Grade 3: Unit 1: This unit uses videos and informational texts to explore the benefits and costs of extracting natural resources through the guiding question “Do the benefits of extracting natural resources outweigh the costs?”

Part 1 (10 days)	Part 1a (5 days)	Part 2 (10 days)	Part 2 a(5 days)	Part 3 (5 days)
<p><u>Content Objective:</u> Students will view <i>Energy, Arctic National Wildlife Refuge, Oil and Ice</i>, and read <i>To Drill or Not to Drill</i> to learn about the potential benefits and costs of drilling for oil in the Arctic National Wildlife Refuge(ANWR)</p> <p><u>Language Objective:</u> Students will collaboratively, with teacher, develop a summary organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> • Background overview (song, pictorial, video clip) • Pre-reading fluency • Set Purpose for reading • Text dependent questions • Graphic organizer • Language patterns • Student interaction 	<p><u>Content Objective:</u> Students will revisit texts to clarify their learning about the potential benefits and costs of drilling for oil in the Arctic National Wildlife Refuge(ANWR)</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the texts. Students will integrate evidence from text and video sources into their summaries.</p> <ul style="list-style-type: none"> • Language patterns • Text dependent questions • Student interaction • Writing/dictation • Chant 	<p><u>Content Objective:</u> Students will view <i>Our World’s Largest Rainforest: The Amazon</i> and <i>Amazon Gold Rush</i> and read <i>More Valuable than Gold</i> to learn about the potential benefits and costs of mining for gold in the Amazon River Valley</p> <p><u>Language Objective:</u> Students will collaboratively, with teacher, develop a summary organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> • Background overview (pictorial, video clip) • Pre-reading fluency • Set Purpose for reading • Text dependent questions • Graphic organizer • Language patterns • Student interaction 	<p><u>Content Objective:</u> Students will revisit texts to clarify their learning about the potential benefits and costs of mining for gold in the Amazon River Valley</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the texts. Students will integrate evidence from text and video sources into their summaries.</p> <ul style="list-style-type: none"> • Language patterns • Text dependent questions • Student interaction • Writing/dictation Chant 	<p>PERFORMANCE TASK</p> <p>Oral Expressive Task: Students will contribute to a class collaborative paragraph about summarizing the potential costs and benefits of extracting natural resource. They will also contribute to the revising and editing of the class collaborative paragraph.</p> <ul style="list-style-type: none"> • Student interaction • Language patterns <p>Written Expressive Task: Students will write an informative/explanatory essay that uses facts, definitions, and details to explain the potential benefits and costs of extracting natural resources and take a position on whether the benefits outweigh the costs</p> <ul style="list-style-type: none"> • Language patterns • Text dependent questions • Student interaction • Writing/dictation
<p>Content Vocabulary: crisis, endangered, estimate, fuel efficient, geologist, imports, independence, migration, preserve, sprawl, threatened, tundra remote, distant, clashing</p> <p>Target Grammatical Forms and Features: Key Ideas and Supporting Details:</p>		<p>Content Vocabulary: biodiversity, conservation, contaminates, deforestation, illegal, mercury, mining, ore, prospecting, rainforest, sluices, toxic</p> <p>Target Grammatical Forms and Features: Key Ideas and Supporting Details:</p>		<p>Target Grammatical Forms and Features</p> <p>Compare & Contrast: conjunctions, adjectives, comparative adjectives</p> <p>Drawing Conclusions/Taking a Position: Comparative adjectives, adverb clauses telling why</p>



PART 1 Instructional Sequence: *To Drill or Not to Drill*
Approximately 10 Days

BEFORE READING (3-4 days)

Day 1

- If the functional language is new to students, use Generic Instructional Sequence for **Main Idea and Key Details** to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for **Main Idea and Key Details** using familiar content.

Day 2

- **Show Slide 1.** Ask students the question, “What do you know about energy and where it comes from?” Have them think-write-pair-share and make a circle map with their ideas about energy and where it comes from.
- Show the video, **Energy** with the purpose: Watch to learn about why people need energy and where it comes from.
- Following the video, facilitate a conversation around the importance of energy and finding cleaner sources.

Day 3

- **Show Slide 2.** Assess and build background knowledge. Tell students, “We talked about energy yesterday. Oil is one source of energy that people use. What do you know about oil?” Have them think-write-pair-share and make a circle map with their ideas about oil.
- Show the video, **The Oil Spill** with the purpose: Watch to learn about the risks of drilling for oil in the ocean. Ask, “How does what you just watched relate to what you learned in **Energy**?”

Day 4

- **Show Slide 3.** Assess and build background knowledge. Show students where Alaska is on the North American map. Point out where the Arctic National Wildlife Refuge is. Point out how far away and isolated it is.
- Show the video **Arctic National Wildlife Refuge**. Tell students that they will be learning more about this area.

DURING READING (4-5 days)

Day 4-6

Show Slide 4. Set purpose for reading **To Drill or Not to Drill** “Read to find out about the benefits and costs of drilling for oil in the Arctic National Wildlife Refuge. Explain that there is a big debate about drilling for oil in the US or buying oil from other countries. Tell them that they will be reading texts and watching videos to gather information and make arguments about these ideas.

- Ask the text dependent questions in the Unit Planner
- Read and Ask Text-Dependent Questions
- Create and complete the cost/benefits matrix with information from the video as you watch to support comprehension of **Key Ideas and Supporting Details** in **To Drill or Not to Drill**.
- Teach vocabulary in context
- Teach language and grammar in context.
- Ask text dependent questions (below)
- Provide language patterns (below) to support student responses
- Facilitate collaborative conversations/student interaction

PART 1: Read to find out about the Arctic National Wildlife Refuge.

Pages 4-6:

- Purpose: Read to find out what the Arctic National Wildlife Refuge is and why it is important.
- Question(s): *What is the Arctic National Wildlife Refuge? How does it benefit the plants and animals that inhabit it? Why could it be in danger?*

Page 7

- Purpose: Read to find out about the history of American oil.
- Question(s): *Summarize what you read about American oil?*

Pages 8-9

- Purpose: Read to find out about oil in Alaska.
- Question(s): *Why do people want to drill for oil in Alaska?*

PART 2: Read/Listen to find out about oil in the Arctic National Wildlife Refuge (ANWR).

Pages 10-11

- Purpose: Read to find out about reasons to drill in ANWR.
- Question(s): *What are some reasons to drill for oil in ANWR?*

Pages 12-13

- Purpose: Read to find out about some potential impacts of drilling for oil in ANWR
- Question(s): *What did you learn about the potential impacts?*



**PART 1 Instructional Sequence: *To Drill or Not to Drill*
Approximately 10 Days (continued)**

Pages 14-16

- Purpose: Read to find out about reasons to drill in ANWR.
- Question(s): *What are some reasons to drill for oil in ANWR?*

PART 3: Read/Listen to find out about ANWR, why it is protected and why we need other solutions.

Pages 17-19

- Purpose: Read to find out about reasons to drill in ANWR.
- Question(s): *What are some reasons ANWR is so special and people want to keep it protected?*

Pages 20-23

- Purpose: Read to find out why we need solutions other than drilling for oil.
- Question(s): *What are some reasons to find other energy sources?*

Days 7-8

- **Set Purpose for viewing *Oil and Ice*: Watch to find out more about the risks of drilling in the ANWR.**
- Students will view the video and record notes on the video viewing guide or other graphic organizer.

AFTER READING/VIEWING: Expressive Task (oral) Days 9-10

ASK: "Think...What did you learn from *Arctic National Wildlife Refuge* (video), *Oil and Ice* (video) and *To Drill or Not to Drill* (text)

- Ask students: *What are the major points people cite in support of ANWR drilling? think-write-pair-share, What are the major points people cite in opposition to ANWR drilling? think-write-pair-share*
- Check for understanding. Listen for accurate use of content and functional language.
- Record student responses on summary organizer to illustrate and organize main points of the reading.

Language Patterns (key ideas and supporting details)

Emerging	Expanding	Bridging
<i>Sorts point into categories: support/opposition.</i>	<i>What are the major points people cite in support of ANWR drilling? What are the major points people cite in opposition to ANWR drilling?</i>	<i>What points to people cite in support and opposition to ANWR drilling?</i>



PART 1a Instructional Sequence: *To Drill or Not to Drill*
Approximately 5 Days

DURING READING

Days 1-2

Revisit *Arctic National Wildlife Refuge* (video), *Oil and Ice* (video) and *To Drill or Not to Drill* (text)

- Ask text dependent questions
- Have students complete graphic organizer (matrix) which will support comprehension (*key ideas and supporting details & drawing conclusions*)
- Provide language patterns to support students' responses
- Facilitate collaborative conversations/student interaction
- Teach/review vocabulary in context
- Teach/review language and grammar in context.

AFTER READING

Expressive Task (writing)

Days 3-5

WRITING: *Write an informative/explanatory that describes the arguments in support and opposition to ANWS drilling. Use details from the texts to explain which side you support and why.*



PART 2 Instructional Sequence: *More Valuable Than Gold*
Approximately 10 Days

BEFORE READING (2 days)

Day 1

- If additional support is necessary with the functional language, use Generic Instructional Sequence for **Main Idea and Key Details** to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for **Main Idea and Key Details** using familiar content.

Day 2

- **Show Slide 7.** Assess and build background knowledge. Tell students, “What do you know about the Amazon Rainforest?” Have them think-write-pair-share and make a circle map with their ideas about the Amazon Rainforest.
- Show the video, **Our World’s Largest Rainforest: The Amazon**, with the purpose: Watch to learn about the Amazon Rainforest.

DURING READING (4-5 days)

Day 4-6

- **Show Slide 8.** Set purpose for reading **More Valuable than Gold**. “Read to find out about the benefits and costs of mining for gold in the Amazon Rainforest.” Explain that there is a big debate about mining gold in the Amazon. Tell them that they will be reading texts and watching videos to gather information and make arguments about these ideas.
- Ask the text dependent questions in the Unit Planner
- Read and Ask Text-Dependent Questions
- Create and complete the cost/benefits matrix with information from the video as you watch to support comprehension of **Key Ideas and Supporting Details** in **More Valuable than Gold**.
- Teach vocabulary in context
- Teach language and grammar in context.
- Ask text dependent questions (below)
- Provide language patterns (below) to support student responses
- Facilitate collaborative conversations/student interaction

PART 1: Read to find out about the Amazon Rainforest.

Pages 3-5:

- Purpose: Read to find out what the Amazon Rainforest is like.
- Question(s): *What is the key idea of this section? What details support that idea?*

Pages 6-8

- Purpose: Read to find out how the Amazon Rainforest is being threatened.
- Question(s): *What are some of the ways the Amazon Rainforest is being threatened? Summarize what you read about these threats?*

Page 9

- Purpose: Read to find out why people want to mine for gold.
- Question(s): *Why do people want to mine for gold in the Amazon?*

PART 2: Read to find out about potential dangers of gold mining in the Amazon.

Pages 10-13

- Purpose: Read to find out about potential dangers of gold mining in the Amazon.
- Question(s): *How is gold mined in the amazon? What are some potential risks and hazards does the author identify?*

Pages 14-15

- Purpose: Read to find out how and why people are protecting the Amazon Rainforest.
- Question(s): *What did you learn about how and why people are protecting the rainforest?*

Days 7-8

- **Set Purpose for viewing *Amazon Gold Rush*: Watch to find out more about the risks of mining for gold in the Amazon.**
- Students will view the video and record notes on the video viewing guide or other graphic organizer.



Grade 4: English Language Development Planner

Designated ELD

PART 2 Instructional Sequence: *More Valuable Than Gold* Approximately 10 Days (continued)

AFTER READING/VIEWING: Expressive Task (oral) Days 9-10

ASK: "Think...What did you learn from *Our World's Largest Rainforest: The Amazon* (video), *Amazon Gold Rush* (video), and *More Valuable than Gold* (text)

- Ask students: *What reasons does the author give for not mining in the Amazon? What should governments do to protect the Amazon and respond to illegal mining?* **think-write-pair-share**
- Check for understanding. Listen for accurate use of content and functional language.
- Record student responses on summary organizer to illustrate and organize main points of the reading.

Language Patterns (key ideas and supporting details)

Emerging	Expanding	Bridging
<i>Sorts point into categories: support/opposition.</i>	<i>What are the major points the author cites as reasons people want to mine for gold in the Amazon? What are the major points the author cites in opposition?</i>	<i>What points does the author cite in support and opposition to gold mining in the Amazon?</i>



Grade 4: English Language Development Planner

Designated ELD 

PART 2a Instructional Sequence: *More Valuable Than Gold* *Approximately 5 Days*

DURING READING

Days 1-2

- Revisit *Our World's Largest Rainforest: The Amazon* (video), *Amazon Gold Rush* (video), and *More Valuable than Gold* (text) Ask text dependent questions
- Have students complete graphic organizer (tree map) which will support comprehension (*key ideas and supporting details*)
- Provide language patterns to support students' responses
- Facilitate collaborative conversations/student interaction
- Teach/review vocabulary in context
- Teach/review language and grammar in context.

AFTER READING

Expressive Task (writing)

Days 3-5

WRITING: Write an informative/explanatory that describes the arguments in support and opposition to gold mining in the Amazon. Use details from the texts to explain which side you support and why.



Grade 4: English Language Development Planner

Designated ELD 

PART 3 Performance Task: *To Drill or Not to Drill & Approximately 5 Days*

Day 1

- If the functional language is new to students, use Generic Instructional Sequence for *Comparing and Contrasting* to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for *Comparing and Contrasting* using familiar content.

Day 2

- Revisit key information in the ANWR drilling and Amazon gold mining texts. Reread, review, and discuss what students learned about important traits that made them successful in early aviation. Make a circle map for each. Ask questions from each of the previous oral expressive tasks.
- Facilitate collaborative conversations/student interaction

Day 3

- Using information from the circle maps from Day 1, elicit answers from students:
Compare mining and drilling in the ANWR and Amazon rainforest. How are they similar and how are they different?
- Complete graphic organizer/matrix which will support comprehension (describing/comparing and contrasting). Include information from the texts.
- Facilitate collaborative conversations/student interaction

Day 4

Performance Task (oral)

- Students will contribute to a class paragraph (shared-interactive writing) about how the similarities and differences in cost and benefits between drilling for oil in the ANWR and mining for gold in the Amazon. Students will also contribute to the revising and editing of the class paragraph.

Days 7-8

Performance Task (written)

ASK: *“Do the benefits of extracting natural resources outweigh the costs? Which side do you agree with the most? Why? Use evidence from the texts to support your opinion.”*

Write a paragraph that explains the potential benefits and costs of extracting natural resources. Which side do you agree with the most? Why? Use evidence from the texts to support your opinion.