Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.1; RI.3.1; SL.3.3 WIDA: 2 - 5 Reading Speaking	non-fic eviden	d answer questions abou tion that can be support ce both written and orall ation and detail.	ed with	informat informat	Ask and answer questions about informational or fictional text using information from text using a graphic organizer and/or word bank.				Fiction, non- fiction Verbs and transitional phrases, formulate questions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 answ questions about informationa and fiction from grade level tee and/or ask and answer "WH- questions about text using sim phrases and sentences wit content base vocabulary.	out I text om ext in L1 nd " out the nple simple th key	Ask and answer questions about informational text and fiction from adapted text using simple sentences with key content based vocabulary	Ask and an questions a information and fiction approachir level text u complete s with some based voca	nswer Ask about ques inal text info infom and ng grade grac using deta sentences vary content cont		nd answer tions about mational text fiction from e level text using led sentences of ng lengths with ent based bulary
Learning Sup	ports	Word Wall Template Partner Work L1 support Pictures/Photographs Gestures Graphic Organizer Word Bank	Word Wall Template Partner Work L1 support Sentence Fra Pictures/Pho Graphic Orga Word Bank	mes tographs	Word Wall Template Partner Work	Partner Wo	ork		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.2 WIDA: 2 Reading Speaking	and my	nt stories, including fable /ths from diverse culture nine the central message,	s and		om a variety of genres and ne using a storyboard.	d identify	VU LFC LC		Retell, characters, beginning, middle, end, moral Past tense verbs; perfect aspect Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 ele grade level st and fables an identify the c message or n L1 and/or usi phrases and l content base vocabulary. s of pictures ar sentence frar	cories ad entral noral in ng key d upport nd	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 e approachin level storie fables and the central or moral us complete s and some o based voca	s and identify message sing entences content	grade and f ident mess using sente lengt	Il the elements of e level stories fables and tify the central sage or moral g detailed ences of varying th and content d vocabulary.
Learning Sup	ports	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Pho Template Sentence Fra L1 support		Story Map Pictures/Photographs				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RL.3.2 WIDA: 2	•	how key details in the te message, lesson, or mor	•	-	ow details convey the m moral using a story map		VU		Theme, details, explain
Reading Speaking							LFC		Verb forms; conjunctions
							LC		Varies by level
	•	ELP 1	ELP 2	ELP 2 ELP 3			P 4		ELP 5
Language Obje	ectives	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 m lesson of a gr level story in and/or in an appropriately text by identi main idea in with sentenc frames.	ade L1 / leveled ifying the phrases	Explain the moral or lesson of an adapted story by identifying the details in simple sentences with key content based vocabulary.	convey the main idea, lesson or moral in an approaching grade level story in complete sentencesconv lesson grad detawith some contentcont			ain how details rey the main idea, on or moral in a e level story in iled sentences of ing lengths with ent based bulary.
Learning Sup	ports	Story Map Partner Work Sentence Frames Pictures/Photographs L1 support	Story Map Partner Work Sentence Fra Pictures/Pho L1 support	mes	Story Map Partner Work	Story Map			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.7 WIDA: 2 Reading Speaking Listening	institues Explain how the				Explain how the illustrations reflect the VU mood in a story using visuals.				Illustration, mood Subject-verb agreement Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 t illustrations r the mood in a level story in and/or an appropriately story using p match the pie	reflect a grade L1 y leveled hrases to	Explain how the illustrations reflect the mood in an adapted story using simple sentences and general and key content based vocabulary.	Explain hov illustration the mood i approachin level story complete s and some o based voca	s reflect n an ng grade using entences content	illust the r level deta vary cont	ain how the crations reflect mood in a grade story using iled sentences of ing length and ent based bulary.
Learning Sup	ports	Word Wall Partner Work	Word Wall Partner Work	<	Word Wall Adapted text				
		L1 support	L1 support	-	Visuals				
		Adapted text Visuals	Sentence Fra Adapted text Visuals						

Standard		Student Learning Objective (S	LO)		Language Objective		Acad	lemi	c Language
	Ident detai	ify the main idea of a text and reco ls.	unt key	-	the main idea and sup f a text using a graphic	-	VU		Identify, main idea, details
Reading Speaking Listening				organize			LFC		Verb forms; declarative sentences, complex sentences, transitional phrases
									Varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language		Identify the main idea and	Identify the n		Identify the main	Identify the main		Identify the main	
Objectives		supporting details of a grade level text in L1 and/or an	and supportindetails of a gr	rade	idea and supporting details	idea and supporting details		sup	a and oporting details
		appropriately leveled text read aloud by viewing and pointing	level text in L an appropriat	-	of an adapted grade level text by	of an app grade leve	-		a grade level text answering orally
		to illustrations and key words and/or answering choice	leveled text r aloud in Engli		answering orally in complete	answering complete		-	detailed Itences of
		questions.	matching illus	•	sentences with	sentences			ying lengths
			to key words phrases.	and	some content based vocabulary.	some con based voo		-	h content based cabulary.
Learning Suppo	orts	Graphic Organizer Word Wall	Graphic Orga Word Wall	nizer	Graphic Organizer Word Wall	Graphic C	rganizer		
		Pictures/Photographs	Pictures/Phot	tographs					
		L1 support	L1 support						
		Gestures	Sentence Fra	mes					
		Choice Questions							
		Illustrations/Diagrams/Drawings							

Standard		Student Learning Objective (S	LO)		Language Objective		Acad	lemic	Language
RI.3.2 WIDA: 2 Reading Speaking		de an explanation of how key de nain idea.	tails support	•	veen the a graphic	LFC LC		Explain, main idea, details Verb form; indicative verbs; declarative sentences Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	.P 4		ELP 5
Language Objective		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 I details support main idea in and/or identi phrases about details that so the main idea appropriately text read alog	ort the L1 ify key it the upport a using / leveled	Explain how key details support the main idea using adapted texts in simple sentences with key content based vocabulary.	main idea	pport the a using ing grade s in s with itent	deta mai grac deta of v with	lain how key ails support the n idea using de level texts in ailed sentences arying lengths n content based abulary.
Learning Supp	ports	Graphic Organizer Triads or Small Groups Word Wall Model Pictures/Photographs L1 support Illustrations/Diagrams/Drawings	Graphic Orga Triads or Sma Groups Word Wall Model Pictures/Pho L1 support	all	Graphic Organizer Triads or Small				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	nic Language	
RF.3.3 a		y and know the meaning		Identify a	and know meaning of wo	rds	VU		prefix, suffix,	
WIDA: 2		on grade-level prefixes ar	nd suffixes	containir	ng affixes using an affix w	ord			un-, re-, dis-, -	
Reading	(e.g. ur	n-, re-, dis-, -er, -ful, -ly)		wall/ban	k.				er, -ful, -ly	
Speaking							LFC		Base Words;	
									Prefixes;	
									Suffixes	
							LC		Varies by level	
	ELP 1			2	ELP 3	ELI	P 4		ELP 5	
Language Obje	Language Objectives Identify and know the meaning of previously taught vocabulary words with added affixes.		Identify and I meaning of p taught vocab words with a affixes to con sentence frar	reviously ulary dded nplete a	Identify and know the meaning of previously taught vocabulary words with added affixes and complete simple sentences from adapted texts.	Identify and meaning of taught voca words with affixes in a grade level	previously abulary added oproaching	meai word	tify and know ning of new Is containing es in grade level 5.	
Learning Sup	ports	Word Wall	Word Wall		Word Wall					
	Pictures/Photographs Pictures/Pho		tographs	Adapted text						
	L1 support Sentence Fr			mes						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.3.3.d WIDA: 2	Read g words.	rade-appropriate irregula	arly spelled	-	de level irregularly spelle ncy and accuracy using a		VU		Irregularly words; specific
Reading Speaking				wall/ban	k.		LFC		Simple sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read irregularly spelled common words with fluency and accuracy.	Read irregula spelled comn words in phra fluency and a	non ases with	Read irregularly spelled common words with fluency and accuracy in adapted or appropriate level texts.	Read irregu spelled wo fluency and in texts wh approachin level.	rds with d accuracy ich are	irreg word	l grade level ularly spelled ds with fluency accuracy.
Learning Sup	ports	Pictures/Photographs Word Wall L1 support	Pictures/Pho Word Wall	tographs	Word Wall	Word Wall			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.3.3.d WIDA: 2 Reading	Read g words.	rade-appropriate irregula	arly spelled	-	de level irregularly spelle ncy and accuracy using a k.		VU		Irregularly words; specific to text
Speaking							LFC		Simple sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Read irregularly spelled common words with fluency and accuracy.	Read irregula spelled comn words in phra fluency and a	non ases with	Read irregularly spelled common words with fluency and accuracy in adapted or appropriate level texts.	Read irregu spelled wo fluency and in texts wh approachin level.	rds with d accuracy ich are	irreg word	l grade level ularly spelled Is with fluency accuracy.
Learning Sup	ports	Pictures/Photographs Word Wall L1 support	Pictures/Pho Word Wall	tographs	Word Wall	Word Wall			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.3.4.a	Read g	rade-level text with purp	ose and	Read gra	de-level text with purpos	se and	VU		Purpose;
WIDA: 2	unders	tanding.		compreh	iension using a graphic o	rganizer.			specific to text
Reading							LFC		Sentence
Speaking									structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Read grade level texts	Read grade le	evel texts	Read adapted grade	Read grade	e level texts	Read	l grade level texts
		and orally explain the	and orally ex	plain the	level texts and orally	and orally e	explain the	and	orally explain the
		purpose and	purpose and		explain the purpose	purpose an	ld	purp	ose and
		demonstrate	demonstrate		and demonstrate	demonstra	te	dem	onstrate
		comprehension in L1	comprehensi	on in L1	comprehension using	compreher	sion using com		prehension using
		and/or read or listen	and/or read					deta	iled sentences of
		to an appropriately	appropriately	/ leveled	content based	and some o	content	varyi	ing lengths and
		leveled text and state	texts and exp	lain the	vocabulary.	based voca	bulary.	cont	ent based
		or repeat the purpose	purpose and					voca	bulary.
		and demonstrate	demonstrate						
		comprehension in	comprehensi	on in					
		single words answers	short phrases						
		to choice questions.	sentence fran						
Learning Sup	ports	Adapted Text	Adapted Text	t	Graphic Organizer	Graphic Or	ganizer		
		L1 support	L1 support		Outlines	Outlines			
		Choice Questions	Sentence Fra	mes	Word Wall				
		Graphic Organizer	Graphic Orga	inizer					
		Outlines	Outlines						
		Word Wall	Word Wall						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.3.4.c WIDA: 2 Reading Speaking		ntext to confirm or self-c ition and understanding, ary		oral read	ext to confirm and demo ling skills by self-correctin y using a checklist.		VU LFC		Context clues, confirm, self- correct Sentences with
					_		LC		context clues Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	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 t confirm the r of unknown v a grade level L1and/or use phrases from appropriately text by using sentences lev context clues cognates and schemata.	meaning words in text in selected an y leveled yel	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 contex confirm the of unknown based word approachin level text b sentence le extended c clues, cogn schemata.	e meaning n content ds in an og grade y using evel and ontext	ELP 5 Use context to confirm the meanin of unknown words i a grade level text by using sentence leve and extended conte clues, cognates and schemata.	
Learning Sup	ports	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted text	Guiding ques checklist Guided group teacher L1 support Pictures/Pho Adapted Text	o with tographs	Guiding questions checklist Triads or Small Groups Adapted text	Guiding qu checklist	estions		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	: Language
RF.3.4.c WIDA: 2 Reading Speaking		ntext to confirm or self-c ition and understanding, ary		oral read	ext to confirm and demo ling skills by self-correctin y using a checklist.		VU LFC		Context clues, confirm, self- correct Sentences with
							LC		context clues Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	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 t confirm the r of unknown v a grade level L1and/or use phrases from appropriately text by using sentences lev context clues cognates and schemata.	meaning words in text in e selected a an y leveled yel	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 contex confirm the of unknown based word approachin level text b sentence le extended c clues, cogn schemata.	e meaning n content ds in an g grade y using evel and ontext	Use context to confirm the meaning of unknown words i a grade level text by using sentence level and extended conte clues, cognates and schemata.	
Learning Sup	SupportsGuiding questions checklist Guided group with teacherGuided group teacherL1 support Pictures/Photographs Adapted textL1 support Adapted Te				Guiding questions checklist Triads or Small Groups Adapted text	Guiding qu checklist	estions		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.1.a WIDA: 2		te an organized piece of v uces a topic or text.	writing that		an organized writing tasl es a topic using a model.		VU		Opinion, introduction
Writing							LFC		Transitional phrases
						LC		Varies by level	
	ELP 1 E				ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Produce an organized writing task that introduces a topic in L1 and/or by drawing and writing corresponding single words.	Produce an o writing task t introduces a L1 and/or usi choosing phr key content b vocabulary.	hat topic in ing or ases and	Produce an organized writing assignment that introduces a topic using simple sentences and key content based vocabulary.	Produce ar writing ass that clearly introduces using comp sentences content ba vocabulary	ignment a topic blete and some sed	writi that intro using sent leng	uce an organized ng assignment strongly oduces a topic g detailed ences of varying ths with content d vocabulary.
Learning Sup	ports	Model Word Wall Sentence Frames L1 support Pictures/Photographs	Model Word Wall Sentence Fra L1 support	mes	Model Word Wall	Model			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: 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.				Opinion; evidence Complex sentences with transitional phrases Varies by level
		ELP 1	ELP 2	P 2 ELP 3 EI		EL	P 4		ELP 5
Language Obje	persuasive essay that states an opinion and provides reasons supporting the opinion in L1and/or by drawing and writing corresponding single words in cloze		Produce an o persuasive ta states an opin provides reas supporting th opinion in L1 provide at lea reason suppo opinion using in sentence f	organized ask that nion and sons ne and/or ast one orting the g phrases	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using simple sentences with key content based vocabulary.		n organized e essay that ppinion and easons g the ing sentences content abulary. Pro per stat pro stat pro stat pro det var con		luce an organized uasive essay that es an opinion and ides reasons porting the ion using iled sentences of ing lengths with ent based bulary.
Learning Sup	hing Supports Outlines Outlines Model Model Word Wall Word Wall L1 support Pictures/Photographs Sentence Frameword Strips Pictures/Photographs Pictures/Phot			Outlines Model Word Wall	Outlines				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.3.1.d		ce an organized piece of v	-		an organized writing assi	-	VU		Conclusion
WIDA: 2 Writing	provides a concluding statement.				that provides a concluding statement L following a model.				Declarative sentences with transitional phrases Varies by level
	ELP 1 ELI				ELP 3	EL	P 4		ELP 5
Language Obje	anguage Objectives Produce an organized writing task that provides a concluding statement by using L1and/or drawing and writing corresponding single words or choosing a concluding statement.		Produce an o persuasive ta provides a co statement in and/or comp sentence fran phrases and content base vocabulary.	ask that oncluding L1 Ilete a me with key	Produce an organized writing assignment that provides a concluding statement using simple sentences with key content based vocabulary	Produce ar writing ass that provid concluding using comp sentences content ba level vocab	ignment les a statement blete some sed grade	writi that conc using sente lengt base	uce an organized ng assignment provides a luding statement g detailed ences of varying ths with content d grade level bulary.
Learning Sup	Learning SupportsModel of concluding sentenceModel of concluding sentenceWord WallWord WallWord WallL1 supportL1 supportL1 supportSentence strips with concluding sentencesSentence Fra Pictures/PhotographsPictures/Photographs		mes	Model of concluding sentence Word Wall	Model of c	oncluding			

Standard		Student Learning Objective (SL	.0)		Language Objective		Aca	demic Language
W.3.1.c WIDA: 2		nking words and phrases (e.g., beca fore, since, for example) to connec			king words and phrases t opinions and reasons		VU	Linking words; linking phrases
Writing		easons.		onal phrases following	Sentences with transitional words Varies by level			
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5
Language Objectives	anguage Use linking words and phrases Use linking v		to nion in L1 sing n key ed o	Use linking words and phrases to connect opinion and reasons using simple related sentences with key content based vocabulary.	Use linkin and phras connect c and reasc complete and some based voo	ses to opinion ons using sentences content	Use linking words and phrases to connect opinion and reasons using detailed sentences of varying lengths with appropriate grade level content based vocabulary.	
Learning Supp	orts	Template Word Wall	Template Word Wall		Template Word Wall	Template		
		Sentence Frames L1 support Illustrations/Diagrams/Drawings	Sentence Fra L1 support	ames				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.3.3.c WIDA: 2 Writing	establi narrato	mporal words and phrase sh a situation and introdu or and/or ter when writing a narrat	uce a	narrator	Write a narrative story introducing a VU narrator or character using temporal words				Temporal words, narrator Adverbs of time; relative clauses; transitional phrases Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ELP 1Language ObjectivesWrite 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 narra story using te words and pl introduce na character in I and/or comp narrative sto temporal wo phrases to in narrator or cl	emporal nrases to rrator or _1 lete a ry using rds and troduce	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 nar story using words and introduce r character u complete s and some o based voca	temporal phrases to narrator or using and entences content	story word intro chara deta varyi cont	e a narrative vusing temporal ds and phrases to duce narrator or acter using iled sentences of ng lengths with ent based grade vocabulary.
Learning Sup	ports	Model shared story Word Wall Illustrations Diagrams/Drawings L1 support Sentence Frames	Model shared Word Wall Visuals L1 support Sentence Fra		Model shared story Word Wall	Model shar	ed story		

Standard		Student Learning Objective (SL	.0)		Language Objective	!	Aca	demic 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.				narrative story introdu r or character using ter and phrases following a story.	mporal	VU LFC LC	Temporal words, narrator Adverbs of time; relative clauses; transitional phrases Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5
	Language ObjectivesWrite 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 na story using temporal words and phrase introduce or character and/or com narrative story by choosing introduce or character and/or com narrative story by choosing 		Write a nam story using temporal we and phrases introduce m or characted and/or com narrative ste using tempo words and p to introduce narrator or character.	ords to arrator in L1 plete a ory oral ohrases	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 na story usin temporal and phras introduce or charact and comp sentences some con based voo	g words es to narrator ter using lete and tent	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 Supp	oorts	Model shared story Word Wall Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model share Word Wall Visuals L1 support Sentence Fr		Model shared story Word Wall	Model sha	ared story	

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.b WIDA: 2 Writing Speaking	though experie	alogue and descriptions o its, and feelings to develo ences and events or show ise of characters to situat	op v the	use dialo events oi narrative	actions, thoughts, and fe gue to develop experient r show character respons e essay using a graphic or haracter web.	VU LFC LC		Dialogue, characters, quotations Using quotation marks Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		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 active thoughts and and use dialo complete a n in L1 and/or us short phrases sentence fran complete a n	l feelings ogue to arrative use key s in mes to arrative.	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 ad thoughts a and use dia write a nar develop ex and events show chara responses. complete s with some based voca	nd feelings alogue to rative to periences or to acters' Use entences content ibulary.	thou, and u write deve and e show respo situa detai varyi conte	ribe actions, ghts and feelings use dialogue to e a narrative to lop experiences events or to v characters' onses to tions Use iled sentences of ng lengths with ent based bulary.
Learning Sup	ports	Graphic Organizer Web Shared writing Sentence Frames L1 support Pictures/Photographs Manipulatives	Graphic Orga Web Shared writir Sentence Fra L1 support	ıg	Graphic Organizer Web Shared writing	Graphic Or	ganizer		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.d		e a sense of closure to a v			closing for a narrative bas		VU		Closing, ending
WIDA: 2 Writing		ve based on real or imagi ences or events	ned	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.)			LFC LC		Temporal words; transitional phrases Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Write a closing for a narrative in L1and/or complete a closing for a narrative using pictures, and key		Write a closin narrative in L complete a cl a narrative us short phrases sentence fran	1 and/or losing for sing s in	Write a closing for a narrative using a series of related sentences with key content based vocabulary.	Write a clo narrative w complete s and some c based grad vocabulary	vith entences content e level	narra sente lengt base	e a closing for a ative in detailed ences of varying ths with content d grade level bulary.
Learning Sup	ports	Shared writing model Word Bank L1 support Pictures/Photographs Cloze sentences	Shared writin Word Bank L1 support Sentence Fra	-	Shared writing model Word Wall Word Bank	Shared wri	ting model		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	ademic Language
W.3.4 WIDA: 2 Writing	demor	uidance and support, wri Istrating development an zation appropriate to tas se.	id .	develop	narrative essay demonstr ment and organization ap nd purpose using a graph r.	VU LFC LC	Narrative, task, purpose Complex sentences; increasing specificity of sentence structure Varies by level	
		FID 1	ELP	2	ELP 3	FI	P 4	ELP 5
Language Obje	ELP 1 Language Objectives Write a narrative essay demonstrative essay demonstrative organization in L and/or complete narrative essay upictures/drawing and corresponditikey single words		Write a narra essay demon development organization and/or comp narrative ess phrases in se frames.	ative Istrating t and in L1 Dete a ay using	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 national series of the	rrative onstrating ent and on e to task se in ntences of olete with some sed	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of varying lengths with content based vocabulary
Learning Sup	ports	Graphic Organizer Shared writing Word Wall L1 support Illustrations Diagrams/Drawings Cloze sentences	Graphic Orga Shared writir Word Wall L1 support Sentence Fra	ng	Graphic Organizer Shared writing Word Wall	Graphic Or	ganizer	

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.3.5 WIDA: 2 Writing	apply t	uidance and support, rec he steps of the writing pr ing, revising, and editing)	rocess	the writi	composition applying the ng process (planning, rev to develop and strengthe	ising, and	VU		Plan, prewrite, revise, edit, draft, rewrite
	and strengthen writing as needed.				ng a graphic organizer or	•	LFC		Sentence structure, verb forms, subject- verb agreement, correlative conjunctions Varies by level
		ELP 1	ELP	2	ELP 3	FI	P 4		ELP 5
applyin the wr L1 and compo the ste		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 comp applying the the writing p L1 and/or con composition the steps of t writing proce short phrases key content b vocabulary in sentence fram	steps of rocess in mplete a applying the ess using s with pased	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 cor applying th the writing with langua approachir level peers complete s with some based voca	e steps of process age ng grade in entences content	apply the v with comp with sente lengt	e a composition ying the steps of writing process language parable to peers detailed ences of varying ths and content d vocabulary.
Learning Sup	ports	Graphic Organizer Template Word Wall Pictures/Photographs L1 support Cloze sentences	Graphic Orga Template Word Wall Pictures/Pho L1 support Sentence Fra	tographs	Graphic Organizer Template Word Wall	Graphic Or	ganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.3.3		d answer questions abou		-	tions about information	from a	VU		Clarifying
WIDA: 1-5	inform	ation from a speaker, off	ering	speaker	using notes.				question words
Speaking	approp	priate elaboration and de	tail.	Answer questions offering elaboration and			LFC		Formulate
Listening				detail usi			questions,		
									elaborated
									responses
							LC		Varies by level
	L	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Ask and answer	Ask and answ	ver	Ask and answer	Ask and an	swer	Ask and answer	
		questions, offering	questions, offering		questions, offering	questions,	offering	ques	tions, offering
		elaboration, in L1	elaboration, in L1		elaboration, in simple	elaboratior	ı, in	elabo	oration, in
		and/or with single	and/or in short key		sentences with	complete s	entences	deta	iled sentences of
		words and	content base	d	general and some key	with some	content		ing lengths with
		memorized routines	phrases in En	glish.	content based	based voca	bulary.		ent based
		in English.			vocabulary.			voca	bulary.
Learning Sup	ports	Outlines	Outlines		Outlines	Partner Work			
		Model sentences	Model senter	nces	Model sentences	Triads or Sr	nall		
	Partner Work Partner Work		ĸ	Partner Work	Groups				
		L1 support	L1 support		Triads or Small				
		Pictures/Photographs	Pictures/Pho	tographs	Groups				
		Gestures							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.3.1.a WIDA: 2 Reading Speaking	-	the function of nouns an eral and their functions in ces.	-	general and how they are used in specific sentences using charts or model sentences. LFC Use refe					Nouns, pronouns, referents Use of referents Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Identify pronour referen picture aloud a into cat people, things.		Identify pron and their refe and in a sent place them ir categories of places or thir	erents ence and nto people,	Explain the use of nouns and pronouns in general and in specific sentences orally in simple sentences with key content based vocabulary.	Explain the nouns and in general a they are us specific ser orally in co sentences content ba vocabulary	pronouns and how sed in ntences mplete with some sed	nour in ge they spec orall sente lengt	ain the use of ns and pronouns neral and how are used in ific sentences y in detailed ences of varying ths with content d vocabulary.
Learning Sup	ports	Noun/pronoun chart Model sentences Partner Work L1 support Pictures/Photographs Gestures	Noun/pronou Model senter Partner Worl L1 support Pictures/Pho	nces K	Noun/pronoun chart Model sentences Partner Work	Noun/pror	ioun chart		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	ic Language	
L.3.4.a WIDA: 2 Reading Speaking		ntence-level context clue nine the meaning of a wo		words ar context o	Determine and clarify meaning of unknown words and phrases by using sentence level context clues, cognates and building schemata.				Synonyms, antonyms, context Sentences with context clues Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	Language Objectives Determine and clarify meaning of unknown high frequency words within appropriately leveled sentences.		Determine ar meaning of u high frequent and phrases appropriately text.	nknown cy words within	Determine and clarify the meaning of unknown words or phrases within adapted text.	Determine the meanir unknown v phrases wir approachir level text.	ng of vords and thin an	mea word	ermine and clarify ning of unknown ds and phrases in grade 3 text.	
Learning Sup	ports	Word Wall Teacher modeling L1 support Cognates Pictures/Photographs Gestures	Word Wall Teacher mod L1 support Cognates Pictures/Pho	-	Word Wall Partner Work					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	nic Language	
L.3.4.b WIDA: 2 Reading Speaking	known	owledge of a known affix word to determine the r w formed word (e.g., hea	neaning of	Determine meaning of a new word formed when a known affix is added to a known word using a affix definition chart.			LFC LC		Prefixes, suffix, affix, root/base words, parts of speech Combining meanings, identify parts of speech Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	Language Objectives Determine meaning of a new word when a known affix is added to a known common word using appropriately leveled words.		Determine m of a new wor a known affix added, using appropriately phrases.	d when c is	Determine meaning of a new word formed a known affix is added using an adapted text.	Determine of a new w a known af added, usir adapted gra	ord when fix is ng an	of a i form knov	rmine meaning new word ed when a vn affix is added, g a grade 3 text.	
Learning Sup	ports	Word Wall L1 support Pictures/Photographs Partner Work	Word Wall L1 support Pictures/Phot Partner Work	• •	Word Wall					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	ic Language	
L.3.4.b WIDA: 2 Reading Speaking	know	nowledge of a known affi n word to determine the ew formed word (e.g., he	meaning of	ing of when a known affix is added to a known			LFC		Prefixes, suffix, affix, root/base words, parts of speech Combining meanings, identify parts of speech Varies by level	
Language Obje	ELP 1 Language Objectives Determine meaning of a new word when a known affix is		ELP 2 Determine m of a new wor a known affix	eaning d when	ELP 3 Determine meaning of a new word formed a known affix	ELI Determine of a new w a known af	ord when	ofa	ELP 5 rmine meaning new word red when a	
		added to a known common word using appropriately leveled words.	added, using appropriately phrases.		is added using an adapted text.	added, usir adapted gr	ng an	knov	vn affix is added, g a grade 3 text.	
Learning Supp	ports	Word Wall L1 support Pictures/Photographs Partner Work	Word Wall L1 support Pictures/Phot Partner Work		Word Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.3.4.d WIDA: 2 -5	-	ossaries or beginning dict rint and digital, to detern			ne or clarify the precise n Is and phrases by using g	-	VU		Guide words, alphabetizing
Reading Speaking	-	the precise meaning of ke		beginnin	g dictionaries, both print nglish and bilingual.		LFC		Dictionary genre sentences
							LC		Varies by level
		ELP 1	ELP 2	ELP 2 ELP 3 ELP 4					ELP 5
Language Obj	Language Objectives Determine or clarify the precise meaning of key words in appropriately leveled text by using reference materials.		Determine or the precise m of key conter words in appropriately text by using reference ma	neaning nt based / leveled	Determine or clarify the precise meaning of key content based words from adapted text by using reference materials.	Determine the precise of content words by ir approachin level text b reference r	meaning based an ggrade yusing	the p of co worc texts	rmine or clarify precise meaning ontent based ds in grade 3 level by using rence materials.
Learning Sup	ports	Bilingual Dictionary L1 support Pictures/Photographs Gestures	Bilingual Dict L1 support Pictures/Pho	·	Bilingual Dictionary Partner Work	-	Bilingual Dictionary Partner Work		gual Dictionary

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.3	Describ	be characters in a story (e	e.g., their	Describe	characters in a story usin	ng a	VU		Fiction, non-
WIDA ELDS: 2	traits, ı	motivations, or feelings).		graphic c	organizer.				fiction;
Reading									characters
Speaking							LFC		Nouns;
									pronouns;
									adjectives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Describe characters in	Describe cha	racters in	Describe characters	Describe ch	naracters	Desc	ribe characters
		L1 and/or from an	L1 and/or fro	m an	from an adapted text	from a text	within	from a grade level	
		appropriately leveled	appropriate l	eveled	in simple sentences	grade 2-3 c	omplexity	story	in detailed,
		text using single	text using		with key content-	level in con	nplete	com	plex sentences
		adjectives.	adjective/nou	un	based vocabulary.	sentences	with	with	content-based
			phrases.			content-ba	sed	voca	bulary.
						vocabulary	•		
Learning Sup	ports	Graphic organizer	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer	Grap	hic organizer
		Partner	Partner		Small group	Small group	р		
		Appropriate leveled	Appropriate l	eveled	Adapted text				
		text	text		Word wall				
		Word wall	Word wall		Template				
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures	Sentence fra	nes					

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.3 WIDA ELDS: 2 Reading		be characters in a story (e motivations, or feelings).	e.g., their		characters in a story usin organizer.	ng a	VU		Fiction, non- fiction; characters
Speaking							LFC		Nouns; pronouns; adjectives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		Describe characters in L1 and/or from an appropriately leveled text using single adjectives.	Describe cha L1 and/or fro appropriate I text using adjective/non phrases.	om an eveled un	Describe characters from an adapted text in simple sentences with key content- based vocabulary.	Describe ch from a text grade 2-3 c level in cor sentences content-ba vocabulary	within complexity nplete with sed	Describe character from a grade level story in detailed, complex sentences with content-base vocabulary.	
Learning Sup	ports	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Pictures	Graphic orga Partner Appropriate text Word wall L1 text and/c support Sentence fram	leveled or	Graphic organizer Small group Adapted text Word wall	Graphic or Small grou	-	Grap	hic organizer

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language	
RL.3.3 WIDA ELDS: 2 Reading	traits, ı	how the characters' acti motivations, feelings) in a pute to the sequence of e	story	characte	he connection between t r traits, motivations, and sequence of events in a s	feelings	VU		Fiction, non- fiction, trait, specific to text	
Speaking	Contrib		vents.		organizer.	using	LFC		Verbs: future tense; conditional mode	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5		
Language Obje	ectives	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 b the character motivations, feelings and t sequence of L1 and/or ap leveled text of phrases that represent key concepts.	r traits, and the events in propriate using	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 the charact motivation feelings and sequence of from a grad complexity complete s with conten vocabulary	between er traits, s, and d the of events de 2-3 text level in entences nt-based	conne the ch motiv feelin seque from text in detail with o	in the ection between haracter traits, rations, and gs and the ence of events a grade level n complete, ed sentences content-based pulary.	
Learning Sup	earning Supports Graphic organizer Graphic orga Small group Small group Leveled text Appropriate Word/picture wall text L1 text and/or Word/pictur support L1 text and/ Pictures support Gestures Sentence fraction				Graphic organizer Small group Adapted text Word wall/bank	Graphic org Small grou		Graph	nic organizer	

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	: Language
RL.3.6	-	uish reader's point of vie	w from that	Discuss t	he distinctions between	reader's	VU		
RI.3.6 WIDA ELDS: 2 Reading	of narr	ator or characters.			view and the narrator or view using a template.	characters'	LFC		Comparative adjectives
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Discuss the	the distinctio	ns	Discuss the	Discuss the	!	Discu	uss the
		distinctions between	between the	reader's	distinctions between	distinctions	s between	disti	nctions between
		the reader's point of	point of view	and the	the reader's point of	the reader'	s point of	the r	eader's point of
		view and the narrator	narrator or		view and the narrator	view and th	ne narrator	view	and the narrator
		or characters' point character		aracters' point of or characters' poin		or characters' point		or characters' point	
		of view in L1 and/or	view in L1 an	d/or	of view from an	of view from a text		of vi	ew from grade
		state the distinctions	state the dist	inctions	adapted text using	within the	grade 2-3	leve	texts in
		from a leveled text	from a leveled text in		simple sentences and complexity		level in	com	plex, detailed
		using single words	phrases that		key content-based complete s		entences	sent	ences and
		that represent key	represent ke	y	vocabulary.	and conten	it-based	cont	ent-based
		ideas.	concepts.			vocabulary	•	voca	bulary.
Learning Sup	ports	Leveled text	Leveled text		Adapted text				
		Word/picture wall	Word wall/ba	ank	Word wall/bank				
		Partner	Partner		Partner				
		L1 text and/or	L1 text and/c	or					
		support support							
		Cloze sentences	Sentence fra	mes					
	Gestures Partner		Partner						
		Pictures							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.3.3		scribe the relationship o	•		the steps in procedures		VU		Sequence of
WIDA ELDS: 2		chnical procedures in a te		indicate	time and sequence using	an outline.			events, setting
Reading	langua	ige that indicates time ar	nd sequence.				LFC		Nouns; abstract
Speaking									nouns;
									pronouns; and
									adjectives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Describe the steps of	Describe the	steps in	Describe the steps in	Describe th	e steps in	Desc	ribe the steps in
		technical procedures	procedures in		procedures in simple	procedures		•	edures in
		in a text to indicate	complete, co	•	sentences from an	complete s			plex, detailed
		time and sequence in	sentences fro	-	adapted nonfiction		ade 2-3 complexity gra		ences from a
		L1 and/or state the	grade level n		text to indicate time	-			e level nonfiction
		steps from an	text to indica		and sequence	level nonfic			to indicate time
		appropriately leveled	and sequence			to indicate	time and	and	sequence.
		text using pictures,	and/or s the	•		sequence.			
		and single words that	procedures fi						
		represent key ideas.	appropriately	/ leveled					
			text using						
			phrases/simp	ble					
			sentences.						
Learning Sup	ports	Outline	Outline		Outline	Outline		Outl	ine
		Appropriate leveled	Appropriate l	leveled	Adapted text	Word wall			
		text	text		Partner				
		Partner	Partner	المنبية	Word wall				
		Word/picture wall	Word/picture						
		L1 text and/or	L1 text and/o)r					
		support	support						
L		Pictures	Sentence frai	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.3.3b	Decode	e words with common La	tin suffixes:	Decode	words with common Lati	n suffixes	VU		S uffixes, root
WIDA ELDS: 2	Ex: -ab	le, -ible, -ment, and -atio	n.	using cog	gnates and charts.				words
Speaking							LFC		Sentences with
Reading									suffixes
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Decode high	Decode comr	non	Decode common	Decode gra	de-level	Decode grade-level	
		frequency words with	regularly spe	lled	words and some	words with	common	word	ds with common
		common Latin	words with c	ommon	grade level words	Latin suffix	es.	Latin	suffixes.
		suffixes.	Latin suffixes	using	with common Latin				
			cognates and	l charts.	suffixes				
Learning Sup	ports	Cognates	Cognates		Partner				
		Suffix chart	Suffix chart		Cognates				
		Pictures	Pictures		Suffix chart				
		Partner	Partner						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
RF.3.3.d	-	rade-appropriate irregula		-	ide level irregularly spelle		VU		Irregular
WIDA: 2 Reading Speaking	words	with accuracy and expres	ssion.	with acco wall.	uracy and expression usi	ng a word	LFC LC		Simple sentences Varies by level
		ELP 1	ELP 2	2 2	ELP 3	EL	P 4		ELP 5
Language Obje	Dbjectives Read irregularly Read irregularly spelled high spelled c words.		Read irregula spelled comn words in phra fluency and a	non ases with	Read irregularly spelled common words with fluency and accuracy in adapted texts.	Read irregu spelled wo fluency and in texts wit grade 2-3 c level.	rds with d accuracy hin the	irreg word	d grade-level Jularly spelled ds with fluency accuracy.
Learning Sup	ports	Pictures/Photographs Word Wall	Pictures/Pho Word Wall	tographs	Word Wall Adapted text	Word Wall			
		L1 support Leveled text	L1 support Leveled text						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
RF.3.4.b WIDA: 2	-	rade-level prose and poe ccuracy, appropriate rate		-	ose with fluency, accuracy on with a partner.	y and	VU		Prose	
Reading	expres		, and	CAPI COSIC			LFC		Prose sentence structure	
Speaking							LC		Varies by level	
	1	ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ectives	Read prose and poetry orally in L1 and/or single words from a leveled text.	Read prose a poetry orally and/or phras a leveled tex limited accur fluency and expression.	in L1 es from t with	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose poetry oral fluency and in texts wit grades 2-3 level.	ly with l accuracy	Read grade level prose and poetry orally with fluency, accuracy and expression.		
Learning Sup	ports	Illustrations/diagrams Drawings PartnerWork Appropriately leveled text L1 support Manipulatives	Illustrations/ Drawings PartnerWork Appropriatel text L1 support Manipulative	y leveled	PartnerWork Adapted text	PartnerWo	rk			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.3.4.c WIDA: 2 Reading Speaking		ntext to confirm or self-c ition, rereading as neces		oral read	ext to confirm and demo ling skills by self-correctin g when necessary using a	ng by	VU LFC		Context clues, confirm, reread, self- correct Sentences with
							LC		context clues Varies by level
	1	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		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 r of unknown v a grade level L1 and/or use selected phra an appropria leveled text to sentences leve context clues cognates and schemata.	meaning words in text in e ases from tely by using vel 5,	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 contex confirm the of unknown based word approachin level text b sentence le extended c clues, cogn schemata.	e meaning n content ds in an ng grade y using evel and ontext ates,	Use context to confirm the meanin of unknown words a grade level text b using sentence leve and extended cont clues, cognates and schemata.	
Learning Sup	rning Supports Guiding questions Guiding quest checklist checklist Guided group with Guided group teacher teacher L1 support L1 support Pictures/Photographs Pictures/Phot Adapted text Adapted Text				Guiding questions checklist Triads or Small Groups Adapted text	Guiding qu checklist	estions		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Academic Language		
SL.3.1.a WIDA ELDS: 2 Speaking Listening		to discussion prepared ha udied required material.	aving read		and discuss previously reusing notes and graphic		Discussion, notes Use transitional phrases which refer to read material		
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	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 previously re grade-level m in L1 and/or to previously text with phr short sentene	ad, naterial respond read rase and	Listen to and discuss previously read, appropriately-leveled text using simple sentences.	Listen to ar previously- within grac complexity using some sentences.	read text les 2-3 level by	previ grade by us comp with gram struc preci	n to and discuss ously read, e-level material ing multiple, olex sentences a variety of matical tures and se, content- d vocabulary.
Learning Sup	ports	Graphic organizer Notes Small group L1 text and/or support Choice questions Bilingual dictionary Picture dictionary	Graphic orga Notes Small group L1 text and/c support Sentence fran Bilingual dict Picture dictio	or mes ionary	Graphic organizer Notes Small group Bilingual dictionary Picture dictionary	Graphic org Notes Small grou	-	Note Smal	s I group

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	Idemic I	Language
SL.3.1.b		rules for discussion (e.g.			by following the rules of		VU		Discussion
WIDA ELDS: 1, 2 Speaking Listening	with sp	n respectful ways, listenir beaking one at a time abo xts under discussion).	•	using col	nversation prompts and	cues.	LFC		Use sentences and nonverbal behaviors that demonstrate knowledge of discussion rules in the U.S. Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Participate in a discussion in L1 and/or use single words that represent ideas.		Discuss by fo the rules of discussion in and/or use p and short ser	L1 hrases	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 the rules of discussion produce so complex se that repres organized i a variety of grammatic structures content-ba vocabulary	f and ome entences sent deas with f al and sed	the ru discus multip senter variet gramr struct precis	ssion and use ble, complex nces with a
Learning Sup	earning Supports Small group Small group Conversational cue Conversation cards cards L1 text and/or L1 text and/or support support Partner Partner Pictures Sentence fra Gestures Pictures				Small group Conversational cue cards	Small grou	p	Small	group

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic		Language	
SL.3.1.c		propriate questions to cla	arify		tions to clarify understar	nding of	VU		Clarify	
WIDA ELDS: 1,2 Speaking Listening	unders	tanding of information.		informat	ion using a word bank.		LFC		Questions with increasing specificity Varies by level	
		ELP 1	ELP 2	2	ELP 3	FL	P 4	ELP 5		
Language Obje	ectives	Ask questions to clarify understanding of information in L1 and/or use single words.	Ask questions clarify unders of informatio and/or use pl and short ser	standing on in L1 hrases	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 understandin of information by using multiple, complex sentences with a variety of grammatical structures and precise, content- based vocabulary.		
Learning Sup	Learning Supports Word/picture bank Word/picture Partner Partner Partner Question prompts Question pro L1 text and/or L1 text and/or support support Gestures Sentence fra Pictures Pictures			ompts or	Word bank Partner Question prompts	Word bank				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.3.1.c	Stay or	n topic and link comment	s to the	When sp	eaking, refer to previous	student's	VU		Transitional
WIDA ELDS: 2	remark	s of others.		commen	ts and then add remarks	using the			phrases,
Speaking				conversa	itional cue cards.				comment
Listening							LFC		Sentences with
									linking
									transitional
									phrases
							LC		Varies by level
	L	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	When speaking, refer	When speaki	ng, refer	When speaking, refer	When speaking, refer		Whe	n speaking, refer
		to previous student's	to previous student's		to previous student's	to previous	s student's	to pr	evious student's
		comments using	comments us	sing	comments using	comments	using	comi	ments using
		memorized	transitional p		transitional phrases in	transitiona	l phrases	trans	sitional phrases
		transitional phrase in	L1 and/or use	e phrases	simple sentences.	and some of	complex	and i	multiple,
		L1 and/or use single	and short ser	ntences.		sentences.		com	olex sentences.
		words.							
Learning Sup	ports	Word/picture wall	Word/picture		Word wall				
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures Sentence fra		mes					
		Gestures	Word bank						
		Partner	Partner						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.3.1.d	•	their own ideas and und	lerstanding		personal ideas and under	-	VU		Personal ideas
WIDA ELDS: 1-5 Speaking Listening	in light	of the discussion.		a discuss	LFC				Sentences with phrases which express own opinion Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	Language Objectives Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use single words.		Express perso ideas and understandir discussion or level topics ir and/or use p and short ser	ng in a ngrade nL1 hrases	Express multiple, related, personal ideas and understanding in a discussion on grade level topics using simple sentences.	Express org personal id understance discussion of level topics some comp sentences.	eas and ling in a on grade using	cohe ideas unde discu level mult	ess clear and rent personal s and erstanding in a ussion on grade topics using iple, complex ences.
Learning Sup	Learning Supports Notes Word/picture wall Small group Bilingual/picture dictionary L1 text and/or support Pictures Gestures		Notes Word/picture Small group Bilingual/pict dictionary L1 support Sentence fram	ture text and	Notes Small group Word wall Bilingual dictionary	Notes Small grou	0	Note Smal	s I group

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
W.3.2.a		e illustrations with writing			llustrations with writing t	o aid	VU		Illustrations
WIDA ELDS: 2 Writing	useful	to aiding comprehension	•	compreh	iension.		LFC		Verb forms;
W110116									indicative verb;
									declarative
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	nguage Objectives Use illustrations to Use illustrat			ons to	Use illustrations to	Use illustra	tions to	Use illustrations to	
		aid comprehension	aid comprehension		aid comprehension	aid compre	hension	aid c	omprehension
		when writing in L1	when writing	in L1	when writing simple	when writi	ng	whe	n writing
		and/or single words.	and/or in phr	ases and	sentences.	complex se	ntences.	mult	iple, complex
			short sentend	ces.				sent	ences.
Learning Sup	ports	Illustrations	Illustrations		Illustrations	Illustration	S		
		L1 text and/or	L1 text and/o	r	Word wall/bank				
	support support				Bilingual and English				
	Partner Partner								
	Word/picture Word/pictur			2					
		wall/bank	wall/bank						
		Bilingual and English	Bilingual and	English					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.2.b	Use fac	cts, definitions, and detai	ls to help	Develop	a writing piece using fact	S,	VU		Facts,
WIDA ELDS: 2	develo	p a topic within a piece o	f writing.	definitio	ns, and details using wore	d wall and			definitions, and
Writing				reference	e materials.				details
							LFC		Sentences with
									references and
									contextual
									definitions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Begin to develop a	Begin to deve	elop a	Develop multiple,	Develop an	organized	Develop a clear and	
		writing piece using	writing piece	using	related ideas in a	writing pie	ing piece using co		rent writing
		facts, definitions, and	facts, definiti	ons, and	writing piece using	facts, defin	itions, and	piece	e using facts,
		details in L1 and/or	details in L1 a	and/or	facts, definitions, and	details by p	producing	defin	nitions, and
		use single words.	use phrases a	and short details by producing some com			olex	deta	ils by producing
			sentences.		simple sentences.	sentences.		mult	iple, complex
								sente	ences.
Learning Sup	ports	Word wall/bank	Word/picture	<u>j</u>	Word wall/bank				
		L1 text and/or	wall/bank						
		support	L1 text and/o	or					
		Pictures	support						
		Illustrations	Sentence fran	mes					
		Dictated sentences	ces Illustrations						
			Dictated sent	ences					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.2.d W.3.3d WIDA ELDS: 2		e closure to a writing piec concluding statement or		-	a strong closing to a writ raphic organizer and mo		VU		Closing, concluding statement
Writing							LFC		Sentences with strong concluding statements Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Develop a strong closing to a writing piece in L1 and/or use single words and pictures.		Develop a str closing to a w piece in L1 ar phrases and s sentences.	vriting nd/or use	Develop a closing to a writing piece by producing simple sentences.	Develop an closing to a piece by pr expanded a complex se	o writing oducing and some	cohe writii multi	lop a clear and rent closing to a ng piece by using ple, complex ences.
Learning Sup	Learning SupportsGraphic organizerGraphic organizerWord/pictureWord/pictureWord/picturewall/bankL1 text and/orL1 text and/orL1 text and/orSupportSupportPicturesSentence fraDictated sentencesDictated sentences			e or mes	Graphic organizer Word wall/bank	Graphic or	ganizer		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.a WIDA ELDS: 2 Writing		sh a situation and introdu or and/or characters with			writing piece with charac and plot using a graphic c		VU LFC		Narrator, character, setting, plot Sentences with
							LC		introductory features Varies by level
	ELP 1 ELF			2	ELP 3	ELI	P 4		ELP 5
Language Obje	Language Objectives Create an introductory writing piece with characters, setting, and plot in L1 and/or use single words.		Create an introductory piece with ch setting, and p and/or use pl and short ser	aracters, plot in L1 hrases	Create an introductory writing piece with characters, setting, and plot by producing simple sentences.	Create an c introductor piece with setting, and producing s complex se	ry writing characters, d plot by some	cohe intro piece settin prod	te a clear and erent oductory writing e with characters, ng, and plot by ucing multiple, plex sentences.
Learning Sup	Learning SupportsGraphic organizerGraphic organizerL1 text and/orL1 text and/orsupportsupportPicturesSentence framWord/pictureWord/picturewall/bankwall/bank		or mes	Graphic organizer Word wall	Graphic org	ganizer		hic organizer	

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.a	Organia	ze an event sequence that	at unfolds	Produce	a narrative with an orgar	nized	VU		First, second,
WIDA ELDS: 2	natura	lly in narrative writing.		sequence	e of events using a graph	ic			etc., finally
Writing				organize	r.				then
							LFC		Adverbs of
									time; relative
									clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1 ELP			ELP 3	ELP 4			ELP 5
Language Obje	ELP 1Language ObjectivesProduce 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 na with an organ sequence of L1 and/or con parts of a nan with phrases using drawing	rrative nized events in mplete rrative and	Produce a narrative with an organized sequence of events in simple, related sentences.	Produce ar narrative w sequence c complex se	organized vith a of events in	cohe with sequ detai	uce a clear and rent narrative an organized ence of events in iled sentences of ng lengths.
Learning Sup	ports	Graphic Organizer Word/picture wall L1 support Illustrations/Diagrams Drawings	Graphic Orga Word/picture L1 support Sentence Fra	e wall	Graphic Organizer Word Wall	Graphic Or	ganizer	Grap	hic Organizer

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.b WIDA: 2 Writing Speaking	descrip feeling	tives Describe actions			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 quo marks LC Varies by I	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 action thoughts and and use dialo complete a n in L1 and/or of phrases and s sentences.	l feelings ogue to arrative use	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of related sentences.	Describe ad thoughts a and use dia show chara responses producing s complex se	nd feelings alogue to acters' by some	thou and u show respo prod	ribe actions, ghts and feelings use dialogue to characters' onses by ucing multiple, olex sentences.
Learning Sup	arning SupportsCharacter web Graphic OrganizerCharacter web Graphic OrganizerStory mapStory mapStory mapShared writingShared writingShared writingSentence FramesSentence FraL1 supportL1 supportL1 supportL1 supportPictures/PhotographsManipulatives			nizer	Character web Graphic Organizer Story map Shared writing	Graphic Or	ganizer		

Standard		Student Learning Objective (SL	.0)		Language Objective		Aca	demi	c Language
W.3.3.c WIDA: 2 Writing		r temporal words (e.g., before, afte es to signal event order in a narrati		Write a narrative story introducing a narrator or character using temporal words and phrases following a model shared story.			VU LFC		Temporal words, narrator Adverbs of
							LC		time; relative clauses; transitional phrases Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Objective		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 narr story using temporal we and phrases introduce na or character and/or com narrative sto using tempo words and p	ords to arrator in L1 plete a ory oral	Write a narrative story using temporal words and phrases to introduce narrator or character using simple related sentences.	Write a na story usin temporal and phras introduce or charact and comp sentences	g words es to narrator ter using lete	stor tem phr intr or c det	te a narrative y using poral words and ases to oduce narrator character using ailed sentences arying lengths.
Learning Supp	oorts	Model shared story Word Wall Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model share Word Wall Visuals L1 support Sentence Fr	-	Model shared story Word Wall	Model sha	ared story		

Standard		Student Learning Objective (S	LO)		Language Objective		Aca	demio	: Language
WIDA ELDS:	appro	guidance and support from adults, opriate grade 3 organizational struc uce writing for a specific task and p	cture to organization appropriate to task and				VU LFC LC		Narrative, task, purpose Complex sentences; increasing specificity of sentence structure Varies by level
I		ELP 1	ELP 2	•	ELP 3	EL	P 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 narra essay demonstration development organization and/or using phrases to complete set frames.	ng t and in L1	Write a narrative essay demonstrating development and organization appropriate to task and purpose in simple, related sentences.	ELP 4 Write a narrative essay demonstrating development and organization appropriate to task and purpose using complete sentences.		essa den dev orga app and deta	te a narrative ay nonstrating elopment and anization ropriate to task purpose in ailed sentences rarying lengths.
Learning Suppo	orts	Graphic Organizer Shared writing Word Wall L1 support Illustrations/Diagrams/Drawings Cloze sentences	Graphic Orga Shared writin Word Wall L1 support Sentence Fra	ng	Graphic Organizer Shared writing Word Wall	Graphic C	Irganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.10 WIDA ELDS: 2		outinely over extended t or research, reflection, a			er extended timeframes f topics using word walls		VU		Portfolio
Writing	-	ange of discipline-specific	-	-	organizers.	unu	LFC		Variety of
		es, and audiences.	,	0					sentence
									structures
									specific to task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write over extended	Write over ex	ktended	Write over extended	Write over	extended	Writ	e over extended
		time frames about a	time frames a	about a	time frames about a	time frame	s about a	time	frames about a
		variety of topics in L1	variety of top		variety of topics by	variety of t			ety of topics by
		and/or use single	and/or use pl		producing simple	producing	•		ucing clear and
		words and drawings.	and short ser	ntences.	sentences.	and some o	complex		erent writing
						sentences.			g multiple,
								com	plex sentences.
Learning Sup	ports	Graphic organizer	Graphic orga		Graphic organizer	Graphic or	ganizer		
		Word/picture wall	Word/picture		Word wall				
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures	Sentence frai	mes					
		Drawings							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.3.10	Write r	routinely over shorter tim	ne frames (a	Write ov	er shorter time frames al	bout a	VU		Journal
WIDA ELDS: 2	-	sitting or a day or two) fo	-	variety o	f topics using a word wal	l and	150		la sus seinesta
Writing	•	ne-specific tasks, purpos	es, and	graphic o	organizer.		LFC		Increasingly
	audien	ces.							complex sentences with
									increasingly
									specific writing
									tasks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write over shorter	Write over sh	norter	Write over shorter	Write over	shorter	Writ	e over shorter
		time frame about a	time frame a	bout a	time frame about a	time frame	about a	time	frame about a
		variety of topics in L1	variety of top		variety of topics by	variety of t			ty of topics by
		and/or use single	and/or use p		producing simple	producing	•		ucing clear and
		words.	and short ser	ntences.	sentences	and some of	complex		rent writing
						sentences.			g multiple,
								com	plex sentences.
Learning Sup	ports	Graphic organizer	Graphic orga		Graphic organizer				
		Word/picture wall	Word/picture		Word wall				
		L1 text and/or	L1 text and/c)r					
		support	support Sentence frai	200					
		Pictures	Pictures	iies					
		Drawings	Pictures						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
L.3.1.e WIDA ELDS: 2		nd use simple verb tense I; I walk; I will walk).	es (e.g., I		d use simple verb tenses e frames.	using	VU		Verb tense
Speaking Writing	Walkee	, i waik, i wii waikj.		sentence	e mannes.		LFC		Sentences with simple verb tenses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Form and use simple verb tenses by using single words or drawings with high frequency words.	Form and use verb tenses b common wor phrases and	by using rds,	Form and use simple verb tenses using simple related sentences.	Form and use simple verb tenses using complete sentences.			n and use simple tenses using iled sentences of ing length.
Learning Sup	ports	Verb Chart Word wall L1 text and/or support Pictures	Verb Chart Word wall L1 text and/c support Pictures Sentence fram		Verb Chart Word wall	Verb Chart			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.3.5.a	Differe	ntiate the literal and non	-literal	Distingui	sh between literal and no	on-literal	VU		Figurative
WIDA ELDS: 2	meanir	ngs of words and phrases	in context	meaning	s of words and phrases in	n context			expressions
Speaking	(e.g., ta	ake steps).		using ref	erence materials and dra	wings.	LFC		Sentences with
Writing									idioms,
									collocations
									and figurative
									language
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	FU	P 4		ELP 5
Language Obje	octives	Distinguish between	Distinguish be		Distinguish between	Distinguish		Disti	nguish between
		literal and non-literal	literal and no		literal and non-literal	literal and			al and non-literal
		meanings of words	meanings of v		meanings of words	meanings of			nings of grade
		and phrases in	and phrases i		and phrases from	and phrase			words and
		context in L1 and/or	context in L1		adapted texts.	texts within			ses in context.
		high frequency,	common, ger	-	udupted textor		complexity	pina	
		common words.	words and ph			level	comprehicy		
			appropriately						
			texts.	icvered					
Learning Sup	ports	Reference materials	Reference ma	aterials	Reference materials	Reference	materials		
	p 0	Appropriately leveled	Appropriately		Adapted text				
		text	text	,					
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures	Pictures						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.3.2	Recour	nt stories, including fabl	es, folktales,	Retell sto	ories from a variety of g	enres using	VU		Retell,
WIDA ELDS: 2	and my	ths from diverse culture	s.	a Story N	1ap and pictures.				characters,
Reading									beginning,
Speaking									middle, end
							LFC		Past tense
									verbs; perfect
									aspect
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Retell the elements of	Retell the ele	ments of	Retell the elements of	Retell the e	lements of	Rete	ll the elements of
		fables, folktales, and	fables, folkta	les, and	adapted fables,	fables, folk	tales, and	grad	e-level fables,
		myths from diverse	myths from d	liverse	folktales, and myths	myths from	n diverse	folkt	ales, and myths
		cultures in L1 and/or	cultures in L1	-	from diverse cultures	cultures wi	•		diverse cultures
		use pictures or	use phrases o	or short	in multiple, simple,	2-3 comple	•		ultiple, complex
		drawings,	sentences.		related sentences.	expanded s		sente	ences.
						with emerg			
Learning Curr		Stow Man	Ctow / Max		Cham Man	complexity	•		
Learning Sup	ports	Story Map	Story Map	tographs	Story Map	Story Map			
		Pictures/Photographs	Pictures/Phot	tographs	Pictures/Photographs				
		Template	Template	mor	Template				
		Sentence Frames	Sentence Fra	mes					
		L1 support	L1 support						

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language

RL.3.2 WIDA ELDS: 2 Reading Speaking	Determine the central message, lesso		Identify the central mess moral of a text using Word Wall and Template	a Story Map,	VU LFC LC	Retell, characters, moral Past tense verbs; perfect aspect 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	Identify the central message, lesson, or moral of grade level stories using key, content- based vocabulary in expanded sentences with emerging complexity.	messag moral o stories conten vocabu comple	y the central ge, lesson, or of grade-level using precise, t-based lary in multiple, ex sentences of g grammatical
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 Objecti	ve (SLO)	Language Obje	ctive	Academ	nic Language
RL.3.2 WIDA ELDS: 2 Reading	Explain how the central message, less is conveyed through key details in the	text.	Explain the central messa moral of a text using a St Word Wall and Partner w	ory Map,	VU	Central message, lesson, moral
Speaking					LFC	Past tense verbs; perfect aspect
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4		ELP 5
Language Objectives	stories in L1 and/or use single	Explain the central message, lesson, or moral of grade-level	Explain the central message, lesson, or moral of grade level	Explain the central message, lesson, or moral	messag moral o	the central ge, lesson, or of grade-level
	words from stories and match words with Illustrations/diagrams/drawings.	stories in L1 and/or using phrases and short sentences.	stories using multiple, simple, related sentences.	of grade level stories using expanded sentences with emerging complexity.		using multiple, ex 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	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RL.3.4 WIDA ELDS: 2		nine the meaning of word s as they are used in a te			ne the meaning of words text using Think Alouds	•	VU		Resource
Reading	pinase		At.		resources.		LFC		Definition genre
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Determine the meaning of words in a text using L1 support and/or single words from a leveled text.	Determine the meaning of w a text using L using genera content-base vocabulary p and short ser from a levele	vords in 1 and/or I, ed hrases ntences	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 wor a text using multiplication complex senten			ning of words in t using multiple,
Learning Sup	ports	Think Alouds L1 support Pictures/Photographs	Think Alouds L1 support Pictures/Pho Sentence Fra	tographs	Think Alouds	Think Alou	ds		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language

RL.3.4 WIDA ELDS: 2 Reading Speaking	Dist text	tinguish literal from nonliteral langu t.		Determine literal fro language using a T-C Word Wall			VU LFC LC	Literal language, nonliteral language Comparative phrases 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 litera from nonliteral language using complete sentences.	1	nonlitera	ne literal from al language using 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	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.5	Refer t	o parts of stories, drama	s, and poems	Refer to	parts of stories, dramas,	and poems	VU		Stories,
WIDA ELDS: 2	when w	writing or speaking about	a text.	when wr	iting or speaking about a			dramas, poems	
Reading				a Story	LFC		Past tense		
Speaking				Modelin	3				verbs, perfect
Writing									aspect
									Varies by level
		ELP 1	ELP 3	ELP 4			ELP 5		
Language Obje	age Objectives Refer to parts of Refer to parts of			s of	Refer to parts of	Refer to pa	rts of	Refer	to parts of
		stories, dramas, and	stories, dramas, and		stories, dramas, and	stories, dramas, and		stories, dramas, and	
		poems when writing	poems when writing		poems when writing	poems whe	en writing	poems when writing	
		or speaking about a	or speaking a	bout a	or speaking about a	or speaking	g about a	or sp	eaking about a
		text in L1 and/or use	text in L1 and/or use		text in multiple,	text in expanded		text ι	using multiple,
		drawings, pictures	pictures in pl	nrases	simple, related	sentences	with	comp	olex sentences.
		and high-frequency	and short ser	ntences.	sentences.	emerging c	omplexity.		
		words in phrases and							
		memorized patterns.							
Learning Sup	ports	Story Map	Story Map		Story Map	Story Map			
		Teacher Modeling	Teacher Mod	leling	Teacher Modeling				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Illustrations	Illustrations						
		Diagrams/drawings	Diagrams/dra	awings					

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.5 WIDA ELDS: 2		e terms such as chapter, s when writing or speaking			erms such as chapter, sco when writing or speaking a		VU		Chapter, scene, stanza
Reading Speaking Writing	text.		s about a		text using a Personal Dictionary and notes.				Past tense verbs, perfect aspect Varies by level
	ELP 1 ELP 2 ELP 3						P 4		ELP 5
Language Obje	ectives	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 chapter, scer stanza when or speaking a text in L1 and using phrases short sentend leveled texts.	ne, and writing about a d/or by s and ces from	Include terms such as chapter, scene, and stanza when writing or speaking about an adapted text in multiple, simple, related sentences.	Include ter chapter, sc stanza whe or speaking text within complexity expanded s	en writing g about a grade 2-3 gband in	chap stanz or sp grade mult	de terms such as ter, scene, and a when writing eaking about a e-level text in iple, complex ences.
Learning Sup	Word/Picture WallWord/PL1 supportL1 supp		Personal Dict Word/Picture L1 support Sentence Fra	e Wall	Personal Dictionary Word Wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.5 WIDA ELDS: 2		be how each successive p r, scene, or stanza builds			how each chapter, scene earlier sections within a		VU		Chapter, scene, stanza
Reading Speaking	sections within a text.				Лар, Outline and Word W	'all.	LFC		Past tense verbs, perfect aspect
							LC		Varies by level
	ELP 1 ELF				ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	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 chapter, scen stanza builds earlier sectio a text in L1 an using in phra- short sentend	ne, and on ns within nd/or by ses and	Describe how each chapter, scene, and stanza builds on earlier sections within a text in multiple, simple, related sentences.	Describe ho chapter, sc stanza builo earlier sect a text in ex sentences.	ene, and ds on ions within	Describe how each chapter, scene, and stanza builds on earlier sections withi a grade-level text by using precise, content-based vocabulary in multiple, complex	
Learning Sup	OutlineOWord WallWL1 supportL1Sentence FramesSet		Story Map Outline Word Wall L1 support Sentence Fra Visuals	mes	Story Map Outline Word Wall				

Standard		Student Learning (Objective (SLO)		Language Objecti	ve	A	cademi	c Language
RI.3.2	Dete	rmine the main idea in ir	nformational grade 3	Identif	y the main idea of a t	ext using a	V	Ú	Identify, main
WIDA ELDS:	text.			graphic	c organizer, Word Wa	ll and			idea
2 - 5				picture	·S.		LI	FC	Verb forms;
Reading									declarative
Speaking									sentences,
Listening									complex
									sentences,
									transitional
									phrases
							L	.C	Varies by level
		ELP 1	ELP 2		ELP 3	ELP 4			ELP 5
Language	nguage Identify the main idea Identify the main idea of a		а	Identify the main	Identify the	main	Identif	y the main idea	
Objectives	5	of a grade-level text	grade level text in L1 and/or in a		idea of an	idea of an te	ext	of a gr	ade-level text
		in L1 and/or in a	leveled text read aloud in		adapted grade	within grade	2-3	by ans	wering orally in
		leveled text read	English using		level text by	complexity b	band	multip	le, complex
		aloud.	Illustrations/diagrams/dra	awings.	answering orally	by answerin	g	senten	ces.
					in multiple,	orally using	in		
					simple, related	expanded			
					sentences.	sentences.			
Learning Supp	orts	Graphic Organizer	Graphic Organizer		Graphic Organizer	Graphic Org	anizer		
		Word/Picture Wall	Word/Picture Wall		Word Wall				
		Pictures/Photographs	Pictures/Photographs						
		L1 support	L1 support						
		Gestures	Sentence Frames						
	Choice Questions								

Standard	Student Learning Objective (SLO)		La	nguage Objective)	Acade	emic Language
RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking	Recount key details and explain how they support the m an informational Grade 3 text.	xt.			d the	VU LFC	Identify, explain, main idea, details Verb form; indicative verbs; declarative sentences
						LC	Varies by level
	ELP 1	ELP 2	2	ELP 3	E	LP 4	ELP 5
Language	Identify the key details and explain the connection	Identify the k	кеу	Identify the	Identi	fy the	Identify the
Objectives	to the main idea in L1 and/or use single words.	details and e	xplain	key details	key de	etails	key details and
		the connection		and explain	and explain		explain the
		main idea in		the	the		connection to
		and/or use p		connection to		ction to	the main idea
		and short ser	ntences.	the main idea		ain idea	in multiple,
				in multiple,		anded	complex
				simple,	senter		sentences.
				related		merging	
				sentences.	comp	,	
Learning	Graphic Organizer	Graphic Orga		Graphic	Graph		
Supports	Word/Picture Wall	Word/Picture		Organizer Word Wall	Organ	izer	
	Teacher Modeling	Teacher Mod	•	Teacher			
	Pictures/Photographs L1 support	Pictures/Pho L1 support	rographs	Modeling			
	Illustrations/diagrams/drawings/diagrams/drawings	Sentence Fra	mes	woulding			
	mustrations/ulagrams/urawings/ulagrams/urawings	Sentence Fra	11162				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.3.3	Describ	e the relationship betwe	en a series	Describe	the cause/effect of histo	orical	VU		Cause/effect,
WIDA ELDS: 2	of histo	prical events or scientific	ideas or	events o	r scientific ideas using a ខ្ល	graphic			historical
- 5	concep	ts, using language that p	ertains to	organize	r, Word Wall and Role Pla			events,	
Reading	cause/	effect.							scientific ideas
Speaking							LFC		Nouns; abstract
									nouns;
									pronouns; and
									adjectives
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Describe the	Describe the		Describe the	Describe the		Desc	ribe the
		cause/effect of	cause/effect of		cause/effect of	cause/effect of		caus	e/effect of
		historical events or	historical events or		historical events or	historical e	vents or	histo	rical events or
		scientific ideas in L1	scientific ideas from		scientific ideas from	scientific id	eas from a	scien	tific ideas from a
		and/or from a leveled	in L1 and/or f	from a	an adapted grade text wit		grade 2-3	grad	e level text in
		text in phrases.	leveled text i	n	level text n multiple,	complexity	level in	mult	iple, complex
			phrases and s	short	simple, related	expanded s	entences	sente	ences.
			sentences.		sentences.				
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Organizers		Grap	hic Organizers
		Role Play	Role Play		Role Play	Role Play			
	Partner work		Partner work		Partner work				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 text and/or	L1 text and/o	or					
		support	support						
	Pictures		Sentence Fra	mes					

Standard	Student Learning Objecti	ve (SLO)	Language Ol	ojective	Academic Language		
RI.3.4 WIDA ELDS:	Determine the meaning of general acar phrases in a text relevant to a grade 3 t		Identify the meaning words and phrases ir		VU	ldentify, definition	
2 - 5 Reading Speaking			multiple resources, s Visuals.	mall group and	LFC	Verb forms; definition genre	
		ELP 2	ELP 3		LC	Varies by level	
	ELP 1	ELP 4		ELP 5			
Language Objective:		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.	academ phrases text usi conten vocabu	v the meaning of nic words and s in a grade level ng precise, t-based lary in multiple, x 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	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
RI.3.4 WIDA ELDS: 2 - 5	words	nine the meaning of dom and phrases in a text rele 3 topic or subject area.	-	words an	the meaning of domain-s nd phrases in a text using s, small group and Visual	VU		Identify, domain-specific words, phrases	
Reading Speaking							LFC		Verb forms; definition genre
						LC		Varies by level	
		ELP 1 ELP 2 ELP 3 EL							ELP 5
Language Obje		Identify the meaning of domain-specific words and phrases in L1 and/or draw a picture.	Identify the n of domain-sp words and ph L1 and/or ide phrases that the meaning word or phra leveled text n aloud.	ecific nrases in entify key support of the se using read	Identify the meaning of domain-specific words and phrases in an adapted text in multiple, simple, related sentences.	Identify the of domain- words and a text withi – 3 comple in expande sentences	specific phrases in in grade 2 xity band	of do word a gra mult	tify the meaning omain-specific Is and phrases in Ide-level text in iple, complex ences.
Learning Supports Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Illustrations Diagrams/drawingss Cognates		aloud. Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Cognates		Triads or Small Groups Word Wall Cognates	Cognates				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	Academic Languag		
RI.3.5 WIDA ELDS:		kt features (e.g., maps, ta ts, captions) to locate inf			formation in a text using		VU		Text features	
2-5 Reading Listening		it to a given topic efficier		ation features and following oral directions with the support of a Word Wall and charts.					Declarative sentences, transitional phrases Varies by level	
		ELP 1	ELD (•	ELP 3	LC		ELP 5		
			ELP 2			ELP 4		1	-	
Language Obje	ectives	Locate information in	Locate information in		Locate information in	Locate information in			te information in	
		a text using text	a text using text		a text using text	a text using text		a tex	t using text	
		features and	features and		features and	features ar	nd	featu	ures and	
		following oral	following ora	I	following oral	following o	llowing oral		wing oral	
		directions in L1	directions in	L1	directions in multiple,	directions in		directions in mult		
		and/or in phrases and	and/or in phr	ases and	simple, related	expanded s	sentences.		plex sentences.	
	memorized patterns. short senten			sentences.				•		
Learning Sup	Learning Supports Word/Picture Wall		Word/Picture Wall		Word Wall					
		Visuals	L1 support							
	L1 support									

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	Language	
RI.3.5 WIDA ELDS: 2-5 Reading Listening	hyperli	arch tools (e.g., key word inks) to locate informatio n topic efficiently.							Search tools, relevant, key words, sidebars, hyperlinks Declarative sentences, transitional phrases
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Use search tools to	Use search tools to		Use search tools to	Use search tools to		Use s	search tools to
		locate relevant	locate releva	nt	locate relevant	locate relev	/ant	locat	e relevant
		information from	information f	rom	information from	information from		information from	
		texts by following oral	texts by follo	wing oral	adapted texts by	texts withir	n grade 2-3	grade level texts by	
		directions in L1	directions in	L1	following oral	complexity	band by	follo	wing oral
		and/or using pictures	and/or using	pictures	directions v in	following o	ral	direc	tions in multiple,
		in phrases and	and oral dire	ctions in	multiple, simple,	directions i	n	com	olex sentences.
	memorized pattern		phrases and s sentences.	short	related sentences.	expanded s	entences.		
Learning Sup	ports	Technology and	Technology a	nd	Technology and	Technology	' and		
			Technologica	I	Technological	Technologi	cal		
	Resources R		Resources		Resources	Resources			
		Teacher Modeling	Teacher Mod	leling	Teacher Modeling	Teacher Mo	odeling		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
	L1 support L1 suppor		L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		: Language
RF.3.3.c WIDA ELDS: 2	Decode	e multi-syllable words.			multi-syllable words using arts and Teacher Modelin		VU		Decode, syllable, multi- syllable
Reading Speaking									Nouns, adjectives, and adverbs
					LC		Varies by level		
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Objective		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 syllable, co based word texts within – 3 comple	ntent- ds from n grades 2	sylla base	ode multi- ble, content- d words from e-level texts.
Learning Sup	ports	Word/Picture Wall Teacher Modeling L1 support	Word/Picture Teacher Mod L1 support		Word Wall				

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

Standard	S	tudent Learning Objectiv	/e (SLO)	Language Objective			Academic Language			
RF.3.4.a Read grade-level text with purpos			ose and	Read grade-level text and orally explain the			VU		Purpose	
WIDA ELDS: 2 Reading Speaking	understanding.			purpose and demonstrate understanding using a Graphic Organizers and pictures.			LFC		Sentence structure related to level of text Varies by level	
		ELP 1	ELP 2	2	ELP 3	FI	P 4	ELP 5		
Language Obje	ectives	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 grade 2-3 c band and o explain the and demor compreher	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 Sup	ports	L1 support Choice Questions Graphic Organizers Word/Picture Wall	L1 support Sentence Fra Graphic Orga Word/Picture	inizers	Graphic Organizers Word Wall	Graphic Or	ganizers			

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	: Language
RF.3.4.b	0	rade-level prose and poe			ose with fluency, accuracy	•	VU		Prose
WIDA ELDS: 2 Reading Speaking	with ac expres	ccuracy, appropriate rate sion.	, and	expression with a Partner work and Technology and Technological Resources.					Prose sentence structure
Speaking						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	P 4		ELP 5	
Language Obje	ectives	Read prose and poetry orally in L1 and/or high- frequency, known single words from a leveled text.	Read prose a poetry orally and/or comm known phras a leveled text limited accur fluency and expression.	in L1 non and es from t with	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose poetry oral fluency and in texts wit grades 2-3 level.	ly with I accuracy hin the	pros orall accu	d grade-level e and poetry y with fluency, racy and ession.
Learning SupportsIllustrationsIllustrationsDiagrams/drawingsDiagrams/drawingsDiagrams/drawingsDrawingsPartner workPartner workL1 supportL1 supportManipulatives		5	Partner work	Partner wo	rk				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.3.4.c		ntext to confirm or self-c			ext to confirm and demo		VU		Context clues,
WIDA ELDS: 2	-	ition and understanding,	rereading as		ling skills by self-correctin				confirm,
Reading	necess	ary.		rereading when necessary using a checklist and Think Alouds.					reread, self-
Speaking				and thin	K Alouds.		150		correct
							LFC		Sentences with
									context clues
							LC		Varies by level
		ELP 1	ELP 2 ELP 3 EL						ELP 5
Language Obje	ectives	Use context to	Use context t	0	Use context to	Use contex	t to	Use context to	
		confirm the meaning	confirm the meaning		confirm the meaning	confirm the meaning		confi	irm the meaning
		of unknown words in	of unknown v	words in	of unknown content	of unknow	n content	of ur	nknown words in
		a grade level text in	a grade level	text in	based words in an	based word	ds in an	a gra	de level text.
		L1 and/or unknown,	L1 and/or use	9	adapted text.	approachin	ig grade		
		high-frequency words	selected phra	ases from		level text			
		in a controlled text.	a leveled text	t.					
Learning Sup	ports	Checklist for guiding	Checklist for	guiding	Checklist for guiding	Checklist fo	or guiding		
		questions	questions		questions	questions			
		Think Alouds	Think Alouds		Think Alouds	Triads or Sr	mall		
		Guided group with	Guided group	o with	Triads or Small	Groups			
	teacher teacher			Groups					
		L1 support	L1 support						
	Pictures/Photographs Pictures/			tographs					

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.3.2.b WIDA ELDS: 2 Writing		cts, definitions, and detai p a topic within a piece o		definitio	a writing piece using fact ns, and details using a Gr ers, Word Wall and Share	aphic	VU		Facts, definitions, and details
							LFC		Sentences with references and contextual definitions Varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	Language Objectives Develop a writing D			iting	Develop multiple,	Develop an	organized	Deve	lop a clear and
	piece using facts,		piece using facts,		related ideas in a	writing piece using		coherent writing	
		definitions, and	definitions, a	nd	writing piece using	facts, defin	itions, and	piece	e using facts,
		details in L1 and/or	details in L1 a	and/or	facts, definitions, and	details in e	xpanded	defin	itions, and
		begin to develop a	begin to deve	elop a	details in multiple,	sentences	with	deta	ils in multiple,
		writing piece using	writing piece	in	simple sentences.	•			plex sentences.
		high-frequency,	phrases and s	short					
		content-related single	sentences						
		words.							
Learning Sup	oorts	Shared Writing	Shared Writin	ופ	Shared Writing	Shared Wri	ting	Shar	ed Writing
0 11		Word/Picture Wall	Word/Picture	•	Word Wall		0		0
		L1 text and/or	L1 text and/o		Ref				
	support support								
		Pictures	Sentence Fra	mes					
			Illustrations						
		Diagrams/drawings	Diagrams/dra	wings					
		Cloze sentences		INNIIGS					
		CIOZE SEITLEITLES						1	

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
W.3.2.c		nking words and phrase		Organize		egories of	VU	Linking words	
WIDA ELDS: 2 Writing	2 another, and, more, but) to connect ideas within categories of information.			information applying linking words and phrases using phrase walls and Template.			LFC	Sentences with transitional words and phrases	
							LC	Varies by level	
		ELP 1	ELP 2	2 ELP 3 ELP			P 4	ELP 5	
Language Obje	ectives	Organize ideas within categories of information by applying linking words and phrases in L1 and/or, single words.	Organize idea categories of information b applying linki words and ph L1 and/or usi phrases and s sentences.	oy ing nrases, ing	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		Organize ideas within categories of information by applying linking words and phrases using multiple, complex sentences.	
Learning Sup	ports	Phrase wall L1 text and/or support Pictures	Phrase wall L1 text and/o support Pictures Sentence Fra		Phrase wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.2.d W.3.3d WIDA ELDS: 2		e closure to a writing pied concluding statement or		Develop a strong closing to a writing piece using a Graphic Organizers and model closings.			VU		Closing, concluding statement
Writing									Sentences with strong concluding statements
		F					LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		Develop a strong closing to a writing piece in L1 and/or use single words.	Develop a str closing to a w piece in L1 ar short sentend	vriting nd/or use ces	Develop a closing to a writing piece in multiple, simple, related sentences	closing to a piece in exp sentences emerging c	Develop an organized losing to a writing biece in expanded entences with emerging complexity.		lop a clear and rent closing to a ng piece by using se, content- d vocabulary in ple, complex ences with ng grammatical tures.
Learning Sup	Learning SupportsGraphic OrganizersGraphic OrganizersWord/Picture WallWord/Picture WallWord/Picture WL1 text and/orL1 text and/orL1 text and/orsupportsupportsupportPicturesSentence FrameDictated sentencesPicturesDictated sentencesDictated sentences				Graphic Organizers Word Wall	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
W.3.3.b WIDA ELDS: 2		alogue and descriptions on the section of the secti			actions, thoughts, and fe	-	VU		Dialogue, characters,
Writing	-	ences and events or show	•	use dialogue to show character responses in a narrative essay using a Story Map,					quotations
Speaking	-	se of characters to situat			r web and Shared Writin	•	LFC		Using quotation marks
						LC			Varies by level
		ELP 1	ELP 2	ELP 3	EL	P 4		ELP 5	
Language Obje	Language Objectives Describe actions, thoughts and fee and use dialogue complete a narra in L1 and/or drav pictures with corresponding ke single words		Describe acti thoughts and and use diald complete a n in L1 and/or phrases and sentences	l feelings ogue to arrative use	Describe actions, thoughts and feelings and use dialogue to show characters' responses in a series of simple, related sentences.	Describe ad thoughts at and use dia show chara responses i expanded s with emerg complexity	nd feelings alogue to acters' in sentences ging	thou and show respo	ribe actions, ghts and feelings use dialogue to characters' onses in multiple, plex sentences.
Story MapStory MapShared WritingShared WL1 supportSentence		Character we Story Map Shared Writin Sentence Fra L1 support Role Play	ng	Character web Story Map Shared Writing Role Play	Story map Shared Wri	iting			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.4 WIDA ELDS: 2		uidance and support fror Ising appropriate grade 3			demonstrate developme tion appropriate to task a		VU		Narrative, task, purpose
Writing	-	zational structures to pro becific task and purpose.	duce writing	purpose using a Graphic Organizers, multiple resources and Shared Writing.			LFC		Complex sentences; increasing specificity of sentence structure Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 nar essay demo developme organizatio appropriate and purpos expanded s	onstrating ent and on e to task se using	essay deve organ appr and p mult	e a narrative y demonstrating clopment and nization opriate to task purpose in iple, complex ences.
		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 Or	Graphic Organizers		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.5 WIDA ELDS: 2	-	uidance and support fror	•		and strengthen writing b		VU		Plan, prewrite,
WIDA ELDS: 2 Writing		develop and strengthen d by planning, revising, ar	-		s of the writing process (p and editing) using a Grap	-			revise, edit, draft, rewrite
witting	neeueu	a by plaining, revising, at	iu euiting.	0.	LFC		Sentence		
				Organizers, Template and Teacher Modeling.					structure, verb
				Wouching	5.				forms, subject-
									verb
									agreement,
									correlative
									conjunctions
									Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4			ELP 5	
Language Obje	ectives	Develop and	Develop and		Develop and	Develop and		Develop and	
		strengthen writing by	strengthen writing by		strengthen writing by	strengthen	writing by	strer	ngthen writing by
		applying the steps of	applying the	steps of	applying the steps of	applying th	e steps of	apply	ying the steps of
		the writing process in	the writing p		the writing process	the writing	•	the v	writing process n
		L1 and/or use	L1 and/or use	•	using in a series of	expanded s			iple, complex
		drawings and key,	and short ser	ntences	multiple, simple,	with emerg		sente	ences.
		grade-level single			related sentences.	complexity			
		words in phrases and memorized patterns.							
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers	Теас	her Modeling
	•	Teacher Modeling	Teacher Mod		Teacher Modeling	Teacher M	-		Ū
		Template	Template	-	Template		-		
	Word Wall Word Wall				Word Wall				
		Pictures/Photographs	Pictures/Pho	tographs					
		Drawings	L1 support						
		L1 support	Sentence Fra	mes					
	Cloze sentences								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.6	With g	uidance and support from	n adults, use	Produce	and publish writing with	the use of	VU		Publish
WIDA ELDS: 2 Writing	produc	plogy and Technological F e and publish writing (us ording skills).			ogy and Technological Re yboarding skills.	LFC LC			Sentence structure, verb forms, subject- verb agreement, correlative conjunctions Varies by level
		ELP 1	ELP 2	2	P 4		ELP 5		
Language Obje		Produce and publish writing with the use of Technology and Technological Resources in L1 and/or use single words and drawings. Graphic Organizers Template Word Wall Pictures/Photographs Drawings L1 support	Produce and writing with t of Technologica Resources in and/or use pl and short ser Graphic Orga Template Word Wall Pictures/Phor L1 support Sentence Fra	the use y and L1 hrases <u>ntences.</u> nizers	Produce and publish writing with the use of Technology and Technological Resources using simple, related sentences. Graphic Organizers Template Word Wall	Produce an writing wit of Technologi Resources some comp sentences. Graphic Or	h the use ogy and cal producing blex	writi of Te Tech Reso mult	uce and publish ng with the use chnology and nological urces using iple, complex ences.

Standard	Student Learning Objective (SLO)			Language Object	ive	Academic Language		
W.3.7 WIDA	Conduct short research projects that build knowledge a topic when writing.	bout a		luct a short researd ect that builds know		VU	Research	
ELDS: 2	topic when writing.			it a topic using Tecl	•	LFC	Complex	
Writing				Technological Reso	υ,		sentences;	
Witchig				s and Teacher Supp			increasing	
			note				specificity	
							of sentence	
							structure	
						LC	Varies by	
							level	
	ELP 1	ELP 2		ELP 3	E	LP 4	ELP 5	
Language	Conduct a short research project about a topic in L1	Conduct a s	hort	Conduct a short	Conduct		Conduct a	
Objectives		research		research	research		short research	
	key, single words in phrases.	project abo	ut a	project about a	about a t	•	project about	
		topic in L1		topic using a	expande	d	a topic in	
		and/or usin	g	series of	sentence	es.	multiple,	
		Visuals in		multiple,			complex	
		phrases and	ł	simple, related			sentences.	
		short		sentences.				
		sentences.						
Learning	Technology and Technological Resources	Technology		Technology and	Technolo			
Supports	Teacher Support	Technologic	cal	Technological	Technolo	0		
	Word/Picture Wall	Resources		Resources		esTeacher		
	L1 support	Teacher		Teacher	Support			
	Illustrations/diagrams/drawings/diagrams/drawings	Support		Support				
		Word/Pictu	re	Word Wall				
		Wall						
		L1 support						
		Sentence						
		Frames						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	: Language
W.3.8 WIDA ELDS: 2		information from experie information from print a			formation from experiend formation from print and		VU		Recall, gather, print sources,
Writing	-	s when writing.		sources			digital sources		
Whiting				Writing and Technology and Technological Resources.			LFC		Complex sentences; increasing specificity of sentence structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Recall information	Recall information		Recall information	Recall information		Reca	Ill information
		from experiences or	from experiences or		from experiences or	from experiences or			experiences or
		gather information	gather information		C		rmation	gath	er information
		from print and digital	from print and digita		from print and digital	from print	-		n print and digital
		sources when writing	sources when writing		sources when writing	sources when writing		sour	ces when writing
		in L1. and/or use	in L1 and/or	use	in a series of multiple,	in expande	d	in m	ultiple, complex
		single words.	phrases and s	short	simple, related	sentences	with	sent	ences.
			sentences.		sentences.	emerging c			
Learning Sup	ports	Technology and	Technology a		Technology and	Technology and			
		Technological	Technologica	l	Technological	Technological			
		Resources	Resources		Resources	Resources			
	Shared Writing Shared		Shared Writin	0	Shared Writing				
			Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Illustrations	Sentence Fra	mes					
	Diagrams/drawings								

Standard	Student Learning Objective (SLO)			Language Objective	е	Acade	emic Language
W.3.8 WIDA ELDS: 2	Take brief notes on sources and sort evidence into provid categories in a writing piece.		Write brief notes on sources and sort evidence into provided categories in a writing			VU	Notes, sort, evidence, categories
Writing			piece using foldables, Shared Writing and Technology and			LFC	Complex sentences
			Technological Resources.			LC	Varies by level
	ELP 1	ELP 2		ELP 3	EI	LP 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 r on sources a sort evidenc into provide	ind e d	Write brief notes on sources and sort evidence	Write I notes o source sort ev	on s and idence	Write brief notes on sources and sort evidence
		categories ir and/or phras and short sentences.		into provided in a series of multiple, simple, related sentences.	into pr catego expano senten	ded	into provided categories using in multiple, complex sentences.
Learning	Word/Picture Wall	Word/Pictu	re	Word Wall			
Supports	L1 support	Wall					
	Illustrations/diagrams/drawings/Diagrams/Drawings	L1 support Sentence Fra	ames				

Standard	Student Learning Objective (SLO)		La	anguage Objective		Acade	mic Language
SL.3.2	Determine the main ideas and supporting details of a t	ext or of a	Identify	the main idea and		VU	Identify,
WIDA	text read aloud or information presented in diverse me	edia and	supporti	ng details of text			explain,
ELDS: 2-5	formats, including visually, quantitatively, and orally.		presente	ed visually,			main idea,
Listening			quantita	tively, and orally u	sing a		details
Speaking				Organizers, Think	Alouds	LFC	Verb form;
			and Wor	rd Wall.			indicative
							verbs;
							declarative
							sentences
						LC	Varies by
							level
	ELP 1	ELP 2		ELP 3	E	LP 4	ELP 5
Language	Identify the main idea and supporting details of text	Identify the r		Identify the	Identi	•	Identify the
Objectives	presented visually, quantitatively, and orally in L1	idea and sup		main idea and		dea and	main idea and
	and/or from a leveled text using single words.	details of tex		supporting	suppo	•	supporting
		presented vis	• •	details of		s of text	details of
		quantitativel		adapted grade-		grade 2-	grade-level
		orally in L1 a	-	level text		plexity	text presented
		from leveled	-	presented	band,		visually,
		phrases or sh	ort	visually,	preser		quantitatively,
		sentences.		quantitatively,	visuall		and orally in
				and orally in		tatively,	multiple,
				multiple,	and or	•	complex
				simple, related	-	ded and	sentences.
				sentences.		complex	
					senter		
Learning	Graphic Organizers	Graphic Orga		Graphic		Alouds	
Supports	Think Alouds	Think Alouds		Organizers	Graph		
	Word/Picture Wall	Word/Picture		Think Alouds	Organ	izers	
	Pictures/Photographs	Pictures/Pho	tographs	Word Wall			
	L1 support	L1 support					
	Illustrations/diagrams/drawings/diagrams/drawings						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.3.4	Report	on a topic or text, tell a	story, or	Tell a sto	ry or recount an experie	nce using a	VU		First, second,
WIDA ELDS:	recoun	t an experience.		Graphic (Organizers, Word Wall ar	nd			finally, then
2-5				sentence		LFC		Adverbs of	
Listening									time; relative
Speaking									clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Tell a story or recount	Tell a story or recount		Tell a story or recount	Tell a story or recount		Tell a	a story or recount
		an experience in L1	an experience in L1		an experience using an experience		nce using	an ex	xperience using
		and/or draw the	and/or use pi	ictures	key, content-based,	key, conter	nt-based,	preci	ise, content-
		sequence of events or	and key, grac	le-level	grade-level	grade-level		base	d, grade level
		put Illustrations,	vocabulary in	n phrases	vocabulary in a series	vocabulary	in	voca	bulary in
		diagrams, drawings in	and short ser	ntences.	of multiple, simple,	expanded a	and some	mult	iple, complex
		proper sequences			related sentences.	complex se	ntences.	sente	ences.
		with corresponding							
		ingle words in							
		phrases.							
Learning Supports									

Standard		Student Learning Objective (S	LO)		Language Objective		Aca	demio	Language
SL.3.4	Use a	ppropriate facts, descriptive detail	s when	Tell a st	ory or recount an expe	rience	VU		First, second,
WIDA ELDS:	repor	ting on a topic or text, telling a sto	ry, or	using fa	cts and descriptive det	ails using			finally, then
2-5	recou	inting an experience.		a Graph	ic Organizers, Word W	all and	LFC		Adverbs of
Listening				Teacher	^r Modeling.				time; relative
Speaking				C C					clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	Р4		ELP 5
Language	ć	Tell a story or recount an	Tell a story or		Tell a story or	Tell a stor	a story or		a story or
Objective	S	experience using descriptive	recount an	recount an recount an		n	reco	ount an	
		details in L1 and/or draw the	experience using		experience using	experienc	e using	exp	erience using
		sequence of events or put	facts and		facts and	facts and		fact	s and
		Illustrations,	descriptive d	letails in	descriptive details	descriptiv	e details	des	criptive details
		diagrams/drawings in proper	L1 or phrase	s and	in a series of	in expand	ed and	in m	nultiple and
		sequences using single words in	short senten	ces.	multiple, simple,	some com	nplex	com	plex sentences.
		phrases.			related sentences.	sentences	5.		
Learning Supp	oorts	Graphic Organizers	Graphic Orga	anizers	Graphic Organizers	Graphic C	rganizers	Gra	phic Organizers
	Teacher Modeling Teacher Mo		Teacher Mod	deling	Teacher Modeling				
		Word/Picture Wall	Word/Pictur	e Wall	Word Wall				
		L1 support	Sentence Fra	ames					
		Illustrations/diagrams/drawings L1 support							

Standard		Student Learning Objective	e (SLO)	Language Ob	jective		Academi	c Language
SL.3.4	Spea	k clearly at an understandable pac	e when reporting	Speak clearly to tell a	story or		VU	First, second,
WIDA ELDS:	on a	topic or text, telling a story, or rec	ounting an	recount an experience	e using a			finally, then
2-5	expe	rience.		Graphic Organizers, re	cording		LFC	Adverbs of
Listening				devices and a Partner	work.			time; relative
Speaking								clauses;
								transitional
								phrases
							LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	I		ELP 5
Language	2	Speak clearly to tell a story or	Speak clearly to tel	I Speak clearly to	Speak clearly to)	Speak clearly to tell a	
Objectives	S	recount an experience in L1	a story or recount	tell a story or	tell a story or		story or r	ecount an
		and/or draw the sequence of	an experience in L1	recount an	recount an		experience	ce using
		events or put	and/or use Visuals	experience using a	experience usin	ng	multiple	and complex
		Illustrations/diagrams/drawings	in phrases and	series of simple,	expanded and		sentence	s of varying
		in proper sequences single	short sentences.	related sentences.	some complex		lengths a	nd structures.
		words in phrases.			sentences.			
Learning Supp	oorts	Graphic Organizers	Graphic Organizers	Graphic	Graphic		Graphic C	Organizers
		Recording devices	Recording devices	Organizers	Organizers			
		Word/Picture Wall	Word/Picture Wall	Recording devices				
		L1 support	Sentence Frames	Word Wall				
		Illustrations/diagrams/drawings	L1 support	Partner work				
		Partner work	Partner work					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	nic Language	
L.3.2b WIDA ELDS: 2	Use co	mmas in addresses wher	n writing.		mas in addresses when w arts and a model.	vriting	VU		Comma, heading, body, closing	
Writing							LFC		Complex sentences; increasing specificity of sentence structure	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	Language ObjectivesUse commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.Use commas addresses when writing a letter addresses with commas between city, state.		nen er in L1 lete th	Use commas in addresses when writing a letter using key, content-based vocabulary in a series of simple, related sentences.	Use comma addresses v writing a le key, grade- vocabulary expanded a complex se	when tter using level in and some	addr writi grad voca mult	commas in resses when ng a letter using e-level bulary in tiple, complex ences.		
Learning Sup			Word/Picture	e Wall	Word Wall					

Standard		Student Learning Objective (S	LO)		Language Objective		Acad	demio	: Language
L.3.3.a CCSS:	Choo	se words and phrases for effect.*			words and phrases for ultiple resources and T		VU		Phrases, effect
WIDA ELDS: 2 Reading Listening Speaking				ng.	LFC		Complex sentences; increasing specificity of sentence structure Varies by level		
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Objective		Choose words and phrases for effect in L1 and/or use drawings or single words in phrases.	Choose word phrases for e L1 and/or us phrases and sentences.	ds and effect in e	Choose words and phrases for effect using a series of simple, related sentences.	Choose w phrases fo	ords and or effect anded and aplex	phra usir com of v	ose words and ases for effect og multiple and oplex sentences arying lengths structures.
Learning Supp	ports	Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings	Teacher Moo Word/Pictur Sentence Fra L1 support	e Wall	Teacher Modeling Word Wall				

Standard		Student Learning Objective (S	LO)		Language Objective		Aca	demi	c Language
L.3.3.b	Reco	gnize and observe differences betw	veen the	Identify	the difference betwee	n the	VU		Conventions,
WIDA ELDS:	conve	entions of spoken and written stan	dard	convent	tions of spoken and wr	itten			spoken,
WIDA ELDS:	Englis	sh.		standar	d using charts and a Pa	irtner			written
2				work.			LFC		Complex
Writing									sentences;
Listening									increasing
Speaking									specificity of
									sentence
									structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language)	Identify the difference between	Identify the		Identify the	Identify the		Idei	ntify the
Objective	S	the conventions of spoken and	difference be	etween	difference between	difference	e between	diff	erence between
		written standard in L1 and/or	the conventi	ons of	the conventions of	the conve	entions of	the	conventions of
		identify the difference using	spoken and	written	spoken and written	spoken ar	nd written	spo	ken and written
		single words in phrase	standard in l	.1	standard a series of	standard	using	star	ndard English
		citations.	and/or use V	isuals/	simple, related	expanded	and	usir	ng multiple,
			phrases and	short	sentences.	some con	nplex	con	nplex sentences.
			sentences.			sentences	5.		
Learning Supp	oorts	Charts	Charts		Charts	Charts			
		Partner work	Partner worl	‹	Word Wall				
		Word/Picture Wall	Word/Pictur	e Wall	Partner work				
		L1 support	Sentence Fra	ames					
		Illustrations/diagrams/drawings	L1 support						

Standard		Student Learning Objective (S	LO)		Language Objective		Acad	demic	Language
L.3.5b	Ident	ify real life connections between w	ords and	Identify	real life connections b	etween	VU		Identify, real
CCSS:	their	use (e.g., describe people who are	friendly or	words a	nd their use using a T-	Charts			life,
WIDA ELDS:	helpf	ul).		and Wo	rd Wall.				connections
2							LFC		Complex
Writing									sentences;
Speaking									increasing
									specificity of
									sentence
									structure
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	EL	P 4		ELP 5
Language	j	Identify real life connections	Identify real life		Identify real life	Identify re	eal life	Ider	ntify real life
Objective	S	between words and their use in	connections		connections	connectio	ns	con	nections
		L1 and/or draw pictures or use	between words and		between words in a	between	words and	betv	ween words and
		single words in phrases.	their use in L	.1	series of simple,	their use	using	thei	r use using
			and/or use V	'isuals	related sentences.	expanded	and	mul	tiple, complex
			in phrases ar	nd short		some com	nplex	sent	tences of
			sentences.			sentences	5.	vary	ving lengths and
								stru	ctures.
Learning Supp	oorts	T-Charts	T-Charts		T-Charts	T-Charts		T-Cł	narts
		Word/Picture Wall	Word/Pictur		Word Wall				
		L1 support	Sentence Fra	imes					
	Illustrations/diagrams/drawings L1 support								

Standard	St	udent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.3.3	Describ	e characters in a story (e	.g., their	Describe	and explain the characte	ers and the	VU		Fiction, non-
WIDA ELDS:	traits, r	notivations, or feelings) a	and explain	connecti	on between the characte	er traits,			fiction;
2	how th	eir actions contribute to	the	motivatio	ons, and feelings to the s	equence of			characters,
Reading	sequen	ce of events.		events in	a story using a graphic c	organizer			trait; content-
Speaking									based, grade-
								level	
								vocabulary	
							LFC		Nouns;
									pronouns;
									adjectives;
									verbs: future
									tense;
									conditional
									mode
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Object	ctives	Describe characters	Describe cha	racters	Describe characters	Describe ch	naracters	Desc	ribe characters
		and identify the	and explain t	he	and explain the	and explair	n the	and e	explain the
		connection between	connection b	etween	connection between	connection	between	conn	ection between
		the character's	the character	r's	the character's	the charact	ter's	the c	haracter's
		actions and the	actions and t	he	actions and the	actions and	l the	actio	ns and the
		sequence of events in	sequence of	events in	sequence of events	sequence o	of events	sequ	ence of events
		L1 and/or using	L1 and/or use		using key vocabulary	using key v		-	g precise
		gestures, Pictures and	adjective/nou		in a series of simple	in expande			bulary in
		selected, illustrated	phrases to m	atch to	sentences.	some comp	olex	mult	iple, complex
		single words.	Pictures.			sentences.		sente	ences.
Learning Supp	arning Supports Graphic organizer Graphic orga		Graphic orga	nizer	Graphic organizer	Graphic or	ganizer	Grap	hic organizer
		Small group	Small group		Small group	Small grou	р		
		Word/Picture Wall	Word/Picture		Word Wall				
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures	Sentence fra	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.6; RI.3.6 WIDA ELDS: 2		uish reader's point of vie or, narrator or character		point of	he distinctions between view and the narrator or view using a Template ar	characters'	VU		VU: Point of view, narrator, character
Reading Speaking				alouds.			LFC		Comparative adjectives
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	P 4		ELP 5	
Language Obje		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 b the reader's view and the or characters of view in L1 state the dist from a levele using selecte vocabulary in phrases.	point of narrator ' point and/or inctions d text d	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 the reader' view and th or characte of view usi vocabulary expanded s with emerg complexity	s between 's point of ne narrator ers' point ng key in sentences ging	distir the r view or ch of vie voca mult	uss the nctions between eader's point of and the narrator aracters' point ew using precise bulary in iple, complex ences.
Learning Sup	ports	Think -aloud Word/Picture Wall Partner L1 text and/or support Gestures Pictures	Think -aloud Word/Picture Partner L1 text and/c support Sentence fram	or	Think -aloud Think -aloud Word Wall Partner				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
RL.3.9	Compa	re and contrast the them	nes, settings,	Compare	e and contrast the theme	s, settings,	VU		Compare,	
WIDA ELDS:	and plo	ots of stories written by t	he same	and plot	s of stories by the same a	uthor and			contrast,	
2	author	about the same or simila	r characters.	about th	e same or similar charact	ers using			theme, setting,	
Reading				Venn Dia	igram.				plot	
Writing							LFC		Comparative	
Speaking									adjectives	
			LC		Varies by level					
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ectives	Compare and	Compare and	1	Compare and	Compare a	nd	Com	pare and	
		contrast the themes,	contrast the t	themes,	contrast the themes,	contrast th	e themes,	contrast the theme		
		settings, and plots of	settings, and plots o		settings, and plots of	settings, and plots of		setti	ngs, and plots of	
		stories by the same	stories by the	e same	stories by the same	stories by t	he same	stori	es by the same	
		author in L1 and/or	author in L1 a	and/or	author using key	author usir	ig key	auth	or using precise	
		using Pictures,	using selecte	d	vocabulary in a series	vocabulary	in	voca	bulary in	
		gestures and selected	vocabulary in	ı key	of simple, related	expanded s	sentences	mult	iple, complex	
		single words in key	phrases and s	short	sentences.	with emerg	ging	sente	ences.	
		phrases.	sentences.			complexity	•			
Learning Sup	ports	Venn Diagram	Venn Diagran	n	Venn Diagram	Venn Diagr	am	Venr	n Diagram	
		Partner work	Partner work		Partner work					
		L1 text and/or	L1 text and/o	or	Word Wall					
		support	support							
		Pictures	Sentence fram	mes						
	Word/Picture Wall W			e Wall						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.3.9	Compa	are and contrast the most	: important	Compare	e and contrast the import	ant points	VU		Compare,
WIDA ELDS:	points	and key details presente	d in two	and key	details in two texts on the	e same			contrast,
2	texts o	n the same topic.		topic usi	ng Venn Diagram.				theme, setting,
Reading									plot
Writing							LFC		Comparative
Speaking									adjectives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	nguage Objectives Compare and Co			ł	Compare and	Compare a	nd	Com	pare and
		contrast the	contrast the		contrast the	contrast the		contrast the	
		important points and	important points and		important points and	important points and		impo	ortant points and
		key details in two	key details in	two	key details in two	key details	ey details in two		letails in two
		texts on the same	texts on the s	same	texts on the same	texts on th	e same	texts	on the same
		topic in L1 and/or	topic in L1 an	nd/or	topic using key	topic using	key	topic	using precise
		using gestures,	using selecte	d	vocabulary in a series	vocabulary	in	voca	bulary in
		Pictures and selected	vocabulary in	n key	of simple, related	expanded s	sentences	mult	iple, complex,
		single words in key	phrases and s	short	sentences.	with emerg	ging	deta	iled sentences.
		phrases.	sentences.			complexity	•		
Learning Sup	ports	Venn Diagram	Venn Diagrar	n	Venn Diagram	Venn Diagr	am	Venr	n Diagram
		Partner work	Partner work		Partner work				
		L1 text and/or	L1 text and/o	or	Word Wall				
		support	support						
		Pictures	Sentence frai	mes					
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
RF.3.3.d WIDA ELDS: 2 Reading	Ŭ	rade appropriate irregula with accuracy and expres		with accu	de level irregularly spelle uracy and expression usir flashcards		VU		Irregular, content-based, grade-level vocabulary
Speaking							LFC		Simple sentences
						LC		Varies by level	
	ELP 1 EL			2 ELP 3			P 4		ELP 5
	Language Objectives Read irregularly-spelled, high frequency words. Learning Supports Pictures/Photographs		Read irregula spelled, selec grade-level w phrases with and accuracy Pictures/Pho Word/Picture	ted vords in fluency tographs	Read irregularly- spelled, key, grade- level words with fluency and accuracy. Word Wall	Read irregu spelled wor fluency and in texts wit grade 2-3 c level. Word Wall	rds with accuracy hin the	irreg word	d grade-level, gularly-spelled ds with fluency accuracy.
		Word/Picture Wall L1 support	L1 support						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.3.1 WIDA ELDS:		e an organized piece of v an opinion and provides	-		an organized persuasive outline and Shared Writi	•	VU		Opinion; evidence
2 Writing		ting the opinion.					LFC	LFC Complex sentences v transitional phrases LC Varies by le	
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Produce an organized persuasive essay that states an opinion and provides supporting reasons in L1and/or by drawing and writing corresponding single words in cloze sentences and/or choosing opinions and matching reasons.	Produce an o persuasive es states an opi provides sup reasons in L1 complete a p using selecte vocabulary in phrases and s sentences.	ssay that nion and porting and/or aragraph d key	Produce a persuasive essay that states an opinion and provides supporting reasons using key vocabulary in a series of simple, related sentences.	Produce ar persuasive states an o provides su reasons usi vocabulary expanded s with emerg complexity	essay that pinion and upporting ing key in sentences ging	perso state prov reaso voca mult	uce an organized uasive essay that es an opinion and ides supporting ons using precise bulary in iple, complex ences.
Learning Sup	hing Supports Outlines Outlines Shared Writing Shared Writing Shared Writing Word/Picture Wall Word/Picture L1 support L1 support Pictures/Photographs Sentence Fr Word Strips Pictures/Photographs Sentence Photographs Se			e Wall mes	Outlines Shared Writing Word Wall	Outlines Shared Wri	iting		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
W.3.3.a	Establis	sh a situation and introdu	ice a	Produce	a narrative with a narrat	or and/or	VU		First, second,	
WIDA ELDS:	narrato	or and/or characters with	in a piece of	characte	rs using a graphic organiz	zer and			finally, then	
2	writing	•		Shared V	Vriting activity.		LFC		Adverbs of	
Writing									time; relative	
									clauses;	
									transitional	
									phrases	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje				rrative	Produce a narrative	Produce an	Produce an organized		Produce a clear and	
		with a narrator	with a narrator		with a narrator	narrative with a		cohe	rent narrative	
		and/or characters in	and/or chara	cters in	and/or characters	narrator ar	nd/or	with	a narrator	
		L1 and/or use	L1 and/or cor	omplete using key vocabulary cha		characters	using key	and/	or characters	
		illustrations with	parts of a nar	rative	in a series of simple, vocabulary		y in Usir		g precise	
		corresponding	with selected		related sentences.	expanded s	sentences	voca	bulary in	
		selected single words.	vocabulary in	key		with emerg	ging	mult	iple, complex	
			phrases and u	using		complexity		sente	ences.	
			drawings.							
Learning Sup	ports	Shared Writing	Shared Writin	-	Shared Writing	Shared Wri	-	Shar	ed Writing	
			Graphic Orga			Graphic Or	ganizer			
			Word/Picture	e Wall	Word Wall					
		L1 support	L1 support							
		Illustrations/Drawings	Sentence Fra	mes						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
W.3.3.a	Organi	ze an event sequence that	at unfolds	Produce	a narrative with an organ	nized	VU		Narrator,	
WIDA ELDS:	natura	lly in narrative writing.		sequence	e of events using a graph	ic			characters	
2				organize	r.		LFC		Adverbs of	
Writing									time; relative	
									clauses;	
									transitional	
									phrases	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ge Objectives Produce a narrative Produ			rrative	Produce a narrative	Produce an	Produce an organized		Produce a clear and	
		with an organized	with an organized		with an organized	narrative w	narrative with a		rent narrative	
		sequence of events in	sequence of e	events in	sequence of events	sequence o	of events	with	an organized	
		L1 and/or draw the	L1 and/or use	2	using key vocabulary	using key v	ocabulary	sequ	ence of events	
		sequence of events or	drawings and	l	in a series of simple,	in expande	d	using	g precise	
		put illustrations in	complete par	ts of a	related sentences.	sentences	with	voca	bulary in	
		proper sequences	narrative wit	h		emerging c	omplexity.	mult	iple, complex	
		with corresponding	selected voca	•				sente	ences.	
		selected vocabulary.	in key phrase	s and						
			short sentend	ces.						
Learning Sup	oorts Graphic Organizer Graphic Orga		nizer	Graphic Organizer	Graphic Or	ganizer	Grap	hic Organizer		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall					
		L1 support	L1 support							
		Illustrations/Drawings Sentence Fr								

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.b	In a na	rrative piece, apply dialo	gue and	Describe	actions, thoughts, and fe	eelings and	VU		Dialogue,
WIDA ELDS:	descrip	tions of actions, thought	s, and	use dialo	gue to show character re	esponses in			characters,
2	feeling	s to show the response to	o characters	a narrativ	ve essay using a graphic o	organizer			quotations
Writing	to situa	ations.		and char	acter web.		LFC		Using quotation
Speaking									marks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 acti thoughts and and use dialo complete a n in L1 and/or cartoons with captions and, selected voca in key phrase short sentend	l feelings ogue to arrative use n /or abulary es and	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using key vocabulary in a series of simple, related sentences.	Describe ad thoughts a and use dia show chara responses l key vocabu expanded a complex se	nd feelings alogue to acters' by using and some	thou and show resp prec mult	ribe actions, ghts and feelings use dialogue to v characters' onses by using ise vocabulary in iple, complex ences.
Learning Sup	ports	Character web Graphic Organizer L1 support Pictures/Photographs Manipulatives	Character we Graphic Orga Sentence Fra L1 support Pictures	nizer	Character web Graphic Organizer				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.c	Apply t	emporal words (e.g., bef	ore, after,	Write a r	narrative story using tem	poral	VU		Temporal
WIDA ELDS:	next) a	nd phrases to signal ever	nt order in a	words ar	nd phrases following a mo	odel			words, narrator
2	narrati	ve writing piece.		Shared V	Vriting activity.		LFC		Adverbs of
Writing									time; relative
									clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	.P 4		ELP 5
Language Obje	ectives	Write a narrative	Write a narra	itive	Write a narrative	Write a narrative		Write a narrative	
		story using temporal	story using temporal		story using temporal	story using	temporal	story	using temporal
		words and phrases in	words and phrases in		words and phrases	words and	phrases	word	ls and phrases
		L1 and/or choose	L1 and/or complete a		using key vocabulary	using key vocabulary		using	g precise
		illustrations and	narrative stor	ry using	in a series of simple,	in expande	d	voca	bulary in
		corresponding key	selected tem	poral	related sentences.	sentences	with	mult	iple, complex
		temporal words and	words and ph	nrases		emerging c	omplexity.	sente	ences.
		phrases.	with illustrati	ions.					
Learning Sup	ports	Shared Writing	Shared Writin	ng	Shared Writing	Shared Wri	ting		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Illustrations/Drawings	Visuals						
		L1 support	L1 support						
			Sentence Fra	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
W.3.3.d	Provide	e a sense of closure to a v	written	Write a c	closing for a narrative bas	ed on real	VU		Closing, ending
WIDA ELDS: 2 Writing		ve based on real or imag ences or events.	ined	or imaginary experiences or events using a shared model, and phrase bank.			LFC		Temporal words; transitional phrases Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language ObjectivesWrite a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, illustrations and selectedWrite a closing narrative in complete a a narrative in key phra		Write a closir narrative in L complete a c a narrative us selected voca in key phrase short senten	1 and/or losing for sing abulary es and	Write a closing for a narrative using a series of related sentences with key content- based vocabulary.	Write a clo narrative w complete s and some c based grad vocabulary	vith entences content- e level	narr sent leng base	e a closing for a ative in detailed ences of varying ths with content- d grade level bulary.
Learning Sup	ports	Shared Writing Word/picture Bank L1 support Pictures/Photographs	Shared Writin Word/picture L1 support Sentence Fra	e Bank	Shared Writing Word Wall	Shared Wri	ting		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
W.3.4	With g	uidance and support fron	n adults,	Write to	demonstrate developme	ent and	VU		Narrative, task,
WIDA ELDS:	write u	sing appropriate grade 3		organiza	tion appropriate to task a	and			purpose
2	organiz	ational structure to prod	luce writing	purpose	using a graphic organizer	r.	LFC		Complex
Writing	for a sp	becific task and purpose.							sentences;
									increasing
									specificity of
									sentence
									structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives			itive	Write a narrative	Write a nar	rative	Writ	e a narrative
		essay demonstrating	essay demonstrating		essay demonstrating	essay demonstrating		essa	y demonstrating
		development and	development and		development and	developme	nt and	deve	elopment and
		organization in L1	organization in L1		organization	organizatio	n	orga	nization
		and/or use pictures	and/or use se	elected	cted appropriate to task appropriat		e to task	appr	opriate to task
		and drawings with	vocabulary in	i key	and purpose using	and purpos	e using	and	purpose using
		corresponding	phrases and s	short	key vocabulary in a	key vocabu	lary in	prec	ise vocabulary in
		selected vocabulary.	sentences wi	th	series of simple,	expanded s	sentences	mult	iple, complex
			illustrations.		related sentences.	with emerg complexity		sent	ences.
Learning Sup	ports	Graphic Organizer	Graphic Orga	nizer	Graphic Organizer	Graphic Or	ganizer		
		Shared Writing	Shared Writin	ng	Shared Writing				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Illustrations/Drawings	Sentence Fra	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.5 WIDA ELDS: 2	adults,	uidance and support fror develop and strengthen d by planning, revising, ar	writing as	the steps	and strengthen writing b s of the writing process (p and editing) using a grap	olanning,	VU		Plan, prewrite, revise, edit, draft, rewrite.
Writing		a by planning, revising, a	la cutting.		organizer or Template.		LFC		Sentence structure, verb forms, subject- verb agreement, correlative conjunctions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ELP 1Language ObjectivesDevelop 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 w applying the the writing p L1 and/or use selected voca in key phrase short sentene illustrations.	steps of rocess in e abulary es and	Develop and strengthen writing by applying the steps of the writing process using key vocabulary in a series of simple, related sentences.	Develop an strengthen applying th the writing using key v in expande some comp sentences.	writing by e steps of process ocabulary d and	stren apply the v using vocal mult	lop and gthen writing by ving the steps of vriting process g precise bulary in iple, complex ences.
Learning Sup	ports	Graphic Organizer Template Word/Picture Wall Pictures/Photographs Drawings L1 support	Graphic Orga Template Word/Picture Pictures/Pho L1 support Sentence Fra	e Wall tographs	Graphic Organizer Template Word Wall	Graphic Or	ganizer		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	nic Language	
W.3.10		routinely over extended t			er extended time frames		VU		Portfolio	
WIDA ELDS: 2 Writing	for a ra	or research, reflection, a ange of discipline-specific ses, and audiences.			variety of topics using Word Walls and graphic organizers.				Variety of sentence structures specific to task. Varies by level	
		ELP 1	ELP 2	2	ELP 3	FL	P 4		ELP 5	
Language Obje	ELP 1ELPLanguage ObjectivesWrite 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 variety of topics in L1 ocabulary in sentences w illustrations			about a bics in L1 elected h key short	Write over extended time frames about a variety of topics using key vocabulary in a series of simple, related sentences.	Write over time frame variety of t key vocabu expanded a complex se	s about a opics using Ilary in and some	time variet precis multi	e over extended frames about a ty of topics using se vocabulary in ple, complex ences.	
Learning Sup	ports	Graphic organizer Word/Picture Wall L1 text and/or support Pictures Drawings	Graphic orga Word/Picture L1 text and/c support Sentence fram	e Wall or	Graphic organizer Word Wall	Graphic or	ganizer			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.3.6	Speak i	in complete sentences w	hen	Provide	details or clarification in o	complete	VU		Detail,
WIDA ELDS:	approp	riate to task and situatio	n in order to	sentence	es appropriate to task and	d situation			clarification
1-5	provide	e requested detail or clar	ification.	orally us	ing notes.		LFC		Adverbs of
Speaking									time; relative
Listening									clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Provide details or	Provide detai	ils or	Provide details or	Provide details or		Provide details or	
		clarification in	clarification in		clarification in	clarification	n in	clarif	fication in
		complete sentences	complete sentences		complete sentences	complete s	entences	com	plete sentences
		appropriate to task	appropriate to task		appropriate to task	appropriate	e to task	appr	opriate to task
		and situation orally	and situation	orally	and situation orally	and situation	and situation orally a		situation orally
		using L1 and/or use	using L1 and/	'or use	using key vocabulary	using key v	ocabulary	using	g precise
		gestures, pictures and	selected voca	abulary	in a series of simple,	in expande	d and	voca	bulary in
		selected vocabulary.	in key phrase	s and	related sentences.	some complex		multiple, comple	
			short sentend	ces.		sentences.		sente	ences.
Learning Sup	ports	Partner work Partner work			Partner work	Partner			
	L1 text and/or L1 text and/or		or						
		support	support						
		Pictures Sentence fram							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.3.1.h	Use co	ordinating and subordina	nting	Use coor	dinating and subordinati	ng	VU		Verb tense,
WIDA ELDS:	conjun	ctions when writing or sp	beaking.	conjunct	ions using sentence fram	es.			conjunction
2							LFC		Sentences with
Speaking									simple verb
Writing									tenses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Use selected	Use selected		Use coordinating and	Use coordi	nating and	Use coordinating and	
		coordinating and	coordinating	and	subordinating	subordinating		subordinating	
		subordinating	subordinating	3	conjunctions in a	ns in	conj	unctions in	
		conjunctions and	conjunctions	in key	series of simple,	expanded s	sentences	mult	iple and complex
		match with	phrases and s	short	related sentences.	with emerg	ging	sent	ences.
		corresponding	sentences wi	th		complexity			
		pictures and	illustrations.						
		drawings.							
Learning Sup	ports	L1 text and/or	L1 text and/o	r	Pictures				
		support	support		Sentence frames				
		Pictures	Pictures						
		Sentence Frames	Sentence fram	nes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.3.1.i		e simple, compound, and			simple, compound, and o	•	VU		Verb tense
WIDA ELDS: 1-5 Speaking Writing	senten	ces when writing or spea	King.	sentence	es using sentence frames es.	and model	LFC		Sentences with simple verb tenses Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	guage Objectives Produce simple, compound, and complex sentences in L1 and/or use single words in key phrases. And short sen		ind tences in rases	Produce simple and compound sentences.	Produce sir compound sentences emerging c	, and with	com	uce simple, pound, and plex sentences.	
Learning Sup	ports	L1 text and/or support Pictures Sentence Frames	L1 text and/c support Pictures Sentence frag		Pictures Sentence frames				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
L.3.6	Acquir	e and use accurately grad	le-	Acquire a	and use conversational, g	general	VU		Signal and
WIDA ELDS:	approp	oriate conversational, ger	neral	academi	c, and domain-specific vo	ocabulary			temporal words
1-5	acader	nic, and domain-specific	vocabulary,	using Wo	ord Wall, Cue Cards and p	bartner.	LFC		Sentences with
Speaking	includi	ng words and phrases the	at signal						simple verb
Listening	spatial	and temporal relationsh	ips (e.g. <i>,</i>						tenses
Reading	After d	inner that night we went	looking for				LC		Varies by level
Writing	them).								
		ELP 1	ELP 3	2	ELP 3	EL	P 4		ELP 5
Language Obj		Acquire and use conversational, general academic, and domain-specific vocabulary in L1 and/or conversational, selected, illustrated academic and domain-specific vocabulary.	Acquire and conversation general acad and domain- vocabulary ir and/or conversation selected acad and domain- vocabulary ir phrases.	al, emic, specific n L1 al, demic specific n key	Acquire and use conversational, general academic, and key domain- specific vocabulary in a series of simple, related sentences.	Acquire an conversatio general acc and key do specific voo expanded a complex se	onal, ademic, main- cabulary in and some	conv gene and voca mult	uire and use versational, eral academic, domain-specific bulary in ciple, complex ences
Learning Sup	ports	L1 text and/or support Pictures Sentence frames Cue Cards Word/Picture Wall	L1 text and/c support Pictures Sentence fra Cue Cards Word/Picture	mes	Cue Cards Word Wall	Cue Cards			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.2	Recour	nt stories, including fable	s, folktales,	Retell, id	entify, and explain storie	s and their	VU		moral, central
WIDA ELDS:	and my	ths from diverse culture	s and	central n	nessage, lesson, or moral	of a text			message,
2	determ	nine the central message,	lesson, or	using a S	tory map.				lesson
Reading	moral.	Explain how key details i	n the text				LFC		Past tense
Speaking	convey	central message, lesson	, or moral.						verbs; perfect
									aspect (present
									& past)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Retell, identify, and	Retell, identif	fy, and	Retell, identify, and	Retell, iden	tify, and	Retell, identify, and	
		explain stories and explain stor			explain stories and	explain sto	ries and	explain stories and	
		their central	their central		their central	their central		their	central
		message, lesson, or	message, less	son, or	message, lesson, or	message, le	esson, or	mess	sage, lesson, or
		moral of grade-level	moral of grad	le-level	moral of grade-level	moral of te	xts within	mora	al of grade-level
		texts in L1 and/or use	text in L1 and	l/or	text using key	the grade-l	evel band	texts	using precise
		pictures, drawings	using visuals		vocabulary in a series	using key v	ocabulary		bulary in
		and selected words to	selected voca	abulary	of simple, related	in expande	d and	mult	iple, complex
		answer Choice	in phrases an	d short	sentences.	some comp	olex	sente	ences.
		questions and match	sentences.			sentences.			
		to illustrations.							
Learning Sup	ports	Story map	Story map		Story map	Story map			
		Pictures/Photographs	Pictures/Phot		Pictures/Photographs				
		Choice questions	Sentence Fra	me	Word Wall				
		L1 support	L1 support						
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.3.4	Determ	nine the meaning of word	ls and	Determir	ne the literal from nonlite	eral	VU		Resource,
WIDA ELDS:	phrase	s as they are used in a te	xt,	meaning	of words as they are use	d in a text			literal,
2	disting	uishing literal from nonlit	eral	using Thi	nk -alouds and multiple i	resources.			nonliteral
Reading	langua	ge in Grade 3 text.					LFC		Definition
Speaking									genre,
									comparative
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Determine the literal	Determine th	e literal	Determine the literal	Determine	the literal	Dete	rmine the literal
		from nonliteral	from nonliter	al	from nonliteral	from nonlit	om nonliteral		nonliteral
		meaning of words in	meaning of w	ords in	meaning of words in	meaning of	f words in	mea	ning of words in
		L1 and/or repeat	L1 and/or use	9	adapted texts using	a text with	in the	grad	e-level texts
		selected words from	selected voca	abulary	key vocabulary in a	grade-level band		using	g precise
		a leveled text and	in phrases an	d short	series of simple,	using key v	ocabulary	voca	bulary in
		match words with	sentences an	d match	related sentences.	in expande	d	mult	iple, complex
		illustrations.	to illustration	is from		sentences	with	sente	ences.
			leveled texts.			emerging c	omplexity.		
Learning Sup	ports	Think -aloud	Think -aloud		Think -aloud	Think -alou	d		
		L1 support	L1 support		Sentence starters				
		Pictures/Photographs	Pictures/Phot	tographs	Word Wall				
		Illustrations/drawings	Sentence Fra	me					
			Illustrations/	drawings					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RL.3.9 WIDA ELDS: 2 Reading Writing Speaking	and plo	are and contrast the them ots of stories written by t about the same or simila	he same	and plots	LFC				Compare, contrast, theme, setting, plot Comparative adjectives Varies by level
	I	ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje		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 settings, and stories by the author and a similar chara L1 and/or fro leveled text, adjective/non phrases that represent key concepts.	themes, plots of e same bout the cters in om a using un	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 a contrast th settings, ar stories by t author and similar cha from texts grade-level using key v in expande some comp sentences.	e themes, ad plots of he same about the racters within the band ocabulary d and blex	Compare and contrast the theme settings, and plots stories by the same author and about t similar characters in grade-level texts using precise vocabulary in multiple, complex sentences.	
Learning Sup	•				Venn Diagram Partner Word Wall	Venn Diagr	am	Venr	n Diagram

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.3.2	Detern	nine the main idea in info	ormational	Identify t	he main idea of a text us	ing a	VU		Identify, main
WIDA ELDS:	grade 3	3 text.		Graphic (Organizers, Word Wall ar	nd pictures.			idea,
2 - 5									informational
Reading									text
Speaking							LFC		Verb forms;
Listening									declarative
									sentences,
									complex
									sentences,
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Identify the main idea	Identify the r	nain idea	Identify the main idea	Identify the main idea		Ident	tify the main idea
		of a grade-level text	of a grade lev	vel text	of an adapted grade	of a text wi	thin grade	of a g	grade-level text
		in L1 and/or in a	in L1 and/or	in a	level text by	2-3 band by	/	by ar	nswering orally
		leveled text read	leveled text r	ead	answering orally	answering	orally	using	g precise
		aloud using gestures,	aloud, using		using key vocabulary	using key v	ocabulary	voca	bulary in
		pictures and selected	illustrations a	and	in a series of simple,	in a series o	of	multi	iple, complex
		words in phrases and	selected voca	•	related sentences.	expanded s		sente	ences.
		memorized patterns	in phrases an	nd short		with emerg			
		and/or answering	sentences.			complexity			
		Choice questions.							
Learning Sup	ports	Graphic Organizers	Graphic Orga		Graphic Organizers	Graphic Or	ganizers		
		Word/Picture Wall	Word/Picture		Word Wall				
		Pictures/Photographs	Pictures/Pho	tographs					
		L1 support	L1 support						
		Gestures	Sentence Fra	me					
		Choice questions							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.3.2 WIDA ELDS: 2 - 5		nt key details and explain rt the main idea in an info 3 text.		connecti	e key details and explain on to the main idea using rs, Word Wall and Teach	g a Graphic	VU		retell, explain, main idea, details
Reading Speaking				Modelin		-	LFC LC		Verb form; indicative verbs; declarative sentences Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	24 ELP	
Language Obje	guage Objectives Retell the key details Retell the key and explain the and explain the connection to the connection main idea in L1 main idea in and/or use gestures, visuals and selected vocabulary words in phrases and and short set		Retell the key and explain the connection to main idea in h and/or use set vocabulary in and short set from leveled	y details he o the L1 elected phrases ntences	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 k and explair connection main idea i within grad band using vocabulary of expande sentences v emerging c	ey details the to the n texts le-level key in a series d with	and e conn main grade using vocal multi	Il the key details explain the ection to the idea from e-level texts precise bulary in iple, complex ences.
Learning Sup	ports	Graphic Organizers Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Illustrations/Drawings	Graphic Orga Word/Picture Teacher Mod Pictures/Phot L1 support Sentence Fra	e Wall eling tographs	Graphic Organizers Word Wall Teacher Modeling	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	and do	nine the meaning of gene main-specific words and levant to a grade 3 topic	phrases in a	domain-	the meaning of academic specific words and phrase Iltiple resources, small gr	es in a text	VU LFC LC		Identify, definition, academic words, domain- specific words, phrases Verb forms; definition genre
									Varies by level
		ELP 1	ELP 2		ELP 3		P 4	ELP 5	
Language Obje		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 n of academic a domain-speci words and ph a text in L1 ar identify the n of selected ac and domain-s words from le texts read alc	and ific nrases in nd/or neaning cademic specific eveled bud.	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 of academi domain-spe words and a text withi level band expanded s with emerg complexity	c and key ecific phrases in in grade- using sentences ging	of ac preci speci phras level multi	tify the meaning ademic and se domain- ific words and ses in a grade- text using iple, complex ences.
Learning Sup	ports	Triads or Small Groups Word/Picture Wall Pictures/Photographs L1 support Illustrations/Drawings	Triads or Sma Groups Word/Picture Pictures/Phot L1 support	e Wall	Triads or Small Groups Word Wall				

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.3.9 WIDA ELDS: 2 Reading Writing	points	re and contrast the most and key details presented n the same topic.	•	and key	e and contrast the import details in two texts on the ng Venn Diagram.	•	VU LFC		Compare, contrast, details Comparative adjectives
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje		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 po key details in texts on the s topic in L1 an selected adjective/nou phrases that represent key concepts from leveled texts excerpts from	ints and two same id/or use un y n or from n grade-	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 a contrast th important key details texts within grade-level the same u vocabulary expanded a complex se	e points and in two n the I band on sing key in and some entences.	contr impo key d grade the s preci multi sente	pare and rast the rtant points and letails in two e-level texts on ame topic using se vocabulary in ple, complex ences.
Learning Sup	ports	Venn Diagram Partner L1 text and/or support Pictures Word/Picture Wall	Venn Diagrar Partner L1 text and/o support Sentence Fra Word/Picture	or me	Venn Diagram Partner Word Wall	Venn Diagr	am	Venn	Diagram

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.3.10		ncreasingly complex texts			d comprehend a variety o		VU		Informational,
WIDA ELDS:		ational, history/social stu	-	using a G	Fraphic Organizers appro	priate to			complexity
2 – 5	science	e, and technical texts, at t	the high end	the text.			LFC		Varies
Reading	of the g	grades 2-3 text complexit	ty band						according to
	indepe	ndently and proficiently.							reading task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Read independently	Read indeper	ndently	Read independently	Read indep	endently	Read independently	
		and proficiently	and proficien	itly	and proficiently	and profici	ently texts	and proficiently	
		grade-level text in L1	grade-level te	ext in L1	excerpts from grade	within the	grade 2-3	grad	e-level texts.
		and/or read selected	and/or read p	phrases	level and adapted	complexity	band.		
		words and phrases	and short ser	ntences	texts.				
		from a leveled text	from a levele	d text					
		and from excerpts of	and from exc	erpts of					
		grade level text.	grade level te	ext.					
Learning Sup	ports	Graphic Organizers	Graphic Orga	inizers	Graphic Organizers	Graphic Or	ganizers		
		Illustrations	Illustrations		Word Wall				
		L1 support	L1 support						
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.3.4.a	U	rade level text aloud with	n purpose	-	de level text aloud with p	-	VU		Purpose
WIDA ELDS: 2 Reading Speaking	and un	derstanding.			erstanding using a Graphi rs and pictures.	ic	LFC		Sentence structure related to level of text
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Read grade level texts	Read grade le	evel texts	Read adapted texts	Read texts	within the	Read grade-level	
		aloud with purpose	aloud with pu	urpose and orally explain the grade-level b		band and	texts	and orally	
		and demonstrate	and demonst				in the	expla	ain the purpose
		comprehension in L1	comprehensi	comprehension in L1 demonstrate purpose ar		d	and	demonstrate	
		and/or read or listen	and/or read I	eveled	comprehension using	demonstra	ate com		prehension using
		to a leveled text and	texts and exp	lain the	key vocabulary in a	compreher	ision using	prec	ise vocabulary in
		state or repeat the	purpose using	g short	series of simple,	key vocabu	lary in	mult	iple, complex
		purpose using single	sentences.		related sentences.	expanded a		sent	ences.
		words.				complex se			
Learning Sup	ports	L1 support	L1 support		Graphic Organizers	Graphic Or	ganizers		
		Choice questions	Sentence Fra		Word Wall				
		Graphic Organizers	Graphic Orga						
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RF.3.4.b WIDA ELDS:	-	rade level prose and poe ccuracy, appropriate rate			ose and poetry with fluen and expression with a pa	•	VU		Prose
2 Reading	expres		, and		ise technological resource		LFC		Prose sentence structure
Speaking							LC	LC Varies by lev	
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obj	ectives	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 a poetry orally and/or comm known phras a leveled text excerpts from grade-level to accuracy, flue expression.	in L1 non and ses from t n a ext with	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose poetry oral fluency and in texts wit grades 2-3 band.	ly with l accuracy	pros orall accu	l grade-level e and poetry y with fluency, racy and ession.
Learning Sup	ports	Technology and Technological Resources Illustrations/drawings Partner work L1 support Manipulatives	Technology a Technologica Resources Illustrations/ Partner work L1 support Manipulative	drawings	Technology and Technological Resources Partner work	Technology Technologi Resources Partner wo	cal		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.3.4.c	Use co	ntext to confirm or self-c	orrect word		ext to confirm and demo		VU		Context clues,
WIDA:	recogn	ition and understanding,	rereading as		ling skills by self-correction				confirm,
2	necess	ary.		rereadin	g when necessary using a	a checklist			reread, self-
Reading				and thinl	k alouds.				correct
Speaking							LFC		Sentences with
									context clues
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Use context to	Use context t	:0	Use context to	Use contex	t to	Use o	context to
		confirm the meaning	confirm the r	neaning	confirm the meaning	nfirm the meaning confirm the meaning		confirm the meaning	
		of unknown words in	of unknown v	words in	of key, unknown	of key, unk	nown	of un	nknown words in
		a grade level text in	a grade level	text in	words in an adapted	words in a	text within	a gra	de level text.
		L1 and/or selected,	L1 and/or use		text.	the grade-l	evel band.		
		unknown, high-	selected phra						
		frequency words in a	a leveled text	t.					
		controlled text.							
Learning Sup	ports	Checklist for guiding	Checklist for	guiding	Checklist for guiding	Checklist fo	or guiding		
		questions	questions		questions	questions			
		Think Alouds	Think Alouds		Think Alouds	Triads or S	mall		
		Guided group with	Guided group	o with	Triads or Small	Groups			
		teacher	teacher		Groups				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Pho	tographs					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.2. a	Introdu	ice a topic and group rela	ated	Introduc	e and include illustration	s on an	VU		Informative
WIDA ELDS:	inform	ation together when writ	ting. Include	informat	ive writing topic to aid				writing;
2	illustra	tions when useful to aidi	ng	compreh	ension using a Template	and a			illustrations
Writing	compr	ehension.		small gro	oup.		LFC		Sentences with
Listening									introductory
Speaking									phrases; Verb
									forms;
									indicative verb;
									declarative
									sentences
							LC		Varies by level
	ELP 1			2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Introduce an	Introduce an I		Introduce an	Introduce a	an	Introduce an	
		informative writing	informative v	writing	informative writing	informative	rmative writing		mative writing
		topic and use	topic and use	5	topic and use	topic and u	se	topic and use illustrations to aid	
		illustrations to aid	illustrations t	o aid	illustrations to aid	illustration	s to aid		
		comprehension when	comprehensi	on in L1	comprehension by	compreher	ision by	com	prehension by
		writing in L1 and/or	and/or use se	elected	producing a series of	producing	organized,	prod	ucing clear and
		use selected single	vocabulary in	n phrases	simple, related	expanded a	and some	cohe	rent ideas using
		words to match the	and short ser	ntences.	sentences.	complex se	ntences.	mult	iple, complex
		illustrations.						sente	ences.
Learning Sup	ports	Small group	Small group		Small group	Template		Smal	l group
		Template	Template		Template	Small group			
		Illustrations	Illustrations		Illustrations	Illustration	S		
	support su	L1 text and/c	or	Word Wall					
			support						
		Cloze sentences	Sentence Fra	me					
		Pictures	Partner						
	Word/Picture Wall Word/Pictur			e Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.2. b WIDA ELDS: 2		cts, definitions, and detai p a topic within a piece o	•	definitio	a writing piece using fact ns, and details using a Gr ers, Word Wall, and Share	aphic	VU		Facts, definitions, details
Writing						0	LFC		Sentences with references and contextual definitions
							LC Varies by lev		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Develop a writing	Develop a wr	iting	Develop multiple,	Develop an	organized	Deve	lop a clear and
	piece using facts,			acts,	related ideas in a	writing pie	ce using	coherent writing	
		definitions, and	definitions, and		writing piece using	facts, defin	definitions, and		e using facts,
		details in L1 and/or	details in L1 a	and/or	facts, definitions, and	details in e	xpanded	definitions, and	
		begin to develop a	begin to develop a	elop a	details in multiple,	sentences with emerging complexity.	detai	ils in multiple,	
		writing piece using	writing piece	in	simple sentences.		omplexity.	comp	olex sentences.
		drawings and	phrases and s	short					
		selected, high-	sentences						
		frequency words.							
Learning Sup	ports	Shared Writing	Shared Writin	ng	Shared Writing	Shared Wri	ting	Share	ed Writing
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 text and/or	L1 text and/o	or	Graphic Organizers				
	support support								
		Pictures	Sentence Fra	-					
		Illustrations/drawings	Illustrations/	drawings					
		Cloze sentences	Graphic Orga	nizers					
		Graphic Organizers							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.2. c		king words and phrases (e ideas within categories		VU		Linking words
WIDA ELDS: 2 Writing		er, and, more, but) to con categories of information			ion applying linking word using phrase walls and a		LFC		Sentences with transitional words and phrases
							LC		Varies by level
-	1	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language ObjectivesOrganize ideas within categories of information by applying linking words and phrases in L1 and/or, using drawings andOrganize ideas within organize ideas within 		Organize idea categories of information k applying linki words and ph L1 and/or usi selected voca in phrases an sentences.	oy ng nrases, ng abulary	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 ic categories informatio applying lir words and producing sentences.	of n by hking phrases by	categ infor apply word using	nize ideas within gories of mation by ving linking is and phrases multiple, plex sentences.
Learning Sup	ports	Phrase wall L1 text and/or support Pictures	Phrase wall L1 text and/o support Pictures Sentence Fra		Phrase wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	ic Language	
W.3.2. d WIDA ELDS: 2		e closure to a writing pied concluding statement or		-	a strong closing to a writ raphic organizer and mo	• •	VU		Closing, concluding statement	
Writing							LFC		Sentences with strong concluding statements	
							LC		Varies by level	
		ELP 1 EL			ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Develop a strong closing to a writing piece in L1 and/or drawings and selected words.	Develop a str closing to a w piece in L1 ar short sentend	vriting nd/or use	Develop a closing to a writing piece in multiple, simple, related sentences	Develop an closing to a piece in exp sentences v emerging c	writing banded with	cohe writi preci mult	lop a clear and rent closing to a ng piece by using se vocabulary in iple, complex ences.	
Learning Sup	ports	Graphic Organizerss Word/Picture Wall L1 text and/or support Pictures Dictated sentences	Graphic Orga Word/Picture L1 text and/o support Sentence Fra Pictures Dictated sent	e Wall or me	Graphic Organizerss Word Wall	Graphic Or	ganizerss			

Standard		Student Learning	Objective (SLO)		Language Ob	ojective	Ac	ademic La	nguage
W.3.3.a WIDA ELDS: 2 Writing		sh a situation and introd or and/or characters wit g.			e a narrative with a narra		L	rU FC	First, second, etc., finally, then Adverbs of time; relative clauses; transitional phrases
							L	.C	Varies by level
	l	ELP 1	ELP 2		ELP 3	ELP 4	4	I	ELP 5
Language Obje	ectives	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 nar with a narrato and/or charac L1 and/or com parts of a narr with phrases a drawings.	r ters in plete ative	Produce a narrative with a narrator and/or characters in simple, related sentences.	Produce an c narrative wit narrator and characters in expanded an complex sen	h a /or d some	coherent with a na and/or cl	haracters in sentences of
Learning Sup	ports	Graphic Organizers Word/Picture Wall L1 support Illustrations/Drawing	Graphic Orgar Word/Picture L1 support Sentence Fran	Wall	Graphic Organizers Word Wall	Graphic Orga	anizers	Graphic	Organizers

Standard	St	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.3.3.a	Organia	ze an event sequence that	nt unfolds	Produce	a narrative with an orgar	nized	VU		First, second,
WIDA ELDS:	natura	lly in narrative writing.		sequence	e of events using a Graph	ic			etc., finally,
2				Organize	rs.				then
Writing							LFC		Adverbs of
									time; relative
									clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Produce a narrative	Produce an organized		Produce a clear and	
		with an organized	with an orgar	nized	with an organized	narrative w	vith a	cohe	rent narrative
		sequence of events in	sequence of	events in	sequence of events in	sequence o	of events in	with	an organized
		L1 and/or draw the	L1 and/or co	mplete	simple, related	expanded a	and some	sequ	ence of events in
		sequence of events or	parts of a nar	rative	sentences.	complex se	ntences.	mult	iple, detailed
		put illustrations in	with phrases	and				sente	ences of varying
		proper sequences	using drawing	gs.				lengt	hs.
		with corresponding							
		single words.							
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers	Grap	hic Organizers
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Illustrations/Diagrams	Sentence Fra	me					
		Drawings							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.b	In a na	rrative piece, apply dialo	gue, and	Describe	actions, thoughts, and fe	eelings and	VU		Dialogue,
WIDA ELDS:	descrip	tions of actions, thought	s, and	use dialo	gue to show character re	esponses in			characters,
2	feeling	s to show the response to	o characters	a narrativ	ve essay using a Graphic	Organizers			quotations
Writing Speaking	to situa	ations.		and/or cl	haracter web.		LFC		Using quotation marks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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 acti thoughts and and use dialo complete a n in L1 and/or selected voca in phrases an sentences.	l feelings ogue to arrative use abulary	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of simple, related sentences.	Describe ad thoughts a and use dia show chara responses producing and some o sentences.	nd feelings alogue to acters' by expanded	thou and u show respo prod	ribe actions, ghts and feelings use dialogue to characters' onses by ucing multiple, olex sentences.
Learning Sup					Character web Story map Graphic Organizers	Story map Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.3.c	Apply t	emporal words (e.g., bef	ore, after,	Write a r	narrative story introducin	g a	VU		Temporal
WIDA ELDS:	next) a	nd phrases to signal ever	nt order in a	narrator	or character using tempo	oral words			words, narrator
2	narrati	ve writing piece.		and phra	ses following a model sh	ared story.	LFC		Adverbs of
Writing									time; relative
									clauses;
									transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				itive	Write a narrative	Write a nar	rative	Write a narrative	
		story using temporal	story using temporal		story using temporal	story using	ory using temporal		using temporal
		words and phrases to	words and pr	nrases to	words and phrases to	words and	phrases to	word	ls and phrases to
		introduce narrator or	introduce na	rrator or	introduce narrator or	introduce r	narrator or	intro	duce narrator or
		character in L1	character in L	.1	character using a	character u	ising	char	acter using
		and/or complete a	and/or comp	lete a	series of simple,	expanded a	and some	mult	iple, detailed
		narrative story by	narrative stor		related sentences.	complex se	entences.	sente	ences of varying
		choosing illustrations	temporal wo	rds and				lengt	ths.
		and corresponding	phrases.						
		key single words.							
Learning Sup	ports	Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Illustrations/Drawings	Visuals						
		L1 support	L1 support						
		Sentence Frame	Sentence Fra	me					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
W.3.3.d		e a sense of closure to a v			losing for a narrative bas		VU		Closing, ending
WIDA ELDS: 2 Writing		ve based on real or imag ences or events.	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.)			LFC LC		Temporal words; transitional phrases Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, and selected words.	Write a closir narrative in L complete a c a narrative us selected voca in phrases an sentences.	1 and/or losing for sing abulary	Write a closing for a narrative using key vocabulary in a series of simple, related sentences.	Write a clo narrative u vocabulary expanded a complex se	sing key in and some	narra prec mult	e a closing for a ative using ise vocabulary in iple, complex ences.
Learning Sup	ports	Shared Writing Word/picture Bank L1 support Pictures/Photographs	Shared Writin Word/picture L1 support Sentence Fra	e Bank	Shared Writing Word Wall Word Bank	Shared Wr	iting		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.3.5	With g	uidance and support from	n peers and	Develop	and strengthen writing b	y applying	VU		Plan, prewrite,
WIDA ELDS:	adults,	develop, and strengthen	writing as	the steps	s of the writing process (p	olanning,			revise, edit,
2	needeo	d by planning, revising, ar	nd editing.	revising,	and editing) using a Grap	ohic			draft, rewrite
Writing				Organize	rs or Template.		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 Obje	ectives	Develop and	Develop and		Develop and	Develop and		Deve	lop and
		strengthen writing by	strengthen writing by		strengthen writing by	strengthen	writing by	stren	ngthen by
		applying the steps of	applying the	steps of	applying the steps of	applying the steps of			ying the steps of
		the writing process in	the writing p	rocess in	the writing process	the writing	process	the v	vriting process
		L1 and/or use single	L1 and/or use	e phrases	with a series of	producing	expanded	using	g multiple,
		words and drawings.	and short ser	ntences.	simple, related	and some o	complex	comp	olex sentences.
					sentences.	sentences.			
Learning Supp	oorts	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers		
		Template	Template		Template				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Pictures/Photographs	Pictures/Pho	tographs					
		Drawings	L1 support						
		L1 support	Sentence Fra	me					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.3.10		routinely over extended t			er extended timeframes		VU		Portfolio,
WIDA ELDS:		or research, reflection, a			f topics using Word Wall	s and			audience
2	for a ra	ange of discipline-specific	tasks,	Graphic	Organizers.		LFC		Variety of
Writing	purpos	ses, and audiences.							sentence
									structures
									specific to task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	nguage Objectives Write over extended Write over			tended	Write over extended	Write over	extended	Write over extended	
		time frames about a	time frames a	about a	time frames about a	time frame	e frames about a		frames about a
		variety of topics in L1 variety of to		ariety of topics in L1 variety of topics b		variety of topics by		variety of topics by	
		and/or use drawings	and/or use pi	ictures	producing a series of	producing e	expanded	prod	ucing clear and
		and single words.	and phrases	or short	simple, related	and some o	omplex	cohe	rent writing
			sentences.		sentences.	sentences.		using	g multiple,
								com	plex sentences.
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 text and/or L1 text and/							
		support	support						
		Pictures	Sentence Fra	me					
		Drawings							

Standard	S	Student Learning Objective (SLO)			Language Objective			demic	: Language
W.3.10	Write r	Write routinely over shorter time frames (a			Write over shorter time frames about a				Journal
WIDA ELDS:	single s	sitting or a day or two) fo	r a range of	variety o	f topics using a Word Wa	ill and	150		1
2	discipli	ne-specific tasks, purpos	es, and	Graphic (Organizers.		LFC		Increasingly
Writing	audien	ces.							complex
									sentences with
									increasingly
									specific writing tasks
							10		
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Write over shorter	Write over shorter		Write over shorter	Write over shorter		Write over shorter	
		time frame about a	time frame a	bout a	time frame about a	time frame	about a	time	frame about a
		variety of topics in L1	variety of top	oics in L1	variety of topics by variety of t		opics by	varie	ety of topics by
		and/or use drawings,	and/or use pi	and/or use pictures and phrases or short	producing a series of	producing expanded		producing clear and	
		pictures and single	and phrases of		simple, related	and some o	complex	cohe	erent writing
		words.	sentences.		sentences.	ices. sentences.			g multiple,
								com	plex sentences.
Learning Sup	ports	Graphic Organizers	Graphic Orga		Graphic Organizers				
		Word/Picture Wall	Word/Picture Wall		Word Wall				
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures	Sentence Fra	me					
		Drawings	Pictures						

Standard	Student Learning Objective (SLO)			Language Objective			Academic Language		
SL 3.5 WIDA ELDS: 1-5 Speaking	or poe an und	engaging audio recording ms that demonstrate flui erstandable pace; add vi appropriate to emphasize	d reading at sual displays	at stories or poems using Technology and ys Technological Resources.			LFC		Audio recording, visual Adverbs of
Listening		facts or details.							time; relative clauses; transitional phrases
							LC		Varies by level
		ELP 1	ELP 2		ELP 3		LP 4 ELP 5		ELP 5
Language Objective		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.		recon of ste by pr and o using voca mult sente	te audio rdings and visuals ories and poems roducing clear coherent writing g precise bulary in iple, complex ences.
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		Tech	nology and nological urces

Standard	Student Learning Objective (SLO)			Language Objective			Academic		Language	
L.3.2. b WIDA ELDS:	8				Write to use commas in addresses when writing using Charts and a model.				Comma, heading, body,	
2									closing	
Writing							LFC		Complex	
									sentences;	
									increasing	
									specificity of	
									sentence	
									structure	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Write to use commas	Write to use commas		Write to use commas	Write to use commas		Write to use commas		
		in addresses when	in addresses	when	in addresses when	in addresses when		in addresses when		
		writing a letter in L1	writing a lette	er in L1	writing a letter using	writing a letter using		writing a letter using		
		and/or complete	and/or comp		key vocabulary in a	key vocabu	lary in	grade-level		
		known addresses	addresses wit	th	series of simple,	expanded a		voca	bulary in	
with com		with commas	commas betv	veen	related sentences.	complex se	mplex sentences. m		nultiple, complex	
		between city, state.	city, state.					sent	ences.	
Learning Sup	ports	Charts	Charts	Charts		Charts				

Standard	St	Student Learning Objective (SLO)			Language Objective			demio	: Language
L.3.2. c	Use commas and quotation marks in				Use commas and quotation marks in				Comma,
WIDA ELDS:	dialogu	ie when writing.		dialogue	when writing using a mo	del.			quotation
2									marks, dialogue
Writing							LFC		Complex
									sentences;
									increasing
									specificity of
								sentence	
									structure
							LC		Varies by level
		510.4	510		510.0				
		ELP 1	ELP 2		ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Use commas and	Use commas and		Use commas and	Use commas and		Use commas and	
		quotation marks in	quotation ma		quotation marks in	quotation marks in		quotation marks in	
		dialogue when	dialogue whe		dialogue when	dialogue when		dialogue when	
		writing in L1 and/or	writing in L1	and/or	writing using key	writing using key		writing using precise	
		when copying	when using s	entence	vocabulary in a series	vocabulary	in	vocabulary in	
		dialogue from	citations fron	n grade-	of simple, related	expanded a	and some	mult	iple, complex
cart		cartoon bubbles.	level text.		sentences.	complex sentences.		sent	ences.
Learning Sup	ports	Word/Picture Wall	Word/Pictur	e Wall	Word Wall				
		L1 support	L1 support						

Standard	Student Learning Objective (SLO)				Language Objective		Academic		Language	
L.3.2.e	Use co	nventional spelling for hi	gh-frequency	Use conv	ventional spelling for high	n frequency	VU		High-	
WIDA ELDS:	and ot	her studied words and fo	r adding	and othe	er studied words using a r	nodel.			frequency;	
2	suffixe	s to base words (e.g., sitt	ing, smiled,						studied words;	
Speaking	cries, h	appiness).							content-based,	
Listening									grade-level	
Writing									vocabulary	
							LFC		Complex	
									sentences;	
									increasing	
									specificity of	
									sentence	
									structure	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Use conventional	Use conventi	onal	Use conventional	Use conventional		Use conventional		
		spellings for high	spellings for I	high	spellings for high	spellings for high		spellings for high		
		frequency and other	frequency an	d other	frequency and other	frequency	cy and other free		requency and other	
		studied words in L1	studied word	ls in L1	studied words in	studied words in		studied words in		
		and/or in selected	and/or phras	es and	simple, related	expanded a	and some	mult	iple, complex	
		words.	short senten	ces.	sentences.	complex se	entences.	sente	ences.	
Learning Sup	ports	Word/Picture Wall	Word/Pictur	e Wall	Word Wall					
		L1 support	L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)	Language Objective			Aca	demic	Language
L.3.2 .f	Use sp	elling patterns and gener	alizations	Spell using patterns and generalizations in			VU		Patterns;
WIDA ELDS:	(e.g., w	ord families, position-ba	sed	writing w	vords using a language re	ference			generalizations
2	spelling	gs, syllable patterns, endi	ng rules,	sheet.			LFC		Complex
Speaking	meanir	ngful word parts) in writir	ng words.						sentences;
Listening									increasing
Writing									specificity of
									sentence
									structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Spell using patterns	Spell using pa	atterns	Spell using patterns	Spell using patterns		Spell	ing using
		and generalizations in	and generaliz	ations in	and generalizations in	and generalizations in		patterns and	
		writing words in L1	writing word	s in L1	writing words in	writing words in		generalizations in	
		and/or selected	and/or select	ed	simple, related	expanded and some		writing words in	
		vocabulary.	vocabulary ir	n phrases	sentences.	complex sentences.		multiple, complex	
			and short ser	ntences.				sentences.	
Learning Sup	ports	L1 support	L1 support		Word Wall	Language Reference		Language Reference	
		Word/Picture Wall	Word/Picture	e Wall	Language Reference	Sheet		Shee	t
		Language Reference	Language Ret	ference	Sheet				
		Sheet	Sheet						

Standard	Student Learning Objective (SLO)				Language Objective	Academic Language			
L.3.2.g WIDA ELDS:		t references as needed w 3 words.	hen spelling		rences to spell Grade 3 w	ords using	VU		References
2 Speaking Listening Writing		5 words.		a dictionary/glossary.			LFC		Complex sentences; increasing specificity of sentence structure Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	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.		spell in m	references to Grade 3 words ultiple, complex ences.
Learning Supports		L1 support Word/Picture Wall Dictionary/Glossary	L1 support Word/Picture Wall Dictionary/Glossary		Word Wall Dictionary/Glossary	Dictionary/Glossary		Dicti	onary/Glossary

Essential Questions

- 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

- 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

- Teacher Observations
- Checklists
- Projects
- Performance Assessments
- State Assessments