

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.1; RI.3.1; SL.3.3 WIDA: 2 - 5 Reading Speaking	Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.			Ask and answer questions about informational or fictional text using information from text using a graphic organizer and/or word bank.	VU	Fiction, non-fiction
					LFC	Verbs and transitional phrases, formulate questions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer "who," Yes/No or either/or questions about the text with single words, phrases, or chunks of language.	Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer "WH-" questions about the text using simple phrases and simple sentences with key content based vocabulary.	Ask and answer questions about informational text and fiction from adapted text using simple sentences with key content based vocabulary	Ask and answer questions about informational text and fiction from approaching grade level text using complete sentences with some content based vocabulary.	Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary	
Learning Supports	Word Wall Template Partner Work L1 support Pictures/Photographs Gestures Graphic Organizer Word Bank	Word Wall Template Partner Work L1 support Sentence Frames Pictures/Photographs Graphic Organizer Word Bank	Word Wall Template Partner Work	Partner Work		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.2 WIDA: 2 Reading Speaking	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.		Retell from a variety of genres and identify the theme using a storyboard.		VU	Retell, characters, beginning, middle, end, moral
					LFC	Past tense verbs; perfect aspect
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Retell the elements of grade level stories and fables and identify the central message or moral in L1 and/or repeat key words from stories and fables and match single words with illustrations that identify the central message or moral.	Retell the elements of grade level stories and fables and identify the central message or moral in L1 and/or using phrases and key content based vocabulary. support of pictures and sentence frames.	Retell the elements of adapted stories and fables and identify the central message or moral using simple sentences and general and key content based vocabulary.	Retell the elements of approaching grade level stories and fables and identify the central message or moral using complete sentences and some content based vocabulary.	Retell the elements of grade level stories and fables and identify the central message or moral using detailed sentences of varying length and content based vocabulary.
Learning Supports		Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.2 WIDA: 2 Reading Speaking	Explain how key details in the text convey central message, lesson, or moral.			Explain how details convey the main idea, lesson or moral using a story map.	VU	Theme, details, explain
					LFC	Verb forms; conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Explain the moral or lesson of a grade level story in L1 and/or in an appropriately leveled text by identifying the theme of story by matching single words with pictures.	Explain the moral or lesson of a grade level story in L1 and/or in an appropriately leveled text by identifying the main idea in phrases with sentence frames.	Explain the moral or lesson of an adapted story by identifying the details in simple sentences with key content based vocabulary.	Explain how details convey the main idea, lesson or moral in an approaching grade level story in complete sentences with some content based vocabulary.	Explain how details convey the main idea, lesson or moral in a grade level story in detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Story Map Partner Work Sentence Frames Pictures/Photographs L1 support	Story Map Partner Work Sentence Frames Pictures/Photographs L1 support	Story Map Partner Work	Story Map		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.7 WIDA: 2 Reading Speaking Listening	Explain how different aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., to create mood).		Explain how the illustrations reflect the mood in a story using visuals.	VU	Illustration, mood	
				LFC	Subject-verb agreement	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Explain how the illustrations reflect the mood in a grade level story in L1 and/or identify single key words that reflect the mood of the illustrations in an appropriately leveled story read aloud.	Explain how the illustrations reflect the mood in a grade level story in L1 and/or an appropriately leveled story using phrases to match the pictures.	Explain how the illustrations reflect the mood in an adapted story using simple sentences and general and key content based vocabulary.	Explain how the illustrations reflect the mood in an approaching grade level story using complete sentences and some content based vocabulary.	Explain how the illustrations reflect the mood in a grade level story using detailed sentences of varying length and content based vocabulary.	
Learning Supports	Word Wall Partner Work L1 support Adapted text Visuals	Word Wall Partner Work L1 support Sentence Frames Adapted text Visuals	Word Wall Adapted text Visuals			

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
RI.3.2 WIDA: 2 Reading Speaking Listening	Identify the main idea of a text and recount key details.	Identify the main idea and supporting details of a text using a graphic organizer.	VU	Identify, main idea, details	
			LFC	Verb forms; declarative sentences, complex sentences, transitional phrases	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea and supporting details of a grade level text in L1 and/or an appropriately leveled text read aloud by viewing and pointing to illustrations and key words and/or answering choice questions.	Identify the main idea and supporting details of a grade level text in L1 and/or an appropriately leveled text read aloud in English by matching illustrations to key words and phrases.	Identify the main idea and supporting details of an adapted grade level text by answering orally in complete sentences with some content based vocabulary.	Identify the main idea and supporting details of an approaching grade level text by answering orally in complete sentences with some content based vocabulary.	Identify the main idea and supporting details of a grade level text by answering orally in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Graphic Organizer Word Wall Pictures/Photographs L1 support Gestures Choice Questions Illustrations/Diagrams/Drawings	Graphic Organizer Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.2 WIDA: 2 Reading Speaking	Provide an explanation of how key details support the main idea.			Explain the connection between the main idea and details using a graphic organizer.	VU	Explain, main idea, details
					LFC	Verb form; indicative verbs; declarative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Explain how key details support the main idea in L1 and/or identify main idea and key details by drawing a picture that represents the meaning of the story and matching key words with the illustrations.	Explain how key details support the main idea in L1 and/or identify key phrases about the details that support the main idea using appropriately leveled text read aloud.	Explain how key details support the main idea using adapted texts in simple sentences with key content based vocabulary.	Explain how key details support the main idea using approaching grade level texts in complete sentences with some content based vocabulary.	Explain how key details support the main idea using grade level texts in detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Graphic Organizer Triads or Small Groups Word Wall Model Pictures/Photographs L1 support Illustrations/Diagrams/Drawings	Graphic Organizer Triads or Small Groups Word Wall Model Pictures/Photographs L1 support	Graphic Organizer Triads or Small			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.3.3 a WIDA: 2 Reading Speaking	Identify and know the meaning of the most common grade-level prefixes and suffixes (e.g. un-, re-, dis-, -er, -ful, -ly)		Identify and know meaning of words containing affixes using an affix word wall/bank.		VU	prefix, suffix, un-, re-, dis-, -er, -ful, -ly
					LFC	Base Words; Prefixes; Suffixes
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and know the meaning of previously taught vocabulary words with added affixes.	Identify and know the meaning of previously taught vocabulary words with added affixes to complete a sentence frame.	Identify and know the meaning of previously taught vocabulary words with added affixes and complete simple sentences from adapted texts.	Identify and know the meaning of previously taught vocabulary words with added affixes in approaching grade level texts.	Identify and know meaning of new words containing affixes in grade level texts.	
Learning Supports	Word Wall Pictures/Photographs L1 support	Word Wall Pictures/Photographs Sentence Frames	Word Wall Adapted text			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.3.d WIDA: 2 Reading Speaking	Read grade-appropriate irregularly spelled words.			Read grade level irregularly spelled words with fluency and accuracy using a word wall/bank.	VU	Irregularly words; specific
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read irregularly spelled common words with fluency and accuracy.	Read irregularly spelled common words in phrases with fluency and accuracy.	Read irregularly spelled common words with fluency and accuracy in adapted or appropriate level texts.	Read irregularly spelled words with fluency and accuracy in texts which are approaching grade level.	Read grade level irregularly spelled words with fluency and accuracy.	
Learning Supports	Pictures/Photographs Word Wall L1 support	Pictures/Photographs Word Wall	Word Wall	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.3.d WIDA: 2 Reading Speaking	Read grade-appropriate irregularly spelled words.			Read grade level irregularly spelled words with fluency and accuracy using a word wall/bank.	VU	Irregularly words; specific to text
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read irregularly spelled common words with fluency and accuracy.	Read irregularly spelled common words in phrases with fluency and accuracy.	Read irregularly spelled common words with fluency and accuracy in adapted or appropriate level texts.	Read irregularly spelled words with fluency and accuracy in texts which are approaching grade level.	Read grade level irregularly spelled words with fluency and accuracy.	
Learning Supports	Pictures/Photographs Word Wall L1 support	Pictures/Photographs Word Wall	Word Wall	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.a WIDA: 2 Reading Speaking	Read grade-level text with purpose and understanding.			Read grade-level text with purpose and comprehension using a graphic organizer.	VU	Purpose; specific to text
					LFC	Sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.	
Learning Supports	Adapted Text L1 support Choice Questions Graphic Organizer Outlines Word Wall	Adapted Text L1 support Sentence Frames Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary			Use context to confirm and demonstrate oral reading skills by self-correcting when necessary using a checklist.	VU	Context clues, confirm, self-correct
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentences level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in an approaching grade level text by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.	
Learning Supports	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted text	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted Text	Guiding questions checklist Triads or Small Groups Adapted text	Guiding questions checklist		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary			Use context to confirm and demonstrate oral reading skills by self-correcting when necessary using a checklist.	VU	Context clues, confirm, self-correct
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentences level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in an approaching grade level text by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.	
Learning Supports	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted text	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted Text	Guiding questions checklist Triads or Small Groups Adapted text	Guiding questions checklist		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.1.a WIDA: 2 Writing	Produce an organized piece of writing that introduces a topic or text.			Produce an organized writing task that introduces a topic using a model.	VU	Opinion, introduction
					LFC	Transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce an organized writing task that introduces a topic in L1 and/or by drawing and writing corresponding single words.	Produce an organized writing task that introduces a topic in L1 and/or using or choosing phrases and key content based vocabulary.	Produce an organized writing assignment that introduces a topic using simple sentences and key content based vocabulary.	Produce an organized writing assignment that clearly introduces a topic using complete sentences and some content based vocabulary.	Produce an organized writing assignment that strongly introduces a topic using detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Model Word Wall Sentence Frames L1 support Pictures/Photographs	Model Word Wall Sentence Frames L1 support	Model Word Wall	Model		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.3.1.b WIDA: 2 Writing	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.		Produce an organized persuasive essay using an outline and a model essay.		VU	Opinion; evidence
					LFC	Complex sentences with transitional phrases
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion in L1and/or by drawing and writing corresponding single words in cloze sentences and/or choosing opinions and matching reasons.	Produce an organized persuasive task that states an opinion and provides reasons supporting the opinion in L1 and/or provide at least one reason supporting the opinion using phrases in sentence frames.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using simple sentences with key content based vocabulary.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using complete sentences with some content based vocabulary.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using detailed sentences of varying lengths with content based vocabulary.
Learning Supports		Outlines Model Word Wall L1 support Pictures/Photographs Word Strips	Outlines Model Word Wall L1 support Sentence Frames Pictures/Photographs	Outlines Model Word Wall	Outlines	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.1.d WIDA: 2 Writing	Produce an organized piece of writing that provides a concluding statement.		Produce an organized writing assignment that provides a concluding statement following a model.	VU	Conclusion	
				LFC	Declarative sentences with transitional phrases	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce an organized writing task that provides a concluding statement by using L1 and/or drawing and writing corresponding single words or choosing a concluding statement.	Produce an organized persuasive task that provides a concluding statement in L1 and/or complete a sentence frame with phrases and key content based vocabulary.	Produce an organized writing assignment that provides a concluding statement using simple sentences with key content based vocabulary	Produce an organized writing assignment that provides a concluding statement using complete sentences some content based grade level vocabulary.	Produce an organized writing assignment that provides a concluding statement using detailed sentences of varying lengths with content based grade level vocabulary.	
Learning Supports	Model of concluding sentence Word Wall L1 support Sentence strips with concluding sentences Pictures/Photographs	Model of concluding sentence Word Wall L1 support Sentence Frames Pictures/Photographs	Model of concluding sentence Word Wall	Model of concluding		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
W.3.1.c WIDA: 2 Writing	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Use linking words and phrases to connect opinions and reasons using transitional phrases following a template.	VU	Linking words; linking phrases	
			LFC	Sentences with transitional words	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use linking words and phrases to connect opinion and reasons by using L1 and/or drawing and writing or choosing corresponding single words.	Use linking words and phrases to connect opinion and reasons in L1 and/or by using phrases with key content based vocabulary to complete sentence frames.	Use linking words and phrases to connect opinion and reasons using simple related sentences with key content based vocabulary.	Use linking words and phrases to connect opinion and reasons using complete sentences and some content based vocabulary.	Use linking words and phrases to connect opinion and reasons using detailed sentences of varying lengths with appropriate grade level content based vocabulary.
Learning Supports	Template Word Wall Sentence Frames L1 support Illustrations/Diagrams/Drawings	Template Word Wall Sentence Frames L1 support	Template Word Wall	Template	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.c WIDA: 2 Writing	Use temporal words and phrases to establish a situation and introduce a narrator and/or character when writing a narrative.			Write a narrative story introducing a narrator or character using temporal words and phrases following a model shared story.	VU	Temporal words, narrator
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases to introduce narrator or character.	Write a narrative story using temporal words and phrases to introduce narrator or character using simple related sentences with key content based vocabulary.	Write a narrative story using temporal words and phrases to introduce narrator or character using and complete sentences and some content based vocabulary.	Write a narrative story using temporal words and phrases to introduce narrator or character using detailed sentences of varying lengths with content based grade level vocabulary.	
Learning Supports	Model shared story Word Wall Illustrations Diagrams/Drawings L1 support Sentence Frames	Model shared story Word Wall Visuals L1 support Sentence Frames	Model shared story Word Wall	Model shared story		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
W.3.3.c WIDA: 2 Writing	Use temporal words and phrases to establish a situation and introduce a narrator and/or character when writing a narrative.	Write a narrative story introducing a narrator or character using temporal words and phrases following a model shared story.	VU	Temporal words, narrator	
			LFC	Adverbs of time; relative clauses; transitional phrases	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases to introduce narrator or character.	Write a narrative story using temporal words and phrases to introduce narrator or character using simple related sentences with key content based vocabulary.	Write a narrative story using temporal words and phrases to introduce narrator or character using and complete sentences and some content based vocabulary.	Write a narrative story using temporal words and phrases to introduce narrator or character using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Model shared story Word Wall Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model shared story Word Wall Visuals L1 support Sentence Frames	Model shared story Word Wall	Model shared story	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.b WIDA: 2 Writing Speaking	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			Describe actions, thoughts, and feelings and use dialogue to develop experiences and events or show character responses in a narrative essay using a graphic organizer and/or character web.	VU	Dialogue, characters, quotations
					LFC	Using quotation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use key short phrases in sentence frames to complete a narrative.	Describe actions, thoughts and feelings and use dialogue to write a narrative using a series of related sentences with key content based vocabulary. Sentences may include errors which do not obscure meaning.	Describe actions, thoughts and feelings and use dialogue to write a narrative to develop experiences and events or to show characters' responses. Use complete sentences with some content based vocabulary.	Describe actions, thoughts and feelings and use dialogue to write a narrative to develop experiences and events or to show characters' responses to situations Use detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Graphic Organizer Web Shared writing Sentence Frames L1 support Pictures/Photographs Manipulatives	Graphic Organizer Web Shared writing Sentence Frames L1 support	Graphic Organizer Web Shared writing	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.d WIDA: 2 Writing	Provide a sense of closure to a written narrative based on real or imagined experiences or events		Write a closing for a narrative based on real or imaginary experiences or events using a shared model, and word bank (i.e. choose from suggested words such as: in summary, the character learned, the lesson learned, etc.)	VU	Closing, ending	
				LFC	Temporal words; transitional phrases	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, and key content based single words.	Write a closing for a narrative in L1 and/or complete a closing for a narrative using short phrases in sentence frames.	Write a closing for a narrative using a series of related sentences with key content based vocabulary.	Write a closing for a narrative with complete sentences and some content based grade level vocabulary.	Write a closing for a narrative in detailed sentences of varying lengths with content based grade level vocabulary.	
Learning Supports	Shared writing model Word Bank L1 support Pictures/Photographs Cloze sentences	Shared writing model Word Bank L1 support Sentence Frames	Shared writing model Word Wall Word Bank	Shared writing model		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.4 WIDA: 2 Writing	With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.			Write a narrative essay demonstrating development and organization appropriate to task and purpose using a graphic organizer.	VU	Narrative, task, purpose
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or complete a narrative essay using pictures/drawings and corresponding key single words	Write a narrative essay demonstrating development and organization in L1 and/or complete a narrative essay using phrases in sentence frames.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in simple, related sentences which may include errors but do not obscure meaning. Use key content based vocabulary.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of using complete sentences with some content based vocabulary.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of varying lengths with content based vocabulary	
Learning Supports	Graphic Organizer Shared writing Word Wall L1 support Illustrations Diagrams/Drawings Cloze sentences	Graphic Organizer Shared writing Word Wall L1 support Sentence Frames	Graphic Organizer Shared writing Word Wall	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.5 WIDA: 2 Writing	With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.				VU	Plan, prewrite, revise, edit, draft, rewrite
					LFC	Sentence structure, verb forms, subject-verb agreement, correlative conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process.	Write a composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using short phrases with key content based vocabulary in sentence frames.	Write a composition applying the steps of the writing process with simple, related sentences using language with errors but where meaning is retained and key content based vocabulary.	Write a composition applying the steps of the writing process with language approaching grade level peers in complete sentences with some content based vocabulary.	Write a composition applying the steps of the writing process with language comparable to peers with detailed sentences of varying lengths and content based vocabulary.	
Learning Supports	Graphic Organizer Template Word Wall Pictures/Photographs L1 support Cloze sentences	Graphic Organizer Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Template Word Wall	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.3.3 WIDA: 1-5 Speaking Listening	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		Ask questions about information from a speaker using notes. Answer questions offering elaboration and detail using a word wall and notes.	VU	Clarifying question words	
				LFC	Formulate questions, elaborated responses	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions, offering elaboration, in L1 and/or with single words and memorized routines in English.	Ask and answer questions, offering elaboration, in L1 and/or in short key content based phrases in English.	Ask and answer questions, offering elaboration, in simple sentences with general and some key content based vocabulary.	Ask and answer questions, offering elaboration, in complete sentences with some content based vocabulary.	Ask and answer questions, offering elaboration, in detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Outlines Model sentences Partner Work L1 support Pictures/Photographs Gestures	Outlines Model sentences Partner Work L1 support Pictures/Photographs	Outlines Model sentences Partner Work Triads or Small Groups	Partner Work Triads or Small Groups		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.1.a WIDA: 2 Reading Speaking	Explain the function of nouns and pronouns in general and their functions in particular sentences.			Explain the use of nouns and pronouns in general and how they are used in specific sentences using charts or model sentences.	VU	Nouns, pronouns, referents
					LFC	Use of referents
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify common pronouns and their referents from picture book read aloud and place them into categories of people, places or things.	Identify pronouns and their referents and in a sentence and place them into categories of people, places or things.	Explain the use of nouns and pronouns in general and in specific sentences orally in simple sentences with key content based vocabulary.	Explain the use of nouns and pronouns in general and how they are used in specific sentences orally in complete sentences with some content based vocabulary.	Explain the use of nouns and pronouns in general and how they are used in specific sentences orally in detailed sentences of varying lengths with content based vocabulary.	
Learning Supports	Noun/pronoun chart Model sentences Partner Work L1 support Pictures/Photographs Gestures	Noun/pronoun chart Model sentences Partner Work L1 support Pictures/Photographs	Noun/pronoun chart Model sentences Partner Work	Noun/pronoun chart		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.4.a WIDA: 2 Reading Speaking	Use sentence-level context clues to determine the meaning of a word or phrase.			Determine and clarify meaning of unknown words and phrases by using sentence level context clues, cognates and building schemata.	VU	Synonyms, antonyms, context
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine and clarify meaning of unknown high frequency words within appropriately leveled sentences.	Determine and clarify meaning of unknown high frequency words and phrases within appropriately leveled text.	Determine and clarify the meaning of unknown words or phrases within adapted text.	Determine and clarify the meaning of unknown words and phrases within an approaching grade level text.	Determine and clarify meaning of unknown words and phrases within grade 3 text.	
Learning Supports	Word Wall Teacher modeling L1 support Cognates Pictures/Photographs Gestures	Word Wall Teacher modeling L1 support Cognates Pictures/Photographs	Word Wall Partner Work			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.4.b WIDA: 2 Reading Speaking	Use knowledge of a known affix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).			Determine meaning of a new word formed when a known affix is added to a known word using a affix definition chart.	VU	Prefixes, suffix, affix, root/base words, parts of speech
					LFC	Combining meanings, identify parts of speech
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine meaning of a new word when a known affix is added to a known common word using appropriately leveled words.	Determine meaning of a new word when a known affix is added, using appropriately leveled phrases.	Determine meaning of a new word formed a known affix is added using an adapted text.	Determine meaning of a new word when a known affix is added, using an adapted grade 3 text.	Determine meaning of a new word formed when a known affix is added, using a grade 3 text.	
Learning Supports	Word Wall L1 support Pictures/Photographs Partner Work	Word Wall L1 support Pictures/Photographs Partner Work	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.4.b WIDA: 2 Reading Speaking	Use knowledge of a known affix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).			Determine meaning of a new word formed when a known affix is added to a known word using a affix definition chart.	VU	Prefixes, suffix, affix, root/base words, parts of speech
					LFC	Combining meanings, identify parts of speech
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine meaning of a new word when a known affix is added to a known common word using appropriately leveled words.	Determine meaning of a new word when a known affix is added, using appropriately leveled phrases.	Determine meaning of a new word formed a known affix is added using an adapted text.	Determine meaning of a new word when a known affix is added, using an adapted grade 3 text.	Determine meaning of a new word formed when a known affix is added, using a grade 3 text.	
Learning Supports	Word Wall L1 support Pictures/Photographs Partner Work	Word Wall L1 support Pictures/Photographs Partner Work	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.4.d WIDA: 2 -5 Reading Speaking	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			Determine or clarify the precise meaning of key words and phrases by using glossaries or beginning dictionaries, both print and digital, English and bilingual.	VU	Guide words, alphabetizing
					LFC	Dictionary genre sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine or clarify the precise meaning of key words in appropriately leveled text by using reference materials.	Determine or clarify the precise meaning of key content based words in appropriately leveled text by using reference materials.	Determine or clarify the precise meaning of key content based words from adapted text by using reference materials.	Determine or clarify the precise meaning of content based words by in an approaching grade level text by using reference materials	Determine or clarify the precise meaning of content based words in grade 3 level texts by using reference materials.	
Learning Supports	Bilingual Dictionary L1 support Pictures/Photographs Gestures	Bilingual Dictionary L1 support Pictures/Photographs	Bilingual Dictionary Partner Work	Bilingual Dictionary Partner Work	Bilingual Dictionary	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.3 WIDA ELDS: 2 Reading Speaking	Describe characters in a story (e.g., their traits, motivations, or feelings).			Describe characters in a story using a graphic organizer.	VU	Fiction, non-fiction; characters
					LFC	Nouns; pronouns; adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe characters in L1 and/or from an appropriately leveled text using single adjectives.	Describe characters in L1 and/or from an appropriately leveled text using adjective/noun phrases.	Describe characters from an adapted text in simple sentences with key content-based vocabulary.	Describe characters from a text within grade 2-3 complexity level in complete sentences with content-based vocabulary.	Describe characters from a grade level story in detailed, complex sentences with content-based vocabulary.	
Learning Supports	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Pictures	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Sentence frames	Graphic organizer Small group Adapted text Word wall Template	Graphic organizer Small group	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.3 WIDA ELDS: 2 Reading Speaking	Describe characters in a story (e.g., their traits, motivations, or feelings).			Describe characters in a story using a graphic organizer.	VU	Fiction, non-fiction; characters
					LFC	Nouns; pronouns; adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe characters in L1 and/or from an appropriately leveled text using single adjectives.	Describe characters in L1 and/or from an appropriately leveled text using adjective/noun phrases.	Describe characters from an adapted text in simple sentences with key content-based vocabulary.	Describe characters from a text within grade 2-3 complexity level in complete sentences with content-based vocabulary.	Describe characters from a grade level story in detailed, complex sentences with content-based vocabulary.	
Learning Supports	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Pictures	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Sentence frames	Graphic organizer Small group Adapted text Word wall	Graphic organizer Small group	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.3 WIDA ELDS: 2 Reading Speaking	Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.			Explain the connection between the character traits, motivations, and feelings and the sequence of events in a story using a graphic organizer.	VU	Fiction, non-fiction, trait, specific to text
					LFC	Verbs: future tense; conditional mode
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the connection between the character traits, motivations, and feelings and the sequence of events in L1 and/or appropriate leveled text using single words that represent ideas.	Explain the connection between the character traits, motivations, and feelings and the sequence of events in L1 and/or appropriate leveled text using phrases that represent key concepts.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from an adapted text in simple sentences with key content-based vocabulary.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from a grade 2-3 text complexity level in complete sentences with content-based vocabulary.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from a grade level text in complete, detailed sentences with content-based vocabulary.	
Learning Supports	Graphic organizer Small group Leveled text Word/picture wall L1 text and/or support Pictures Gestures	Graphic organizer Small group Appropriate leveled text Word/picture wall L1 text and/or support Sentence frames	Graphic organizer Small group Adapted text Word wall/bank	Graphic organizer Small group	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.6 RI.3.6 WIDA ELDS: 2 Reading Speaking	Distinguish reader’s point of view from that of narrator or characters.		Discuss the distinctions between reader’s point of view and the narrator or characters’ point of view using a template.		VU	
					LFC	Comparative adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view in L1 and/or state the distinctions from a leveled text using single words that represent key ideas.	the distinctions between the reader’s point of view and the narrator or characters’ point of view in L1 and/or state the distinctions from a leveled text in phrases that represent key concepts.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view from an adapted text using simple sentences and key content-based vocabulary.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view from a text within the grade 2-3 complexity level in complete sentences and content-based vocabulary.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view from grade level texts in complex, detailed sentences and content-based vocabulary.	
Learning Supports	Leveled text Word/picture wall Partner L1 text and/or support Cloze sentences Gestures Pictures	Leveled text Word wall/bank Partner L1 text and/or support Sentence frames Partner	Adapted text Word wall/bank Partner			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.3.3 WIDA ELDS: 2 Reading Speaking	Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.		Describe the steps in procedures in a text to indicate time and sequence using an outline.		VU	Sequence of events, setting
					LFC	Nouns; abstract nouns; pronouns; and adjectives
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe the steps of technical procedures in a text to indicate time and sequence in L1 and/or state the steps from an appropriately leveled text using pictures, and single words that represent key ideas.	Describe the steps in procedures in complete, complex sentences from a grade level nonfiction text to indicate time and sequence in L1 and/or s the steps in procedures from an appropriately leveled text using phrases/simple sentences.	Describe the steps in procedures in simple sentences from an adapted nonfiction text to indicate time and sequence	Describe the steps in procedures in complete sentences from a text within grade 2-3 complexity level nonfiction text to indicate time and sequence.	Describe the steps in procedures in complex, detailed sentences from a grade level nonfiction text to indicate time and sequence.
Learning Supports		Outline Appropriate leveled text Partner Word/picture wall L1 text and/or support Pictures	Outline Appropriate leveled text Partner Word/picture wall L1 text and/or support Sentence frames	Outline Adapted text Partner Word wall	Outline Word wall	Outline

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.3b WIDA ELDS: 2 Speaking Reading	Decode words with common Latin suffixes: Ex: -able, -ible, -ment, and -ation.		Decode words with common Latin suffixes using cognates and charts.	VU	Suffixes, root words	
				LFC	Sentences with suffixes	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode high frequency words with common Latin suffixes.	Decode common regularly spelled words with common Latin suffixes using cognates and charts.	Decode common words and some grade level words with common Latin suffixes	Decode grade-level words with common Latin suffixes.	Decode grade-level words with common Latin suffixes.	
Learning Supports	Cognates Suffix chart Pictures Partner	Cognates Suffix chart Pictures Partner	Partner Cognates Suffix chart			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.3.d WIDA: 2 Reading Speaking	Read grade-appropriate irregularly spelled words with accuracy and expression.		Read grade level irregularly spelled words with accuracy and expression using a word wall.	VU	Irregular	
				LFC	Simple sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read irregularly spelled high frequency words.	Read irregularly spelled common words in phrases with fluency and accuracy.	Read irregularly spelled common words with fluency and accuracy in adapted texts.	Read irregularly spelled words with fluency and accuracy in texts within the grade 2-3 complexity level.	Read grade-level irregularly spelled words with fluency and accuracy.	
Learning Supports	Pictures/Photographs Word Wall L1 support Leveled text	Pictures/Photographs Word Wall L1 support Leveled text	Word Wall Adapted text	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.b WIDA: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Read prose with fluency, accuracy and expression with a partner.			VU	Prose
					LFC	Prose sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read prose and poetry orally in L1 and/or single words from a leveled text.	Read prose and poetry orally in L1 and/or phrases from a leveled text with limited accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within the grades 2-3 complexity level.	Read grade level prose and poetry orally with fluency, accuracy and expression.	
Learning Supports	Illustrations/diagrams Drawings PartnerWork Appropriately leveled text L1 support Manipulatives	Illustrations/diagrams Drawings PartnerWork Appropriately leveled text L1 support Manipulatives	PartnerWork Adapted text	PartnerWork		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition, rereading as necessary.			Use context to confirm and demonstrate oral reading skills by self-correcting by rereading when necessary using a checklist.	VU	Context clues, confirm, reread, self-correct
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentences level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in an approaching grade level text by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.	
Learning Supports	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted text	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted Text	Guiding questions checklist Triads or Small Groups Adapted text	Guiding questions checklist		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.3.1.a WIDA ELDS: 2 Speaking Listening	Come to discussion prepared having read and studied required material.			Listen to and discuss previously read material using notes and graphic organizer.	VU	Discussion, notes
					LFC	Use transitional phrases which refer to read material
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words.	Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences.	Listen to and discuss previously read, appropriately-leveled text using simple sentences.	Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences.	Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Graphic organizer Notes Small group L1 text and/or support Choice questions Bilingual dictionary Picture dictionary	Graphic organizer Notes Small group L1 text and/or support Sentence frames Bilingual dictionary Picture dictionary	Graphic organizer Notes Small group Bilingual dictionary Picture dictionary	Graphic organizer Notes Small group	Notes Small group	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.3.1.b WIDA ELDS: 1, 2 Speaking Listening	Follow rules for discussion (e.g. gaining the floor in respectful ways, listening to others with speaking one at a time about the topics and texts under discussion).		Discuss by following the rules of discussion using conversation prompts and cues.		VU	Discussion
					LFC	Use sentences and nonverbal behaviors that demonstrate knowledge of discussion rules in the U.S.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Participate in a discussion in L1 and/or use single words that represent ideas.	Discuss by following the rules of discussion in L1 and/or use phrases and short sentences.	Discuss by following the rules of discussion and produce simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Discuss by following the rules of discussion and produce some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Discuss by following the rules of discussion and use multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Small group Conversational cue cards L1 text and/or support Partner Pictures Gestures	Small group Conversational cue cards L1 text and/or support Partner Sentence frames Pictures	Small group Conversational cue cards	Small group	Small group	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.3.1.c WIDA ELDS: 1,2 Speaking Listening	Ask appropriate questions to clarify understanding of information.		Ask questions to clarify understanding of information using a word bank.		VU	Clarify
					LFC	Questions with increasing specificity
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask questions to clarify understanding of information in L1 and/or use single words.	Ask questions to clarify understanding of information in L1 and/or use phrases and short sentences.	Ask questions to clarify understanding of information by producing simple sentences.	Ask questions to clarify understanding of information by producing some complex sentences that represent organized ideas.	Ask questions to clarify understanding of information by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Word/picture bank Partner Question prompts L1 text and/or support Gestures Pictures	Word/picture bank Partner Question prompts L1 text and/or support Sentence frames Pictures	Word bank Partner Question prompts	Word bank		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.3.1.c WIDA ELDS: 2 Speaking Listening	Stay on topic and link comments to the remarks of others.			When speaking, refer to previous student's comments and then add remarks using the conversational cue cards.	VU	Transitional phrases, comment
					LFC	Sentences with linking transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	When speaking, refer to previous student's comments using memorized transitional phrase in L1 and/or use single words.	When speaking, refer to previous student's comments using transitional phrases in L1 and/or use phrases and short sentences.	When speaking, refer to previous student's comments using transitional phrases in simple sentences.	When speaking, refer to previous student's comments using transitional phrases and some complex sentences.	When speaking, refer to previous student's comments using transitional phrases and multiple, complex sentences.	
Learning Supports	Word/picture wall L1 text and/or support Pictures Gestures Partner	Word/picture wall L1 text and/or support Sentence frames Word bank Partner	Word wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.3.1.d WIDA ELDS: 1-5 Speaking Listening	Explain their own ideas and understanding in light of the discussion.		Express personal ideas and understanding in a discussion using notes and a word wall.		VU	Personal ideas
					LFC	Sentences with phrases which express own opinion
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use single words.	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use phrases and short sentences.	Express multiple, related, personal ideas and understanding in a discussion on grade level topics using simple sentences.	Express organized personal ideas and understanding in a discussion on grade level topics using some complex sentences.	Express clear and coherent personal ideas and understanding in a discussion on grade level topics using multiple, complex sentences.	
Learning Supports	Notes Word/picture wall Small group Bilingual/picture dictionary L1 text and/or support Pictures Gestures	Notes Word/picture wall Small group Bilingual/picture dictionary L1 text and support Sentence frames	Notes Small group Word wall Bilingual dictionary	Notes Small group	Notes Small group	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2.a WIDA ELDS: 2 Writing	Include illustrations with writing when useful to aiding comprehension.				VU	Illustrations
					LFC	Verb forms; indicative verb; declarative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use illustrations to aid comprehension when writing in L1 and/or single words.	Use illustrations to aid comprehension when writing in L1 and/or in phrases and short sentences.	Use illustrations to aid comprehension when writing simple sentences.	Use illustrations to aid comprehension when writing complex sentences.	Use illustrations to aid comprehension when writing multiple, complex sentences.	
Learning Supports	Illustrations L1 text and/or support Partner Word/picture wall/bank Bilingual and English	Illustrations L1 text and/or support Partner Word/picture wall/bank Bilingual and English	Illustrations Word wall/bank Bilingual and English	Illustrations		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2.b WIDA ELDS: 2 Writing	Use facts, definitions, and details to help develop a topic within a piece of writing.			Develop a writing piece using facts, definitions, and details using word wall and reference materials.	VU	Facts, definitions, and details
					LFC	Sentences with references and contextual definitions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Begin to develop a writing piece using facts, definitions, and details in L1 and/or use single words.	Begin to develop a writing piece using facts, definitions, and details in L1 and/or use phrases and short sentences.	Develop multiple, related ideas in a writing piece using facts, definitions, and details by producing simple sentences.	Develop an organized writing piece using facts, definitions, and details by producing some complex sentences.	Develop a clear and coherent writing piece using facts, definitions, and details by producing multiple, complex sentences.	
Learning Supports	Word wall/bank L1 text and/or support Pictures Illustrations Dictated sentences	Word/picture wall/bank L1 text and/or support Sentence frames Illustrations Dictated sentences	Word wall/bank			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2.d W.3.3d WIDA ELDS: 2 Writing	Provide closure to a writing piece with a strong concluding statement or section.			Develop a strong closing to a writing piece using a graphic organizer and model closings.	VU	Closing, concluding statement
					LFC	Sentences with strong concluding statements
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop a strong closing to a writing piece in L1 and/or use single words and pictures.	Develop a strong closing to a writing piece in L1 and/or use phrases and short sentences.	Develop a closing to a writing piece by producing simple sentences.	Develop an organized closing to a writing piece by producing expanded and some complex sentences.	Develop a clear and coherent closing to a writing piece by using multiple, complex sentences.	
Learning Supports	Graphic organizer Word/picture wall/bank L1 text and/or support Pictures Dictated sentences	Graphic organizer Word/picture wall/bank L1 text and/or support Sentence frames Pictures Dictated sentences	Graphic organizer Word wall/bank	Graphic organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.				VU	Narrator, character, setting, plot
					LFC	Sentences with introductory features
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Create an introductory writing piece with characters, setting, and plot in L1 and/or use single words.	Create an introductory writing piece with characters, setting, and plot in L1 and/or use phrases and short sentences.	Create an introductory writing piece with characters, setting, and plot by producing simple sentences.	Create an organized introductory writing piece with characters, setting, and plot by producing some complex sentences.	Create a clear and coherent introductory writing piece with characters, setting, and plot by producing multiple, complex sentences.	
Learning Supports	Graphic organizer L1 text and/or support Pictures Word/picture wall/bank	Graphic organizer L1 text and/or support Sentence frames Word/picture wall/bank	Graphic organizer Word wall	Graphic organizer	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.			Produce a narrative with an organized sequence of events using a graphic organizer.	VU	First, second, etc., finally then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with an organized sequence of events in L1 and/or complete parts of a narrative with phrases and using drawings.	Produce a narrative with an organized sequence of events in simple, related sentences.	Produce an organized narrative with a sequence of events in complex sentences.	Produce a clear and coherent narrative with an organized sequence of events in detailed sentences of varying lengths.	
Learning Supports	Graphic Organizer Word/picture wall L1 support Illustrations/Diagrams Drawings	Graphic Organizer Word/picture wall L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.b WIDA: 2 Writing Speaking	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations.			Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a graphic organizer and/or character web.	VU	Dialogue, characters, quotations
					LFC	Using quotation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing some complex sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing multiple, complex sentences.	
Learning Supports	Character web Graphic Organizer Story map Shared writing Sentence Frames L1 support Pictures/Photographs Manipulatives	Character web Graphic Organizer Story map Shared writing Sentence Frames L1 support	Character web Graphic Organizer Story map Shared writing	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.c WIDA: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	Write a narrative story introducing a narrator or character using temporal words and phrases following a model shared story.			VU	Temporal words, narrator
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases.	Write a narrative story using temporal words and phrases to introduce narrator or character using simple related sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using and complete sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using detailed sentences of varying lengths.	
Learning Supports	Model shared story Word Wall Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model shared story Word Wall Visuals L1 support Sentence Frames	Model shared story Word Wall	Model shared story		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.	Write to demonstrate development and organization appropriate to task and purpose using a graphic organizer.	VU	Narrative, task, purpose	
			LFC	Complex sentences; increasing specificity of sentence structure	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or use pictures and drawings and corresponding key single words.	Write a narrative essay demonstrating development and organization in L1 and/or using phrases to complete sentence frames.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using complete sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of varying lengths.
Learning Supports	Graphic Organizer Shared writing Word Wall L1 support Illustrations/Diagrams/Drawings Cloze sentences	Graphic Organizer Shared writing Word Wall L1 support Sentence Frames	Graphic Organizer Shared writing Word Wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.10 WIDA ELDS: 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.			Write over extended timeframes about a variety of topics using word walls and graphic organizers.	VU	Portfolio
					LFC	Variety of sentence structures specific to task
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write over extended time frames about a variety of topics in L1 and/or use single words and drawings.	Write over extended time frames about a variety of topics in L1 and/or use phrases and short sentences.	Write over extended time frames about a variety of topics by producing simple sentences.	Write over extended time frames about a variety of topics by producing expanded and some complex sentences.	Write over extended time frames about a variety of topics by producing clear and coherent writing using multiple, complex sentences.	
Learning Supports	Graphic organizer Word/picture wall L1 text and/or support Pictures Drawings	Graphic organizer Word/picture wall L1 text and/or support Sentence frames	Graphic organizer Word wall	Graphic organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.10 WIDA ELDS: 2 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			Write over shorter time frames about a variety of topics using a word wall and graphic organizer.	VU	Journal
					LFC	Increasingly complex sentences with increasingly specific writing tasks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write over shorter time frame about a variety of topics in L1 and/or use single words.	Write over shorter time frame about a variety of topics in L1 and/or use phrases and short sentences.	Write over shorter time frame about a variety of topics by producing simple sentences..	Write over shorter time frame about a variety of topics by producing expanded and some complex sentences.	Write over shorter time frame about a variety of topics by producing clear and coherent writing using multiple, complex sentences.	
Learning Supports	Graphic organizer Word/picture wall L1 text and/or support Pictures Drawings	Graphic organizer Word/picture wall L1 text and/or support Sentence frames Pictures	Graphic organizer Word wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.1.e WIDA ELDS: 2 Speaking Writing	Form and use simple verb tenses (e.g., I walked; I walk; I will walk).			Form and use simple verb tenses using sentence frames.	VU	Verb tense
					LFC	Sentences with simple verb tenses
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Form and use simple verb tenses by using single words or drawings with high frequency words.	Form and use simple verb tenses by using common words, phrases and pictures.	Form and use simple verb tenses using simple related sentences.	Form and use simple verb tenses using complete sentences.	Form and use simple verb tenses using detailed sentences of varying length.	
Learning Supports	Verb Chart Word wall L1 text and/or support Pictures	Verb Chart Word wall L1 text and/or support Pictures Sentence frames	Verb Chart Word wall	Verb Chart		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.5.a WIDA ELDS: 2 Speaking Writing	Differentiate the literal and non-literal meanings of words and phrases in context (e.g., take steps).			Distinguish between literal and non-literal meanings of words and phrases in context using reference materials and drawings.	VU	Figurative expressions
					LFC	Sentences with idioms, collocations and figurative language
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Distinguish between literal and non-literal meanings of words and phrases in context in L1 and/or high frequency, common words.	Distinguish between literal and non-literal meanings of words and phrases in context in L1 and/or common, general words and phrases in appropriately leveled texts.	Distinguish between literal and non-literal meanings of words and phrases from adapted texts.	Distinguish between literal and non-literal meanings of words and phrases from texts within the grades 2-3 complexity level	Distinguish between literal and non-literal meanings of grade level words and phrases in context.	
Learning Supports	Reference materials Appropriately leveled text L1 text and/or support Pictures	Reference materials Appropriately leveled text L1 text and/or support Pictures	Reference materials Adapted text	Reference materials		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.2 WIDA ELDS: 2 Reading Speaking	Recount stories, including fables, folktales, and myths from diverse cultures.		Retell stories from a variety of genres using a Story Map and pictures.		VU	Retell, characters, beginning, middle, end
					LFC	Past tense verbs; perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell the elements of fables, folktales, and myths from diverse cultures in L1 and/or use pictures or drawings,	Retell the elements of fables, folktales, and myths from diverse cultures in L1 and/or use phrases or short sentences.	Retell the elements of adapted fables, folktales, and myths from diverse cultures in multiple, simple, related sentences.	Retell the elements of fables, folktales, and myths from diverse cultures within grade 2-3 complexity in expanded sentences with emerging complexity.	Retell the elements of grade-level fables, folktales, and myths from diverse cultures in multiple, complex sentences.	
Learning Supports	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template	Story Map		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language
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RL.3.2 WIDA ELDS: 2 Reading Speaking	Determine the central message, lesson, or moral of a text.		Identify the central message, lesson, or moral of a text using a Story Map, Word Wall and Template.		VU	Retell, characters, moral
					LFC	Past tense verbs; perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the central message, lesson, or moral of grade level stories in L1 and/or repeat high-frequency, content-related single words from stories and match words with Illustrations/diagrams/drawings.	Identify the central message, lesson, or moral of grade-level stories in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic patterns.	Identify the central message, lesson, or moral of adapted grade-level stories using key, content-based vocabulary in multiple, simple, related sentences.	Identify the central message, lesson, or moral of grade level stories using key, content-based vocabulary in expanded sentences with emerging complexity.	Identify the central message, lesson, or moral of grade-level stories using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.	
Learning Supports	Story Map Pictures/Photographs Template L1 support	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.2 WIDA ELDS: 2 Reading Speaking	Explain how the central message, lesson, or moral of a text is conveyed through key details in the text.		Explain the central message, lesson, or moral of a text using a Story Map, Word Wall and Partner work.		VU	Central message, lesson, moral
					LFC	Past tense verbs; perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Explain the central message, lesson, or moral of grade-level stories in L1 and/or use single words from stories and match words with Illustrations/diagrams/drawings.	Explain the central message, lesson, or moral of grade-level stories in L1 and/or using phrases and short sentences.	Explain the central message, lesson, or moral of grade level stories using multiple, simple, related sentences.	Explain the central message, lesson, or moral of grade level stories using expanded sentences with emerging complexity.	Explain the central message, lesson, or moral of grade-level stories using multiple, complex sentences.	
Learning Supports	Story Map Pictures/Photographs Template L1 support Word Wall Partner work	Story Map Pictures/Photographs Template Sentence Frames L1 support Word Wall Partner work	Story Map Pictures/Photographs Template Word Wall Partner work	Story Map		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text.		Determine the meaning of words as they are used in a text using Think Alouds and multiple resources.	VU	Resource	
				LFC	Definition genre	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine the meaning of words in a text using L1 support and/or single words from a leveled text.	Determine the meaning of words in a text using L1 and/or using general, content-based vocabulary phrases and short sentences from a leveled text.	Determine the meaning of words in a text using multiple, simple, related sentences.	Determine the meaning of words in a text using n expanded sentences with emerging complexity.	Determine the meaning of words in a text using multiple, complex sentences.	
Learning Supports	Think Alouds L1 support Pictures/Photographs	Think Alouds L1 support Pictures/Photographs Sentence Frames	Think Alouds	Think Alouds		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language
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RL.3.4 WIDA ELDS: 2 Reading Speaking	Distinguish literal from nonliteral language within Grade 3 text.		Determine literal from nonliteral language using a T-Charts and Word Wall		VU	Literal language, nonliteral language
					LFC	Comparative phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine literal from nonliteral language using L1 support, and Illustrations/diagrams/drawings.	Determine literal from nonliteral language using L1 and/or using phrases.	Determine literal from nonliteral language using simple sentences.	Determine literal from nonliteral language using complete sentences.	Determine literal from nonliteral language using detailed sentences.	
Learning Supports	T-Charts L1 support Pictures/Photographs Illustrations Diagrams/drawings Word/Picture Wall	T-Charts L1 support Pictures/Photographs Sentence Frames Illustrations Diagrams/drawings Word/Picture Wall	T-Charts Sentence starters Word Wall	T-Charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.5 WIDA ELDS: 2 Reading Speaking Writing	Refer to parts of stories, dramas, and poems when writing or speaking about a text.			Refer to parts of stories, dramas, and poems when writing or speaking about a text using a Story Map, Word Wall and Teacher Modeling	VU	Stories, dramas, poems
					LFC	Past tense verbs, perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use drawings, pictures and high-frequency words in phrases and memorized patterns.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use pictures in phrases and short sentences.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in multiple, simple, related sentences.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in expanded sentences with emerging complexity.	Refer to parts of stories, dramas, and poems when writing or speaking about a text using multiple, complex sentences.	
Learning Supports	Story Map Teacher Modeling Word/Picture Wall L1 support Illustrations Diagrams/drawings	Story Map Teacher Modeling Word/Picture Wall L1 support Illustrations Diagrams/drawings	Story Map Teacher Modeling Word Wall	Story Map		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.5 WIDA ELDS: 2 Reading Speaking Writing	Include terms such as chapter, scene, and stanza when writing or speaking about a text.			Include terms such as chapter, scene, and stanza when writing or speaking about a text using a Personal Dictionary and notes.	VU	Chapter, scene, stanza
					LFC	Past tense verbs, perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Include terms such as chapter, scene, and stanza when writing or speaking about a text in L1 and/or by using single words in phrase or memorized patterns from leveled texts.	Include terms such as chapter, scene, and stanza when writing or speaking about a text in L1 and/or by using phrases and short sentences from leveled texts.	Include terms such as chapter, scene, and stanza when writing or speaking about an adapted text in multiple, simple, related sentences.	Include terms such as chapter, scene, and stanza when writing or speaking about a text within grade 2-3 complexity band in expanded sentences.	Include terms such as chapter, scene, and stanza when writing or speaking about a grade-level text in multiple, complex sentences.	
Learning Supports	Personal Dictionary Word/Picture Wall L1 support Pictures	Personal Dictionary Word/Picture Wall L1 support Sentence Frames	Personal Dictionary Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.5 WIDA ELDS: 2 Reading Speaking	Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.		Describe how each chapter, scene, or stanza builds on earlier sections within a text using a Story Map, Outline and Word Wall.		VU	Chapter, scene, stanza
					LFC	Past tense verbs, perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe how each chapter, scene, and stanza builds on earlier sections within a text in L1 and/or by using single words in phrase and memorized patterns.	Describe how each chapter, scene, and stanza builds on earlier sections within a text in L1 and/or by using in phrases and short sentences.	Describe how each chapter, scene, and stanza builds on earlier sections within a text in multiple, simple, related sentences.	Describe how each chapter, scene, and stanza builds on earlier sections within a text in expanded sentences.	Describe how each chapter, scene, and stanza builds on earlier sections within a grade-level text by using precise, content-based vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Outline Word Wall L1 support Sentence Frames Visuals	Story Map Outline Word Wall L1 support Sentence Frames Visuals	Story Map Outline Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking Listening	Determine the main idea in informational grade 3 text.		Identify the main idea of a text using a graphic organizer, Word Wall and pictures.		VU	Identify, main idea
					LFC	Verb forms; declarative sentences, complex sentences, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the main idea of a grade-level text in L1 and/or in a leveled text read aloud.	Identify the main idea of a grade level text in L1 and/or in a leveled text read aloud in English using Illustrations/diagrams/drawings.	Identify the main idea of an adapted grade level text by answering orally in multiple, simple, related sentences.	Identify the main idea of an text within grade 2-3 complexity band by answering orally using in expanded sentences.	Identify the main idea of a grade-level text by answering orally in multiple, complex sentences.	
Learning Supports	Graphic Organizer Word/Picture Wall Pictures/Photographs L1 support Gestures Choice Questions	Graphic Organizer Word/Picture Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective		Academic Language	
RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking	Recount key details and explain how they support the main idea in an informational Grade 3 text.	Identify the key details and explain the connection to the main idea using a graphic organizer, Word Wall and Teacher Modeling.		VU	Identify, explain, main idea, details
				LFC	Verb form; indicative verbs; declarative sentences
				LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the key details and explain the connection to the main idea in L1 and/or use single words.	Identify the key details and explain the connection to the main idea in L1 and/or use phrases and short sentences.	Identify the key details and explain the connection to the main idea in multiple, simple, related sentences.	Identify the key details and explain the connection to the main idea in expanded sentences with emerging complexity.	Identify the key details and explain the connection to the main idea in multiple, complex sentences.
Learning Supports	Graphic Organizer Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Illustrations/diagrams/drawings/diagrams/drawings	Graphic Organizer Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Word Wall Teacher Modeling	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.3 WIDA ELDS: 2 - 5 Reading Speaking	Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.			Describe the cause/effect of historical events or scientific ideas using a graphic organizer, Word Wall and Role Play.	VU	Cause/effect, historical events, scientific ideas
					LFC	Nouns; abstract nouns; pronouns; and adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the cause/effect of historical events or scientific ideas in L1 and/or from a leveled text in phrases.	Describe the cause/effect of historical events or scientific ideas from in L1 and/or from a leveled text in phrases and short sentences.	Describe the cause/effect of historical events or scientific ideas from an adapted grade level text in multiple, simple, related sentences.	Describe the cause/effect of historical events or scientific ideas from a text within grade 2-3 complexity level in expanded sentences	Describe the cause/effect of historical events or scientific ideas from a grade level text in multiple, complex sentences.	
Learning Supports	Graphic Organizers Role Play Partner work Word/Picture Wall L1 text and/or support Pictures	Graphic Organizers Role Play Partner work Word/Picture Wall L1 text and/or support Sentence Frames	Graphic Organizers Role Play Partner work Word Wall	Graphic Organizers Role Play	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.		Identify the meaning of academic words and phrases in a text using multiple resources, small group and Visuals.		VU	Identify, definition
					LFC	Verb forms; definition genre
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the meaning of academic words and phrases in a text in L1 and/or draw a picture that represents the meaning of the word or phrase and matching key words with the Illustrations/diagrams/drawings.	Identify the meaning of academic words and phrases in a text in L1 and/or identify key phrases that support the meaning of the word or phrase using appropriately leveled text read aloud.	Identify the meaning of academic words and phrases in an adapted text using key, content-based vocabulary in multiple, simple, related sentences.	Identify the meaning of academic words and phrases in a text within grade2 – 3 complexity band using key, content-based vocabulary in expanded sentences with emerging complexity.	Identify the meaning of academic words and phrases in a grade level text using precise, content-based vocabulary in multiple, complex sentences.	
Learning Supports	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Illustrations Diagrams/drawings	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support	Triads or Small Groups Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			Identify the meaning of domain-specific words and phrases in a text using multiple resources, small group and Visuals.	VU	Identify, domain-specific words, phrases
					LFC	Verb forms; definition genre
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the meaning of domain-specific words and phrases in L1 and/or draw a picture.	Identify the meaning of domain-specific words and phrases in L1 and/or identify key phrases that support the meaning of the word or phrase using leveled text read aloud.	Identify the meaning of domain-specific words and phrases in an adapted text in multiple, simple, related sentences.	Identify the meaning of domain-specific words and phrases in a text within grade 2 – 3 complexity band in expanded sentences	Identify the meaning of domain-specific words and phrases in a grade-level text in multiple, complex sentences.	
Learning Supports	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Illustrations Diagrams/drawings Cognates	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Cognates	Triads or Small Groups Word Wall Cognates	Cognates		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.5 WIDA ELDS: 2-5 Reading Listening	Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.			Locate information in a text using text features and following oral directions with the support of a Word Wall and charts.	VU	Text features
					LFC	Declarative sentences, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Locate information in a text using text features and following oral directions in L1 and/or in phrases and memorized patterns.	Locate information in a text using text features and following oral directions in L1 and/or in phrases and short sentences.	Locate information in a text using text features and following oral directions in multiple, simple, related sentences.	Locate information in a text using text features and following oral directions in expanded sentences.	Locate information in a text using text features and following oral directions in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Visuals L1 support	Word/Picture Wall L1 support	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.5 WIDA ELDS: 2-5 Reading Listening	Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				VU	Search tools, relevant, key words, sidebars, hyperlinks
					LFC	Declarative sentences, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use search tools to locate relevant information from texts by following oral directions in L1 and/or using pictures in phrases and memorized patterns.	Use search tools to locate relevant information from texts by following oral directions in L1 and/or using pictures and oral directions in phrases and short sentences.	Use search tools to locate relevant information from adapted texts by following oral directions v in multiple, simple, related sentences.	Use search tools to locate relevant information from texts within grade 2-3 complexity band by following oral directions in expanded sentences.	Use search tools to locate relevant information from grade level texts by following oral directions in multiple, complex sentences.	
Learning Supports	Technology and Technological Resources Teacher Modeling Word/Picture Wall L1 support	Technology and Technological Resources Teacher Modeling Word/Picture Wall L1 support	Technology and Technological Resources Teacher Modeling Word Wall	Technology and Technological Resources Teacher Modeling		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.3.3.c WIDA ELDS: 2 Reading Speaking	Decode multi-syllable words.		Decode multi-syllable words using Word Wall, charts and Teacher Modeling.		VU	Decode, syllable, multi-syllable
					LFC	Nouns, adjectives, and adverbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode multi-syllable words in L1 and/or high-frequency, multi-syllable, content-related words from leveled text.	Decode multi-syllable words in L1 and/or common, multi-syllable, content-based words from leveled texts.	Decode key, multi-syllable k, content-based words from adapted texts.	Decode key, multi-syllable, content-based words from texts within grades 2 – 3 complexity band.	Decode multi-syllable, content-based words from grade-level texts.	
Learning Supports	Word/Picture Wall Teacher Modeling L1 support	Word/Picture Wall Teacher Modeling L1 support	Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.3.3.d WIDA ELDS: 2 Reading Speaking	Read grade-appropriate, irregularly-spelled words with accuracy and expression.		Read grade level irregularly spelled words with accuracy and expression using a Word Wall, pictures and flash cards.		VU	Irregular
					LFC	Prosody (stress and expression) when reading sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read high-frequency, irregularly-spelled, content-related words from leveled texts with accuracy and expression.	Read irregularly-spelled, common, content-based words in phrases from leveled texts with accuracy and expressions.	Read irregularly-spelled, key, content-based words from adapted texts with accuracy and expression.	Read irregularly-spelled, content-based words from texts within the grade 2-3 complexity band with accuracy and expression.	Read irregularly spelled, content-based words in grade-level texts with accuracy and expression.	
Learning Supports	Pictures/Photographs Flash cards Word/Picture Wall L1 support	Pictures/Photographs Flash cards Word/Picture Wall L1 support	Word Wall Flash cards	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.			Read grade-level text and orally explain the purpose and demonstrate understanding using a Graphic Organizers and pictures.	VU	Purpose
					LFC	Sentence structure related to level of text
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using single words.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using short sentences.	Read adapted texts and orally explain the purpose and demonstrate comprehension in multiple, simple, related sentences.	Read texts within the grade 2-3 complexity band and orally explain the purpose and demonstrate comprehension in expanded sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension in multiple, complex sentences.	
Learning Supports	L1 support Choice Questions Graphic Organizers Word/Picture Wall	L1 support Sentence Frames Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		Read prose with fluency, accuracy and expression with a Partner work and Technology and Technological Resources.	VU	Prose	
				LFC	Prose sentence structure	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read prose and poetry orally in L1 and/or high-frequency, known single words from a leveled text.	Read prose and poetry orally in L1 and/or common and known phrases from a leveled text with limited accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within the grades 2-3 complexity level.	Read grade-level prose and poetry orally with fluency, accuracy and expression.	
Learning Supports	Illustrations Diagrams/drawings Drawings Partner work L1 support Manipulatives	Illustrations Diagrams/drawings Drawings Partner work L1 support Manipulatives	Partner work	Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.c WIDA ELDS: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			Use context to confirm and demonstrate oral reading skills by self-correcting by rereading when necessary using a checklist and Think Alouds.	VU	Context clues, confirm, reread, self-correct
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency words in a controlled text.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from a leveled text.	Use context to confirm the meaning of unknown content based words in an adapted text.	Use context to confirm the meaning of unknown content based words in an approaching grade level text..	Use context to confirm the meaning of unknown words in a grade level text.	
Learning Supports	Checklist for guiding questions Think Alouds Guided group with teacher L1 support Pictures/Photographs	Checklist for guiding questions Think Alouds Guided group with teacher L1 support Pictures/Photographs	Checklist for guiding questions Think Alouds Triads or Small Groups	Checklist for guiding questions Triads or Small Groups		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2.b WIDA ELDS: 2 Writing	Use facts, definitions, and details to help develop a topic within a piece of writing.			Develop a writing piece using facts, definitions, and details using a Graphic Organizers, Word Wall and Shared Writing.	VU	Facts, definitions, and details
					LFC	Sentences with references and contextual definitions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece using high-frequency, content-related single words.	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece in phrases and short sentences	Develop multiple, related ideas in a writing piece using facts, definitions, and details in multiple, simple sentences.	Develop an organized writing piece using facts, definitions, and details in expanded sentences with emerging complexity.	Develop a clear and coherent writing piece using facts, definitions, and details in multiple, complex sentences.	
Learning Supports	Shared Writing Word/Picture Wall L1 text and/or support Pictures Illustrations Diagrams/drawings Cloze sentences	Shared Writing Word/Picture Wall L1 text and/or support Sentence Frames Illustrations Diagrams/drawings	Shared Writing Word Wall Ref	Shared Writing	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2.c WIDA ELDS: 2 Writing	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		Organize ideas within categories of information applying linking words and phrases using phrase walls and Template.	VU	Linking words	
				LFC	Sentences with transitional words and phrases	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Organize ideas within categories of information by applying linking words and phrases in L1 and/or, single words.	Organize ideas within categories of information by applying linking words and phrases, L1 and/or using phrases and short sentences.	Organize multiple, related ideas within categories of information by applying linking words and phrases in a writing piece using multiple, simple sentences.	Organize ideas within categories of information by applying linking words and phrases by producing expanded sentences.	Organize ideas within categories of information by applying linking words and phrases using multiple, complex sentences.	
Learning Supports	Phrase wall L1 text and/or support Pictures	Phrase wall L1 text and/or support Pictures Sentence Frames	Phrase wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2.d W.3.3d WIDA ELDS: 2 Writing	Provide closure to a writing piece with a strong concluding statement or section.			Develop a strong closing to a writing piece using a Graphic Organizers and model closings.	VU	Closing, concluding statement
					LFC	Sentences with strong concluding statements
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop a strong closing to a writing piece in L1 and/or use single words.	Develop a strong closing to a writing piece in L1 and/or use short sentences	Develop a closing to a writing piece in multiple, simple, related sentences	Develop an organized closing to a writing piece in expanded sentences with emerging complexity.	Develop a clear and coherent closing to a writing piece by using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.	
Learning Supports	Graphic Organizers Word/Picture Wall L1 text and/or support Pictures Dictated sentences	Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frames Pictures Dictated sentences	Graphic Organizers Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.b WIDA ELDS: 2 Writing Speaking	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a Story Map, character web and Shared Writing.	VU	Dialogue, characters, quotations
					LFC	Using quotation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key, single words	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use phrases and short sentences	Describe actions, thoughts and feelings and use dialogue to show characters' responses in a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses in expanded sentences with emerging complexity.	Describe actions, thoughts and feelings and use dialogue to show characters' responses in multiple, complex sentences.	
Learning Supports	Character web Story Map Shared Writing L1 support Pictures/Photographs Role Play Cloze sentences	Character web Story Map Shared Writing Sentence Frames L1 support Role Play	Character web Story Map Shared Writing Role Play	Story map Shared Writing		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using appropriate grade 3 organizational structures to produce writing for a specific task and purpose.				VU	Narrative, task, purpose
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or use pictures, drawings and corresponding key, single words in phrases or memorized patterns.	Write a narrative essay demonstrating development and organization in L1 and/or using phrases and short sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in a series of simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using expanded sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in multiple, complex sentences.	
Learning Supports	Graphic Organizers Shared Writing Word/Picture Wall L1 support Illustrations Diagrams/Drawings Cloze sentences	Graphic Organizers Shared Writing Word/Picture Wall L1 support Sentence Frames	Graphic Organizers Shared Writing Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Develop and strengthen writing by applying the steps of the writing process (planning, revising, and editing) using a Graphic Organizers, Template and Teacher Modeling.			VU	Plan, prewrite, revise, edit, draft, rewrite
					LFC	Sentence structure, verb forms, subject-verb agreement, correlative conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use drawings and key, grade-level single words in phrases and memorized patterns.	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use phrases and short sentences	Develop and strengthen writing by applying the steps of the writing process using in a series of multiple, simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process in expanded sentences with emerging complexity.	Develop and strengthen writing by applying the steps of the writing process in multiple, complex sentences.	
Learning Supports	Graphic Organizers Teacher Modeling Template Word Wall Pictures/Photographs Drawings L1 support Cloze sentences	Graphic Organizers Teacher Modeling Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizers Teacher Modeling Template Word Wall	Graphic Organizers Teacher Modeling	Teacher Modeling	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.6 WIDA ELDS: 2 Writing	With guidance and support from adults, use Technology and Technological Resources to produce and publish writing (using keyboarding skills).				VU	Publish
					LFC	Sentence structure, verb forms, subject-verb agreement, correlative conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce and publish writing with the use of Technology and Technological Resources in L1 and/or use single words and drawings.	Produce and publish writing with the use of Technology and Technological Resources in L1 and/or use phrases and short sentences.	Produce and publish writing with the use of Technology and Technological Resources using simple, related sentences.	Produce and publish writing with the use of Technology and Technological Resources producing some complex sentences.	Produce and publish writing with the use of Technology and Technological Resources using multiple, complex sentences.	
Learning Supports	Graphic Organizers Template Word Wall Pictures/Photographs Drawings L1 support	Graphic Organizers Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizers Template Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.7 WIDA ELDS: 2 Writing	Conduct short research projects that build knowledge about a topic when writing.		Conduct a short research project that builds knowledge about a topic using Technology and Technological Resources, notes and Teacher Support.	VU	Research	
				LFC	Complex sentences; increasing specificity of sentence structure	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Conduct a short research project about a topic in L1 and/or use pictures, drawings and corresponding key, single words in phrases.	Conduct a short research project about a topic in L1 and/or using Visuals in phrases and short sentences.	Conduct a short research project about a topic using a series of multiple, simple, related sentences.	Conduct a short research project about a topic in expanded sentences.	Conduct a short research project about a topic in multiple, complex sentences.	
Learning Supports	Technology and Technological Resources Teacher Support Word/Picture Wall L1 support Illustrations/diagrams/drawings/diagrams/drawings	Technology and Technological Resources Teacher Support Word/Picture Wall L1 support Sentence Frames	Technology and Technological Resources Teacher Support Word Wall	Technology and Technological Resources Teacher Support		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.8 WIDA ELDS: 2 Writing	Recall information from experiences or gather information from print and digital sources when writing.		Recall information from experiences or gather information from print and digital sources when writing using notes, Shared Writing and Technology and Technological Resources.	VU	Recall, gather, print sources, digital sources	
				LFC	Complex sentences; increasing specificity of sentence structure	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Recall information from experiences or gather information from print and digital sources when writing in L1. and/or use single words.	Recall information from experiences or gather information from print and digital sources when writing in L1 and/or use phrases and short sentences.	Recall information from experiences or gather information from print and digital sources when writing in a series of multiple, simple, related sentences.	Recall information from experiences or gather information from print and digital sources when writing in expanded sentences with emerging complexity.	Recall information from experiences or gather information from print and digital sources when writing in multiple, complex sentences.	
Learning Supports	Technology and Technological Resources Shared Writing Word/Picture Wall L1 support Illustrations Diagrams/drawings	Technology and Technological Resources Shared Writing Word/Picture Wall L1 support Sentence Frames	Technology and Technological Resources Shared Writing Word Wall	Technology and Technological Resources		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.8 WIDA ELDS: 2 Writing	Take brief notes on sources and sort evidence into provided categories in a writing piece.		Write brief notes on sources and sort evidence into provided categories in a writing piece using foldables, Shared Writing and Technology and Technological Resources.	VU	Notes, sort, evidence, categories	
				LFC	Complex sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write brief notes on sources and sort evidence into provided categories using in L1 and/or in phrase .	Write brief notes on sources and sort evidence into provided categories in L1 and/or phrases and short sentences.	Write brief notes on sources and sort evidence into provided in a series of multiple, simple, related sentences.	Write brief notes on sources and sort evidence into provided categories in expanded sentences.	Write brief notes on sources and sort evidence into provided categories using in multiple, complex sentences.	
Learning Supports	Word/Picture Wall L1 support Illustrations/diagrams/drawings/Diagrams/Drawings	Word/Picture Wall L1 support Sentence Frames	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
SL.3.2 WIDA ELDS: 2-5 Listening Speaking	Determine the main ideas and supporting details of a text or of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the main idea and supporting details of text presented visually, quantitatively, and orally using a Graphic Organizers, Think Alouds and Word Wall.	VU	Identify, explain, main idea, details	
			LFC	Verb form; indicative verbs; declarative sentences	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea and supporting details of text presented visually, quantitatively, and orally in L1 and/or from a leveled text using single words.	Identify the main idea and supporting details of text presented visually, quantitatively, and orally in L1 and/or from leveled text, in phrases or short sentences.	Identify the main idea and supporting details of adapted grade-level text presented visually, quantitatively, and orally in multiple, simple, related sentences.	Identify the main idea and supporting details of text within grade 2-3 complexity band, presented visually, quantitatively, and orally in expanded and some complex sentences.	Identify the main idea and supporting details of grade-level text presented visually, quantitatively, and orally in multiple, complex sentences.
Learning Supports	Graphic Organizers Think Alouds Word/Picture Wall Pictures/Photographs L1 support Illustrations/diagrams/drawings/diagrams/drawings	Graphic Organizers Think Alouds Word/Picture Wall Pictures/Photographs L1 support	Graphic Organizers Think Alouds Word Wall	Think Alouds Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.3.4 WIDA ELDS: 2-5 Listening Speaking	Report on a topic or text, tell a story, or recount an experience.			Tell a story or recount an experience using a Graphic Organizers, Word Wall and sentence starters.	VU	First, second, finally, then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Tell a story or recount an experience in L1 and/or draw the sequence of events or put Illustrations, diagrams, drawings in proper sequences with corresponding single words in phrases.	Tell a story or recount an experience in L1 and/or use pictures and key, grade-level vocabulary in phrases and short sentences.	Tell a story or recount an experience using key, content-based, grade-level vocabulary in a series of multiple, simple, related sentences.	Tell a story or recount an experience using key, content-based, grade-level vocabulary in expanded and some complex sentences.	Tell a story or recount an experience using precise, content-based, grade level vocabulary in multiple, complex sentences.	
Learning Supports						

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.3.4 WIDA ELDS: 2-5 Listening Speaking	Use appropriate facts, descriptive details when reporting on a topic or text, telling a story, or recounting an experience.		Tell a story or recount an experience using facts and descriptive details using a Graphic Organizers, Word Wall and Teacher Modeling.		VU	First, second, finally, then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Tell a story or recount an experience using descriptive details in L1 and/or draw the sequence of events or put Illustrations, diagrams/drawings in proper sequences using single words in phrases.	Tell a story or recount an experience using facts and descriptive details in L1 or phrases and short sentences.	Tell a story or recount an experience using facts and descriptive details in a series of multiple, simple, related sentences.	Tell a story or recount an experience using facts and descriptive details in expanded and some complex sentences.	Tell a story or recount an experience using facts and descriptive details in multiple and complex sentences.	
Learning Supports	Graphic Organizers Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings	Graphic Organizers Teacher Modeling Word/Picture Wall Sentence Frames L1 support	Graphic Organizers Teacher Modeling Word Wall	Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.3.4 WIDA ELDS: 2-5 Listening Speaking	Speak clearly at an understandable pace when reporting on a topic or text, telling a story, or recounting an experience.		Speak clearly to tell a story or recount an experience using a Graphic Organizers, recording devices and a Partner work.		VU	First, second, finally, then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Speak clearly to tell a story or recount an experience in L1 and/or draw the sequence of events or put Illustrations/diagrams/drawings in proper sequences single words in phrases.	Speak clearly to tell a story or recount an experience in L1 and/or use Visuals in phrases and short sentences.	Speak clearly to tell a story or recount an experience using a series of simple, related sentences.	Speak clearly to tell a story or recount an experience using expanded and some complex sentences.	Speak clearly to tell a story or recount an experience using multiple and complex sentences of varying lengths and structures.	
Learning Supports	Graphic Organizers Recording devices Word/Picture Wall L1 support Illustrations/diagrams/drawings Partner work	Graphic Organizers Recording devices Word/Picture Wall Sentence Frames L1 support Partner work	Graphic Organizers Recording devices Word Wall Partner work	Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.2b WIDA ELDS: 2 Writing	Use commas in addresses when writing.		Use commas in addresses when writing using charts and a model.	VU	Comma, heading, body, closing	
				LFC	Complex sentences; increasing specificity of sentence structure	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Use commas in addresses when writing a letter using key, content-based vocabulary in a series of simple, related sentences.	Use commas in addresses when writing a letter using key, grade-level vocabulary in expanded and some complex sentences.	Use commas in addresses when writing a letter using grade-level vocabulary in multiple, complex sentences.	
Learning Supports	Word/Picture Wall L1 support	Word/Picture Wall L1 support	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
L.3.3.a CCSS: WIDA ELDS: 2 Reading Listening Speaking	Choose words and phrases for effect.*	Choose words and phrases for effect using multiple resources and Teacher Modeling.	VU	Phrases, effect	
			LFC	Complex sentences; increasing specificity of sentence structure	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Choose words and phrases for effect in L1 and/or use drawings or single words in phrases.	Choose words and phrases for effect in L1 and/or use phrases and short sentences.	Choose words and phrases for effect using a series of simple, related sentences.	Choose words and phrases for effect using expanded and some complex sentences.	Choose words and phrases for effect using multiple and complex sentences of varying lengths and structures.
Learning Supports	Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings	Teacher Modeling Word/Picture Wall Sentence Frames L1 support	Teacher Modeling Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.3.3.b WIDA ELDS: WIDA ELDS: 2 Writing Listening Speaking	Recognize and observe differences between the conventions of spoken and written standard English.		Identify the difference between the conventions of spoken and written standard using charts and a Partner work.		VU	Conventions, spoken, written
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the difference between the conventions of spoken and written standard in L1 and/or identify the difference using single words in phrase citations.	Identify the difference between the conventions of spoken and written standard in L1 and/or use Visuals phrases and short sentences.	Identify the difference between the conventions of spoken and written standard a series of simple, related sentences.	Identify the difference between the conventions of spoken and written standard using expanded and some complex sentences.	Identify the difference between the conventions of spoken and written standard English using multiple, complex sentences.	
Learning Supports	Charts Partner work Word/Picture Wall L1 support Illustrations/diagrams/drawings	Charts Partner work Word/Picture Wall Sentence Frames L1 support	Charts Word Wall Partner work	Charts		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
L.3.5b CCSS: WIDA ELDS: 2 Writing Speaking	Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).	Identify real life connections between words and their use using a T-Charts and Word Wall.	VU	Identify, real life, connections	
			LFC	Complex sentences; increasing specificity of sentence structure	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify real life connections between words and their use in L1 and/or draw pictures or use single words in phrases.	Identify real life connections between words and their use in L1 and/or use Visuals in phrases and short sentences.	Identify real life connections between words in a series of simple, related sentences.	Identify real life connections between words and their use using expanded and some complex sentences.	Identify real life connections between words and their use using multiple, complex sentences of varying lengths and structures.
Learning Supports	T-Charts Word/Picture Wall L1 support Illustrations/diagrams/drawings	T-Charts Word/Picture Wall Sentence Frames L1 support	T-Charts Word Wall	T-Charts	T-Charts

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.3 WIDA ELDS: 2 Reading Speaking	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		Describe and explain the characters and the connection between the character traits, motivations, and feelings to the sequence of events in a story using a graphic organizer		VU	Fiction, non-fiction; characters, trait; content-based, grade-level vocabulary
					LFC	Nouns; pronouns; adjectives; verbs: future tense; conditional mode
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe characters and identify the connection between the character’s actions and the sequence of events in L1 and/or using gestures, Pictures and selected, illustrated single words.	Describe characters and explain the connection between the character’s actions and the sequence of events in L1 and/or use adjective/noun phrases to match to Pictures.	Describe characters and explain the connection between the character’s actions and the sequence of events using key vocabulary in a series of simple sentences.	Describe characters and explain the connection between the character’s actions and the sequence of events using key vocabulary in expanded and some complex sentences.	Describe characters and explain the connection between the character’s actions and the sequence of events using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic organizer Small group Word/Picture Wall L1 text and/or support Pictures	Graphic organizer Small group Word/Picture Wall L1 text and/or support Sentence frames	Graphic organizer Small group Word Wall	Graphic organizer Small group	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.6; RI.3.6 WIDA ELDS: 2 Reading Speaking	Distinguish reader's point of view from that of author, narrator or characters.			Discuss the distinctions between reader's point of view and the narrator or characters' point of view using a Template and Think -alouds.	VU	VU: Point of view, narrator, character
					LFC	Comparative adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view in L1 and/or state the distinctions from a leveled text using Pictures, gestures and selected, illustrated single words in key phrases.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view in L1 and/or state the distinctions from a leveled text using selected vocabulary in key phrases.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view using key vocabulary in a series of simple, related sentences.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view using key vocabulary in expanded sentences with emerging complexity.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view using precise vocabulary in multiple, complex sentences.	
Learning Supports	Think -aloud Word/Picture Wall Partner L1 text and/or support Gestures Pictures	Think -aloud Word/Picture Wall Partner L1 text and/or support Sentence frames	Think -aloud Word Wall Partner	Think -aloud		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		Compare and contrast the themes, settings, and plots of stories by the same author and about the same or similar characters using Venn Diagram.		VU	Compare, contrast, theme, setting, plot
					LFC	Comparative adjectives
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Compare and contrast the themes, settings, and plots of stories by the same author in L1 and/or using Pictures, gestures and selected single words in key phrases.	Compare and contrast the themes, settings, and plots of stories by the same author in L1 and/or using selected vocabulary in key phrases and short sentences.	Compare and contrast the themes, settings, and plots of stories by the same author using key vocabulary in a series of simple, related sentences.	Compare and contrast the themes, settings, and plots of stories by the same author using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast the themes, settings, and plots of stories by the same author using precise vocabulary in multiple, complex sentences.
Learning Supports		Venn Diagram Partner work L1 text and/or support Pictures Word/Picture Wall	Venn Diagram Partner work L1 text and/or support Sentence frames Word/Picture Wall	Venn Diagram Partner work Word Wall	Venn Diagram	Venn Diagram

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the most important points and key details presented in two texts on the same topic.		Compare and contrast the important points and key details in two texts on the same topic using Venn Diagram.		VU	Compare, contrast, theme, setting, plot
					LFC	Comparative adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or using gestures, Pictures and selected single words in key phrases.	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or using selected vocabulary in key phrases and short sentences.	Compare and contrast the important points and key details in two texts on the same topic using key vocabulary in a series of simple, related sentences.	Compare and contrast the important points and key details in two texts on the same topic using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast the important points and key details in two texts on the same topic using precise vocabulary in multiple, complex, detailed sentences.	
Learning Supports	Venn Diagram Partner work L1 text and/or support Pictures Word/Picture Wall	Venn Diagram Partner work L1 text and/or support Sentence frames Word/Picture Wall	Venn Diagram Partner work Word Wall	Venn Diagram	Venn Diagram	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.3.3.d WIDA ELDS: 2 Reading Speaking	Read grade appropriate irregularly spelled words with accuracy and expression.		Read grade level irregularly spelled words with accuracy and expression using a Word Wall and flashcards		VU	Irregular, content-based, grade-level vocabulary
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read irregularly-spelled, high frequency words.	Read irregularly spelled, selected grade-level words in phrases with fluency and accuracy.	Read irregularly-spelled, key, grade-level words with fluency and accuracy.	Read irregularly-spelled words with fluency and accuracy in texts within the grade 2-3 complexity level.	Read grade-level, irregularly-spelled words with fluency and accuracy.	
Learning Supports	Pictures/Photographs Word/Picture Wall L1 support	Pictures/Photographs Word/Picture Wall L1 support	Word Wall	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.1 WIDA ELDS: 2 Writing	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.			Produce an organized persuasive essay using an outline and Shared Writing activity.	VU	Opinion; evidence
					LFC	Complex sentences with transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce an organized persuasive essay that states an opinion and provides supporting reasons in L1 and/or by drawing and writing corresponding single words in cloze sentences and/or choosing opinions and matching reasons.	Produce an organized persuasive essay that states an opinion and provides supporting reasons in L1 and/or complete a paragraph using selected vocabulary in key phrases and short sentences.	Produce a persuasive essay that states an opinion and provides supporting reasons using key vocabulary in a series of simple, related sentences.	Produce an organized persuasive essay that states an opinion and provides supporting reasons using key vocabulary in expanded sentences with emerging complexity.	Produce an organized persuasive essay that states an opinion and provides supporting reasons using precise vocabulary in multiple, complex sentences.	
Learning Supports	Outlines Shared Writing Word/Picture Wall L1 support Pictures/Photographs Word Strips	Outlines Shared Writing Word/Picture Wall L1 support Sentence Frames Pictures/Photographs	Outlines Shared Writing Word Wall	Outlines Shared Writing		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.			Produce a narrative with a narrator and/or characters using a graphic organizer and Shared Writing activity.	VU	First, second, finally, then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce a narrative with a narrator and/or characters in L1 and/or use illustrations with corresponding selected single words.	Produce a narrative with a narrator and/or characters in L1 and/or complete parts of a narrative with selected vocabulary in key phrases and using drawings.	Produce a narrative with a narrator and/or characters using key vocabulary in a series of simple, related sentences.	Produce an organized narrative with a narrator and/or characters using key vocabulary in expanded sentences with emerging complexity.	Produce a clear and coherent narrative with a narrator and/or characters using precise vocabulary in multiple, complex sentences.	
Learning Supports	Shared Writing Graphic Organizer Word/Picture Wall L1 support Illustrations/Drawings	Shared Writing Graphic Organizer Word/Picture Wall L1 support Sentence Frames	Shared Writing Graphic Organizer Word Wall	Shared Writing Graphic Organizer	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.			Produce a narrative with an organized sequence of events using a graphic organizer.	VU	Narrator, characters
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding selected vocabulary.	Produce a narrative with an organized sequence of events in L1 and/or use drawings and complete parts of a narrative with selected vocabulary in key phrases and short sentences.	Produce a narrative with an organized sequence of events using key vocabulary in a series of simple, related sentences.	Produce an organized narrative with a sequence of events using key vocabulary in expanded sentences with emerging complexity.	Produce a clear and coherent narrative with an organized sequence of events using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizer Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizer Word/Picture Wall L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.b WIDA ELDS: 2 Writing Speaking	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.			Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a graphic organizer and character web.	VU	Dialogue, characters, quotations
					LFC	Using quotation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw Pictures with corresponding selected vocabulary in speech bubbles and/or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use cartoons with captions and/or selected vocabulary in key phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using key vocabulary in a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using key vocabulary in expanded and some complex sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using precise vocabulary in multiple, complex sentences.	
Learning Supports	Character web Graphic Organizer L1 support Pictures/Photographs Manipulatives	Character web Graphic Organizer Sentence Frames L1 support Pictures	Character web Graphic Organizer	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.c WIDA ELDS: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.			Write a narrative story using temporal words and phrases following a model Shared Writing activity.	VU	Temporal words, narrator
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative story using temporal words and phrases in L1 and/or choose illustrations and corresponding key temporal words and phrases.	Write a narrative story using temporal words and phrases in L1 and/or complete a narrative story using selected temporal words and phrases with illustrations.	Write a narrative story using temporal words and phrases using key vocabulary in a series of simple, related sentences.	Write a narrative story using temporal words and phrases using key vocabulary in expanded sentences with emerging complexity.	Write a narrative story using temporal words and phrases using precise vocabulary in multiple, complex sentences.	
Learning Supports	Shared Writing Word/Picture Wall Illustrations/Drawings L1 support	Shared Writing Word/Picture Wall Visuals L1 support Sentence Frames	Shared Writing Word Wall	Shared Writing		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.3.3.d WIDA ELDS: 2 Writing	Provide a sense of closure to a written narrative based on real or imagined experiences or events.		Write a closing for a narrative based on real or imaginary experiences or events using a shared model, and phrase bank.		VU	Closing, ending
					LFC	Temporal words; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, illustrations and selected vocabulary.	Write a closing for a narrative in L1 and/or complete a closing for a narrative using selected vocabulary in key phrases and short sentences.	Write a closing for a narrative using a series of related sentences with key content- based vocabulary.	Write a closing for a narrative with complete sentences and some content-based grade level vocabulary.	Write a closing for a narrative in detailed sentences of varying lengths with content-based grade level vocabulary.	
Learning Supports	Shared Writing Word/picture Bank L1 support Pictures/Photographs	Shared Writing Word/picture Bank L1 support Sentence Frames	Shared Writing Word Wall	Shared Writing		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.				VU	Narrative, task, purpose
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or use pictures and drawings with corresponding selected vocabulary.	Write a narrative essay demonstrating development and organization in L1 and/or use selected vocabulary in key phrases and short sentences with illustrations.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in a series of simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in expanded sentences with emerging complexity.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizer Shared Writing Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizer Shared Writing Word/Picture Wall L1 support Sentence Frames	Graphic Organizer Shared Writing Word Wall	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Develop and strengthen writing by applying the steps of the writing process (planning, revising, and editing) using a graphic organizer or Template.			VU	Plan, prewrite, revise, edit, draft, rewrite.
					LFC	Sentence structure, verb forms, subject-verb agreement, correlative conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use pictures and drawings with captions using selected vocabulary.	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use selected vocabulary in key phrases and short sentences with illustrations.	Develop and strengthen writing by applying the steps of the writing process using key vocabulary in a series of simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process using key vocabulary in expanded and some complex sentences.	Develop and strengthen writing by applying the steps of the writing process using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizer Template Word/Picture Wall Pictures/Photographs Drawings L1 support	Graphic Organizer Template Word/Picture Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Template Word Wall	Graphic Organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.10 WIDA ELDS: 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.		Write over extended time frames about a variety of topics using Word Walls and graphic organizers.	VU	Portfolio	
				LFC	Variety of sentence structures specific to task.	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write over extended time frames about a variety of topics in L1 and/or use drawings and selected vocabulary in key phrases.	Write over extended time frames about a variety of topics in L1 and/or use selected vocabulary in key phrases and short sentences with illustrations.	Write over extended time frames about a variety of topics using key vocabulary in a series of simple, related sentences.	Write over extended time frames about a variety of topics using key vocabulary in expanded and some complex sentences.	Write over extended time frames about a variety of topics using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic organizer Word/Picture Wall L1 text and/or support Pictures Drawings	Graphic organizer Word/Picture Wall L1 text and/or support Sentence frames	Graphic organizer Word Wall	Graphic organizer		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.3.6 WIDA ELDS: 1-5 Speaking Listening	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Provide details or clarification in complete sentences appropriate to task and situation orally using notes.		VU	Detail, clarification
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Provide details or clarification in complete sentences appropriate to task and situation orally using L1 and/or use gestures, pictures and selected vocabulary.	Provide details or clarification in complete sentences appropriate to task and situation orally using L1 and/or use selected vocabulary in key phrases and short sentences.	Provide details or clarification in complete sentences appropriate to task and situation orally using key vocabulary in a series of simple, related sentences.	Provide details or clarification in complete sentences appropriate to task and situation orally using key vocabulary in expanded and some complex sentences.	Provide details or clarification in complete sentences appropriate to task and situation orally using precise vocabulary in multiple, complex sentences.	
Learning Supports	Partner work L1 text and/or support Pictures	Partner work L1 text and/or support Sentence frames	Partner work	Partner		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.1.h WIDA ELDS: 2 Speaking Writing	Use coordinating and subordinating conjunctions when writing or speaking.		Use coordinating and subordinating conjunctions using sentence frames.	VU	Verb tense, conjunction	
				LFC	Sentences with simple verb tenses	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use selected coordinating and subordinating conjunctions and match with corresponding pictures and drawings.	Use selected coordinating and subordinating conjunctions in key phrases and short sentences with illustrations.	Use coordinating and subordinating conjunctions in a series of simple, related sentences.	Use coordinating and subordinating conjunctions in expanded sentences with emerging complexity.	Use coordinating and subordinating conjunctions in multiple and complex sentences.	
Learning Supports	L1 text and/or support Pictures Sentence Frames	L1 text and/or support Pictures Sentence frames	Pictures Sentence frames			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.1.i WIDA ELDS: 1-5 Speaking Writing	Produce simple, compound, and complex sentences when writing or speaking.			Produce simple, compound, and complex sentences using sentence frames and model sentences.	VU	Verb tense
					LFC	Sentences with simple verb tenses
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce simple, compound, and complex sentences in L1 and/or use single words in key phrases.	Produce simple, compound, and complex sentences in L1 and/or phrases and short sentences.	Produce simple and compound sentences.	Produce simple, compound, and sentences with emerging complexity.	Produce simple, compound, and complex sentences.	
Learning Supports	L1 text and/or support Pictures Sentence Frames	L1 text and/or support Pictures Sentence frames	Pictures Sentence frames			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.6 WIDA ELDS: 1-5 Speaking Listening Reading Writing	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Acquire and use conversational, general academic, and domain-specific vocabulary using Word Wall, Cue Cards and partner.			VU	Signal and temporal words
					LFC	Sentences with simple verb tenses
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Acquire and use conversational, general academic, and domain-specific vocabulary in L1 and/or conversational, selected, illustrated academic and domain-specific vocabulary.	Acquire and use conversational, general academic, and domain-specific vocabulary in L1 and/or conversational, selected academic and domain-specific vocabulary in key phrases.	Acquire and use conversational, general academic, and key domain-specific vocabulary in a series of simple, related sentences.	Acquire and use conversational, general academic, and key domain-specific vocabulary in expanded and some complex sentences	Acquire and use conversational, general academic, and domain-specific vocabulary in multiple, complex sentences	
Learning Supports	L1 text and/or support Pictures Sentence frames Cue Cards Word/Picture Wall	L1 text and/or support Pictures Sentence frames Cue Cards Word/Picture Wall	Cue Cards Word Wall	Cue Cards		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.2 WIDA ELDS: 2 Reading Speaking	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. Explain how key details in the text convey central message, lesson, or moral.	Retell, identify, and explain stories and their central message, lesson, or moral of a text using a Story map.			VU	moral, central message, lesson
					LFC	Past tense verbs; perfect aspect (present & past)
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level texts in L1 and/or use pictures, drawings and selected words to answer Choice questions and match to illustrations.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level text in L1 and/or using visuals and selected vocabulary in phrases and short sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level text using key vocabulary in a series of simple, related sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of texts within the grade-level band using key vocabulary in expanded and some complex sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level texts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story map Pictures/Photographs Choice questions L1 support Word/Picture Wall	Story map Pictures/Photographs Sentence Frame L1 support Word/Picture Wall	Story map Pictures/Photographs Word Wall	Story map		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.			Determine the literal from nonliteral meaning of words as they are used in a text using Think -alouds and multiple resources.	VU	Resource, literal, nonliteral
					LFC	Definition genre, comparative phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Determine the literal from nonliteral meaning of words in L1 and/or repeat selected words from a leveled text and match words with illustrations.	Determine the literal from nonliteral meaning of words in L1 and/or use selected vocabulary in phrases and short sentences and match to illustrations from leveled texts.	Determine the literal from nonliteral meaning of words in adapted texts using key vocabulary in a series of simple, related sentences.	Determine the literal from nonliteral meaning of words in a text within the grade-level band using key vocabulary in expanded sentences with emerging complexity.	Determine the literal from nonliteral meaning of words in grade-level texts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Think -aloud L1 support Pictures/Photographs Illustrations/drawings	Think -aloud L1 support Pictures/Photographs Sentence Frame Illustrations/drawings	Think -aloud Sentence starters Word Wall	Think -aloud		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			Compare and contrast the themes, settings, and plots of stories by the same author and about the same or similar characters using Venn Diagram.	VU	Compare, contrast, theme, setting, plot
					LFC	Comparative adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters in L1 and/or using pictures and selected words to answer Choice questions.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters in L1 and/or from a leveled text, using adjective/noun phrases that represent key concepts.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters from an adapted text using key vocabulary in a series of simple, related sentences.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters from texts within the grade-level band using key vocabulary in expanded and some complex sentences.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters in grade-level texts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Venn Diagram Partner L1 text and/or support Pictures Choice questions Word/Picture Wall	Venn Diagram Partner L1 text and/or support Sentence Frame Word/Picture Wall	Venn Diagram Partner Word Wall	Venn Diagram	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking Listening	Determine the main idea in informational grade 3 text.			Identify the main idea of a text using a Graphic Organizers, Word Wall and pictures.	VU	Identify, main idea, informational text
					LFC	Verb forms; declarative sentences, complex sentences, transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the main idea of a grade-level text in L1 and/or in a leveled text read aloud using gestures, pictures and selected words in phrases and memorized patterns and/or answering Choice questions.	Identify the main idea of a grade level text in L1 and/or in a leveled text read aloud, using illustrations and selected vocabulary in phrases and short sentences.	Identify the main idea of an adapted grade level text by answering orally using key vocabulary in a series of simple, related sentences.	Identify the main idea of a text within grade 2-3 band by answering orally using key vocabulary in a series of expanded sentences with emerging complexity.	Identify the main idea of a grade-level text by answering orally using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Word/Picture Wall Pictures/Photographs L1 support Gestures Choice questions	Graphic Organizers Word/Picture Wall Pictures/Photographs L1 support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking	Recount key details and explain how they support the main idea in an informational Grade 3 text.			Retell the key details and explain the connection to the main idea using a Graphic Organizers, Word Wall and Teacher Modeling.	VU	retell, explain, main idea, details
					LFC	Verb form; indicative verbs; declarative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell the key details and explain the connection to the main idea in L1 and/or use gestures, visuals and selected words in phrases and memorized patterns and match key words with the illustrations.	Retell the key details and explain the connection to the main idea in L1 and/or use selected vocabulary in phrases and short sentences from leveled text read aloud.	Retell the key details and explain the connection to the main idea from adapted texts using key vocabulary in a series of simple, related sentences.	Retell the key details and explain the connection to the main idea in texts within grade-level band using key vocabulary in a series of expanded sentences with emerging complexity.	Retell the key details and explain the connection to the main idea from grade-level texts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Illustrations/Drawings	Graphic Organizers Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Sentence Frame	Graphic Organizers Word Wall Teacher Modeling	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.				VU	Identify, definition, academic words, domain-specific words, phrases
					LFC	Verb forms; definition genre
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the meaning of academic and domain-specific words and phrases in a text in L1 and/or draw a picture that represents the meaning of the word or phrase and matching key words with the illustrations.	Identify the meaning of academic and domain-specific words and phrases in a text in L1 and/or identify the meaning of selected academic and domain-specific words from leveled texts read aloud.	Identify the meaning of academic and key domain-specific words and phrases in an adapted text using a series of simple, related sentences.	Identify the meaning of academic and key domain-specific words and phrases in a text within grade-level band using expanded sentences with emerging complexity.	Identify the meaning of academic and precise domain-specific words and phrases in a grade-level text using multiple, complex sentences.	
Learning Supports	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Illustrations/Drawings	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support	Triads or Small Groups Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the most important points and key details presented in two texts on the same topic.		Compare and contrast the important points and key details in two texts on the same topic using Venn Diagram.		VU	Compare, contrast, details
					LFC	Comparative adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or use pictures and selected words to match illustrations of similarities and differences.	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or use selected adjective/noun phrases that represent key concepts from leveled texts or from excerpts from grade-level texts.	Compare and contrast the important points and key details in two adapted texts on the same topic using key vocabulary in a series of simple, related sentences.	Compare and contrast the important points and key details in two texts within the grade-level band on the same using key vocabulary in expanded and some complex sentences.	Compare and contrast the important points and key details in two grade-level texts on the same topic using precise vocabulary in multiple, complex sentences.	
Learning Supports	Venn Diagram Partner L1 text and/or support Pictures Word/Picture Wall	Venn Diagram Partner L1 text and/or support Sentence Frame Word/Picture Wall	Venn Diagram Partner Word Wall	Venn Diagram	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.3.10 WIDA ELDS: 2 – 5 Reading	Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Read and comprehend a variety of literature using a Graphic Organizers appropriate to the text.			VU	Informational, complexity
					LFC	Varies according to reading task
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read independently and proficiently grade-level text in L1 and/or read selected words and phrases from a leveled text and from excerpts of grade level text.	Read independently and proficiently grade-level text in L1 and/or read phrases and short sentences from a leveled text and from excerpts of grade level text.	Read independently and proficiently excerpts from grade level and adapted texts.	Read independently and proficiently texts within the grade 2-3 complexity band.	Read independently and proficiently grade-level texts.	
Learning Supports	Graphic Organizers Illustrations L1 support Word/Picture Wall	Graphic Organizers Illustrations L1 support Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective		Academic Language	
RF.3.4.a WIDA ELDS: 2 Reading Speaking	Read grade level text aloud with purpose and understanding.	Read grade level text aloud with purpose and understanding using a Graphic Organizers and pictures.		VU	Purpose
				LFC	Sentence structure related to level of text
				LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts aloud with purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using single words.	Read grade level texts aloud with purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using short sentences.	Read adapted texts and orally explain the purpose and demonstrate comprehension using key vocabulary in a series of simple, related sentences.	Read texts within the grade-level band and orally explain the purpose and demonstrate comprehension using key vocabulary in expanded and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Choice questions Graphic Organizers Word/Picture Wall	L1 support Sentence Frame Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.b WIDA ELDS: 2 Reading Speaking	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.			Read prose and poetry with fluency, accuracy and expression with a partner and/or use technological resource.s	VU	Prose
					LFC	Prose sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read prose and poetry orally in L1 and/or high-frequency, known single words from a leveled text or excerpts from a grade-level text.	Read prose and poetry orally in L1 and/or common and known phrases from a leveled text excerpts from a grade-level text with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within the grades 2-3 complexity band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.	
Learning Supports	Technology and Technological Resources Illustrations/drawings Partner work L1 support Manipulatives	Technology and Technological Resources Illustrations/drawings Partner work L1 support Manipulatives	Technology and Technological Resources Partner work	Technology and Technological Resources Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			Use context to confirm and demonstrate oral reading skills by self-correcting by rereading when necessary using a checklist and think alouds.	VU	Context clues, confirm, reread, self-correct
					LFC	Sentences with context clues
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or selected, unknown, high-frequency words in a controlled text.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from a leveled text.	Use context to confirm the meaning of key, unknown words in an adapted text.	Use context to confirm the meaning of key, unknown words in a text within the grade-level band.	Use context to confirm the meaning of unknown words in a grade level text.	
Learning Supports	Checklist for guiding questions Think Alouds Guided group with teacher L1 support Pictures/Photographs	Checklist for guiding questions Think Alouds Guided group with teacher L1 support Pictures/Photographs	Checklist for guiding questions Think Alouds Triads or Small Groups	Checklist for guiding questions Triads or Small Groups		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2. a WIDA ELDS: 2 Writing Listening Speaking	Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.				VU	Informative writing; illustrations
					LFC	Sentences with introductory phrases; Verb forms; indicative verb; declarative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Introduce an informative writing topic and use illustrations to aid comprehension when writing in L1 and/or use selected single words to match the illustrations.	Introduce an informative writing topic and use illustrations to aid comprehension in L1 and/or use selected vocabulary in phrases and short sentences.	Introduce an informative writing topic and use illustrations to aid comprehension by producing a series of simple, related sentences.	Introduce an informative writing topic and use illustrations to aid comprehension by producing organized, expanded and some complex sentences.	Introduce an informative writing topic and use illustrations to aid comprehension by producing clear and coherent ideas using multiple, complex sentences.	
Learning Supports	Small group Template Illustrations L1 text and/or support Cloze sentences Pictures Word/Picture Wall	Small group Template Illustrations L1 text and/or support Sentence Frame Partner Word/Picture Wall	Small group Template Illustrations Word Wall	Template Small group Illustrations	Small group	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2. b WIDA ELDS: 2 Writing	Use facts, definitions, and details to help develop a topic within a piece of writing.			Develop a writing piece using facts, definitions, and details using a Graphic Organizers, Word Wall, and Shared Writing.	VU	Facts, definitions, details
					LFC	Sentences with references and contextual definitions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece using drawings and selected, high-frequency words.	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece in phrases and short sentences	Develop multiple, related ideas in a writing piece using facts, definitions, and details in multiple, simple sentences.	Develop an organized writing piece using facts, definitions, and details in expanded sentences with emerging complexity.	Develop a clear and coherent writing piece using facts, definitions, and details in multiple, complex sentences.	
Learning Supports	Shared Writing Word/Picture Wall L1 text and/or support Pictures Illustrations/drawings Cloze sentences Graphic Organizers	Shared Writing Word/Picture Wall L1 text and/or support Sentence Frame Illustrations/drawings Graphic Organizers	Shared Writing Word Wall Graphic Organizers	Shared Writing	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2. c WIDA ELDS: 2 Writing	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		Organize ideas within categories of information applying linking words and phrases using phrase walls and a Template.	VU	Linking words	
				LFC	Sentences with transitional words and phrases	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Organize ideas within categories of information by applying linking words and phrases in L1 and/or, using drawings and selected words.	Organize ideas within categories of information by applying linking words and phrases, L1 and/or using selected vocabulary in phrases and short sentences.	Organize multiple, related ideas within categories of information by applying linking words and phrases in a writing piece using a series of simple sentences.	Organize ideas within categories of information by applying linking words and phrases by producing expanded sentences.	Organize ideas within categories of information by applying linking words and phrases using multiple, complex sentences.	
Learning Supports	Phrase wall L1 text and/or support Pictures	Phrase wall L1 text and/or support Pictures Sentence Frame	Phrase wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.2. d WIDA ELDS: 2 Writing	Provide closure to a writing piece with a strong concluding statement or section.			Develop a strong closing to a writing piece using a graphic organizer and model closings.	VU	Closing, concluding statement
					LFC	Sentences with strong concluding statements
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop a strong closing to a writing piece in L1 and/or drawings and selected words.	Develop a strong closing to a writing piece in L1 and/or use short sentences.	Develop a closing to a writing piece in multiple, simple, related sentences	Develop an organized closing to a writing piece in expanded sentences with emerging complexity.	Develop a clear and coherent closing to a writing piece by using precise vocabulary in multiple, complex sentences.	
Learning Supports	Graphic Organizers Word/Picture Wall L1 text and/or support Pictures Dictated sentences	Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frame Pictures Dictated sentences	Graphic Organizers Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.		Produce a narrative with a narrator and/or characters using a Graphic Organizers.		VU	First, second, etc., finally, then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce a narrative with a narrator and/or characters in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with a narrator and/or characters in L1 and/or complete parts of a narrative with phrases and drawings.	Produce a narrative with a narrator and/or characters in simple, related sentences.	Produce an organized narrative with a narrator and/or characters in expanded and some complex sentences.	Produce a clear and coherent narrative with a narrator and/or characters in detailed sentences of varying lengths.	
Learning Supports	Graphic Organizers Word/Picture Wall L1 support Illustrations/Drawing	Graphic Organizers Word/Picture Wall L1 support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.				VU	First, second, etc., finally, then
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with an organized sequence of events in L1 and/or complete parts of a narrative with phrases and using drawings.	Produce a narrative with an organized sequence of events in simple, related sentences.	Produce an organized narrative with a sequence of events in expanded and some complex sentences.	Produce a clear and coherent narrative with an organized sequence of events in multiple, detailed sentences of varying lengths.	
Learning Supports	Graphic Organizers Word/Picture Wall L1 support Illustrations/Diagrams Drawings	Graphic Organizers Word/Picture Wall L1 support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.b WIDA ELDS: 2 Writing Speaking	In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and feelings to show the response to characters to situations.			Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a Graphic Organizers and/or character web.	VU	Dialogue, characters, quotations
					LFC	Using quotation marks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use selected vocabulary in phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing expanded and some complex sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing multiple, complex sentences.	
Learning Supports	Character web Story map Sentence Frame L1 support Pictures/Photographs Manipulatives Graphic Organizers	Character web Story map Sentence Frame L1 support Graphic Organizers	Character web Story map Graphic Organizers	Story map Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.3.c WIDA ELDS: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.			Write a narrative story introducing a narrator or character using temporal words and phrases following a model shared story.	VU	Temporal words, narrator
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases.	Write a narrative story using temporal words and phrases to introduce narrator or character using a series of simple, related sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using expanded and some complex sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using multiple, detailed sentences of varying lengths.	
Learning Supports	Word/Picture Wall Illustrations/Drawings L1 support Sentence Frame	Word/Picture Wall Visuals L1 support Sentence Frame	Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.3.3.d WIDA ELDS: 2 Writing	Provide a sense of closure to a written narrative based on real or imagined experiences or events.		Write a closing for a narrative based on real or imaginary experiences or events using a shared model, and word bank (i.e. choose from suggested words such as: in summary, the character learned, the lesson learned, etc.)		VU	Closing, ending
					LFC	Temporal words; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, and selected words.	Write a closing for a narrative in L1 and/or complete a closing for a narrative using selected vocabulary in phrases and short sentences.	Write a closing for a narrative using key vocabulary in a series of simple, related sentences.	Write a closing for a narrative using key vocabulary in expanded and some complex sentences.	Write a closing for a narrative using precise vocabulary in multiple, complex sentences.	
Learning Supports	Shared Writing Word/picture Bank L1 support Pictures/Photographs	Shared Writing Word/picture Bank L1 support Sentence Frame	Shared Writing Word Wall Word Bank	Shared Writing		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.			Develop and strengthen writing by applying the steps of the writing process (planning, revising, and editing) using a Graphic Organizers or Template.	VU	Plan, prewrite, revise, edit, draft, rewrite
					LFC	Sentence structure, verb forms, subject-verb agreement, correlative conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use single words and drawings.	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use phrases and short sentences.	Develop and strengthen writing by applying the steps of the writing process with a series of simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process producing expanded and some complex sentences.	Develop and strengthen by applying the steps of the writing process using multiple, complex sentences.	
Learning Supports	Graphic Organizers Template Word/Picture Wall Pictures/Photographs Drawings L1 support	Graphic Organizers Template Word/Picture Wall Pictures/Photographs L1 support Sentence Frame	Graphic Organizers Template Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.10 WIDA ELDS: 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	Write over extended timeframes about a variety of topics using Word Walls and Graphic Organizers.			VU	Portfolio, audience
					LFC	Variety of sentence structures specific to task
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write over extended time frames about a variety of topics in L1 and/or use drawings and single words.	Write over extended time frames about a variety of topics in L1 and/or use pictures and phrases or short sentences.	Write over extended time frames about a variety of topics by producing a series of simple, related sentences.	Write over extended time frames about a variety of topics by producing expanded and some complex sentences.	Write over extended time frames about a variety of topics by producing clear and coherent writing using multiple, complex sentences.	
Learning Supports	Graphic Organizers Word/Picture Wall L1 text and/or support Pictures Drawings	Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.3.10 WIDA ELDS: 2 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			Write over shorter time frames about a variety of topics using a Word Wall and Graphic Organizers.	VU	Journal
					LFC	Increasingly complex sentences with increasingly specific writing tasks
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write over shorter time frame about a variety of topics in L1 and/or use drawings, pictures and single words.	Write over shorter time frame about a variety of topics in L1 and/or use pictures and phrases or short sentences.	Write over shorter time frame about a variety of topics by producing a series of simple, related sentences.	Write over shorter time frame about a variety of topics by producing expanded and some complex sentences.	Write over shorter time frame about a variety of topics by producing clear and coherent writing using multiple, complex sentences.	
Learning Supports	Graphic Organizers Word/Picture Wall L1 text and/or support Pictures Drawings	Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frame Pictures	Graphic Organizers Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL 3.5 WIDA ELDS: 1-5 Speaking Listening	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			Create audio recordings and visuals of stories or poems using Technology and Technological Resources.	VU	Audio recording, visual
					LFC	Adverbs of time; relative clauses; transitional phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Create audio recordings and visuals of stories and poems in L1 and/or use selected words and cue cards.	Create audio recordings and visuals of stories and poems in L1 and/or use selected vocabulary in key phrases and short sentences.	Create audio recordings and visuals of stories and poems by producing key vocabulary in a series of simple, related sentences.	Create audio recordings and visuals of stories and poems by producing key vocabulary in expanded and some complex sentences.	Create audio recordings and visuals of stories and poems by producing clear and coherent writing using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 text and/or support Pictures Drawings Cue Cards Partner work Technology and Technological Resources	L1 text and/or support Sentence Frame Pictures Cue Cards Partner work Technology and Technological Resources	Word Wall Cue Cards Technology and Technological Resources	Cue Cards Technology and Technological Resources	Technology and Technological Resources	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.2. b WIDA ELDS: 2 Writing	Use commas in addresses when writing.			Write to use commas in addresses when writing using Charts and a model.	VU	Comma, heading, body, closing
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write to use commas in addresses when writing a letter in L1 and/or complete known addresses with commas between city, state.	Write to use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Write to use commas in addresses when writing a letter using key vocabulary in a series of simple, related sentences.	Write to use commas in addresses when writing a letter using key vocabulary in expanded and some complex sentences.	Write to use commas in addresses when writing a letter using grade-level vocabulary in multiple, complex sentences.	
Learning Supports	Charts	Charts	Charts	Charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.2. c WIDA ELDS: 2 Writing	Use commas and quotation marks in dialogue when writing.				VU	Comma, quotation marks, dialogue
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use commas and quotation marks in dialogue when writing in L1 and/or when copying dialogue from cartoon bubbles.	Use commas and quotation marks in dialogue when writing in L1 and/or when using sentence citations from grade-level text.	Use commas and quotation marks in dialogue when writing using key vocabulary in a series of simple, related sentences.	Use commas and quotation marks in dialogue when writing using key vocabulary in expanded and some complex sentences.	Use commas and quotation marks in dialogue when writing using precise vocabulary in multiple, complex sentences.	
Learning Supports	Word/Picture Wall L1 support	Word/Picture Wall L1 support	Word Wall			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.3.2.e WIDA ELDS: 2 Speaking Listening Writing	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		Use conventional spelling for high frequency and other studied words using a model.		VU	High-frequency; studied words; content-based, grade-level vocabulary
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use conventional spellings for high frequency and other studied words in L1 and/or in selected words.	Use conventional spellings for high frequency and other studied words in L1 and/or phrases and short sentences.	Use conventional spellings for high frequency and other studied words in simple, related sentences.	Use conventional spellings for high frequency and other studied words in expanded and some complex sentences.	Use conventional spellings for high frequency and other studied words in multiple, complex sentences.	
Learning Supports	Word/Picture Wall L1 support	Word/Picture Wall L1 support	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.2 .f WIDA ELDS: 2 Speaking Listening Writing	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			Spell using patterns and generalizations in writing words using a language reference sheet.	VU	Patterns; generalizations
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Spell using patterns and generalizations in writing words in L1 and/or selected vocabulary.	Spell using patterns and generalizations in writing words in L1 and/or selected vocabulary in phrases and short sentences.	Spell using patterns and generalizations in writing words in simple, related sentences.	Spell using patterns and generalizations in writing words in expanded and some complex sentences.	Spelling using patterns and generalizations in writing words in multiple, complex sentences.	
Learning Supports	L1 support Word/Picture Wall Language Reference Sheet	L1 support Word/Picture Wall Language Reference Sheet	Word Wall Language Reference Sheet	Language Reference Sheet	Language Reference Sheet	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.3.2.g WIDA ELDS: 2 Speaking Listening Writing	Consult references as needed when spelling Grade 3 words.			Use references to spell Grade 3 words using a dictionary/glossary.	VU	References
					LFC	Complex sentences; increasing specificity of sentence structure
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use references to spell Grade 3 words in L1 and/or selected single words.	Use references to spell Grade 3 words in L1 and/or selected words in phrases and short sentences.	Use references to spell key Grade 3 words in simple, related sentences.	Use references to spell key Grade 3 words in expanded and some complex sentences.	Use references to spell Grade 3 words in multiple, complex sentences.	
Learning Supports	L1 support Word/Picture Wall Dictionary/Glossary	L1 support Word/Picture Wall Dictionary/Glossary	Word Wall Dictionary/Glossary	Dictionary/Glossary	Dictionary/Glossary	

Essential Questions
<ul style="list-style-type: none">• How are sounds represented by letters?• How does fluency affect comprehension?• How do readers construct meaning from text?• How do writers express themselves?• How do rules of language affect communication?• When is it appropriate to ask questions?• How do speakers express their thoughts and feelings?• How does a listener understand a message?
Enduring Understandings
<ul style="list-style-type: none">• Understanding a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.• Readers use language structure and content clues to identify the intended meaning of words• Fluent readers group words quickly to help gain meaning from what is read.• Words powerfully affect meaning.• Good readers make connections, synthesize, compare, and infer to make text relevant and useful.• Good writers develop and refine their ideas for thinking, learning, and communicating.• A writer selects a form based on audience and purpose.• Oral discussion helps build connections to others.• Effective listeners are able to interpret and evaluate complex messages.
Learning Assessments
<ul style="list-style-type: none">• Teacher Observations• Checklists• Projects• Performance Assessments• State Assessments