Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
RL.4.1 RI.4.1	Explair	what a text explicitly sta	ates.	Explain li	iteral information in infor	mational	VU		Explain
WIDA: 2					d poems using pictures ar	nd working	150		
Reading				with a pa	artner or small group.		LFC		Verb tense,
Speaking									verb
									agreement,
							LC		adjectives
									Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Explain answers to	Explain answ		Explain answers to	Explain ans			ain answers to
		questions about what	questions ab		questions about what	questions a		•	tions about what
		is explicitly stated in	is explicitly st	ated in	is explicitly stated in	is explicitly		-	olicitly stated in
		poetry and	poetry and		adapted grade level	poetry and		-	e level poetry
		informational texts at	informationa		poetry and	informatio		texts at and informational	
		the grades 3-4 text	the grades 3-		informational texts by	the grades			by producing
		level band in L1 and	level band in		answering in simple,	level band	-		iled sentences of
		/or answer questions	and/or expla		related sentences	producing		-	ng lengths with
		about what is	answers to w		with key content	sentences			ent based
		explicitly stated in	questions ab		based grade level	content ba		voca	bulary.
		non-fiction and	is explicitly st		vocabulary.	vocabulary	•		
		fiction appropriately	non-fiction a	-					
		leveled texts by	fiction appro	• •					
		producing single	leveled texts	, .					
		word answers,	short phrases						
		pointing to pictures	complete ser frames.	itence					
	norte	or answering yes/no. Word Wall	Word Wall		Word Wall	Triads or Sr	mall		
Learning Sup	ports						nall		
		L1 support	L1 support Sentence Fra	mor	Templates Triads or Small	Groups			
		Pictures/Photographs Gestures	Manipulative		Groups				
		Partner Work	Partner Work		Groups				
		Manipulatives	Partner Work						
		Choice questions	FICTORES/PHO	lographs					
		choice questions							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.1; RI.4.1 WIDA: 2 Reading Speaking		nferences from a text ref and examples.	erences from details and t using graphic organizers	•	VU		Inferences, draw conclusions, details		
					LFC		Verb tense, verb agreement		
					LC			Varies by level	
		ELP 1					P 4		ELP 5
Language Obje		Draw inferences from details and examples in grade 3-4 level texts in L1 and /or answer questions about inferences in appropriately leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Draw inferen details and e in grade 3-4 l texts in L1 an answer wh- c about what is inferred in appropriately texts by using phrases to co sentence fram	xamples level nd/or questions s y leveled g short pmplete mes.	Draw inferences from details and examples from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Draw infere details and in grade 3 texts by pro complete s with some based voca	examples 4 level oducing entences content bulary.	detai in gra prod sente lengt	v inferences from ils and examples ade level texts by ucing detailed ences of varying ths with content d vocabulary.
Learning Sup	ports	Graphic Organizers Word Bank Choice questions L1 support Partner Work	Graphic Orga Word Bank Choice quest L1 support Partner Worl	ions	Graphic Organizers Word Bank	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
RL.4.2	Identif	y the theme of the story,	drama, or	Identify (	central message via detai	ls from	VU		Theme, poems
WIDA: 2	poem	using details from the tex	t.	poem us	ing graphic organizers, sh	ared			and details
Reading				group ac	tivities.		LFC		Modal (would,
Speaking									could, might),
									compound
									tenses (would,
									have, been)
					LC		Varies by level		
		ELP 1	ELP 2	2	P 4		ELP 5		
Language Obje	ectives	Identify central	Identify cent	ral	Identify central	Identify cer	ntral	Iden	tify central
		message of poem in	message of p		message of poem	message of	•		sage of poem in
		grade 3-4 level texts	grade 3-4 lev		from adapted texts by	grade 3-4 le		-	e level texts by
		in L1 and /or answer	in L1 and/or a		answering in simple,	by producin	•	producing detailed	
		questions about					ences of varying		
		inferences in	what is inferr		with key content	with some		lengths with content	
		appropriately leveled	appropriately		based grade level	based voca	bulary.	base	d vocabulary.
		texts by producing	texts by using	-	vocabulary.				
		single word answers,	phrases to co	•					
		pointing to pictures	sentence frar	nes.					
Loorning Cup	norte	or answering yes/no.	Graphic Orga	nizore	Craphic Organizara	Craphic Or	Topizoro		
Learning Sup	ports	Graphic Organizers Word Bank	Triads or Sma		Graphic Organizers Word Bank	Graphic Org Word Bank			
		Triads or Small	Groups		Triads or Small	Triads or Sr			
		Groups	Groups		Groups	Groups	nan		
		Illustrations			Illustrations	Groups			
		Diagrams/Drawings			Diagrams/Drawings				
		Gestures			L1 support				
		L1 support			Sentence Frames				
		Choice questions							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	ademic Language
RL.4.3 WIDA: 2 Reading Speaking		be in depth a character us ions and evidence from li	-		specific details of charac e using direct	ter(s) from	UU LFC LC	Quotations, evidence and depth Using quotations, direct speech Varies by level
	1	ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5
Language Obje	ectives	Describe a character in detail using direct quotations and evidence from grade level text in L1 and/or identify details of a character by illustrating the characters and using adjectives.	Describe a ch in detail using quotations and evidence from level text in L identify detail characters by model phrase using short sentences.	g direct nd m grade .1 and/or ils of / listing	Describe a character in detail using direct quotations and evidence from an adapted text in the grade 3-4 text level band. Use simple sentences with key content based vocabulary by writing a simple dialogue for that character.	Describe a in detail us quotations evidence fr 3-4 text lev Use comple sentences o emerging c with some based voca	ing direct and rom grade vel band. ete of complexity content	Describe a character in detail using direct quotations and evidence from grade level text. Use detailed sentences o varying lengths and complexity with content based vocabulary.
Learning Sup	ports	Word Bank Dialog starters Illustrations Diagrams/Drawings Pictures/Photographs Gestures L1 support Partner Work Pictures/Photographs that illustrate character traits	Word Bank Dialog starter Illustrations Diagrams/Dra Pictures/Pho L1 support Partner Work	awings tographs	Character Web Word Bank Dialog starters			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
RL.4.5 WIDA: 2		n the major differences be , drama, and prose.	etween		e and contrast the structurs of poems and/or drama		VU		Prose, poems, stanza, verse
Reading Speaking Writing				diagrams	or oral discussion using v s king in groups.				Sentence elements of poetry and drama
					LC		Varies by level		
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Compare and contrast differences of grade level poems/drama/ prose in L1 and/or compare and contrast structural elements of poems/drama by drawing and labeling key vocabulary to describe poems, drama, and prose.	Compare and contrast diffe of grade leve poems/dram in L1 and/or of and contrast elements of poems/dram matching key vocabulary w phrases to illustrations.	erences I a/prose compare a by vords and	Compare and contrast elements of poems/drama from adapted texts by producing simple sentences using key content based vocabulary.	Compare a contrast di of poems/dra at the grad level band complete s of emergin complexity content ba vocabulary	fferences ma/prose e 3-4 text using entences g with some sed	contr of gr poen using sente lengt	pare and rast differences ade level ns/drama/prose g detailed ences of varying ths and plexity with ent
Learning Sup	ports	Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Word sort cards	Venn diagran Partner Work Word Wall Word Bank Pictures/Pho L1 support Word and ph cards	< tographs	Venn diagrams Partner Work Word Wall Word Bank	Venn diagrams			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.4.5 WIDA: 2		e the structural elements erse, rhythm, meter) whe	•	-	structural elements of po ling text using multimedia		VU		Verse, rhythm, meter
Reading Speaking		ng about a text.	C C	teacher guided class discussions.					Sentence elements of poetry
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	P 4		ELP 5	
Language Obje		Analyze structural elements of grade level poems in L1 and/or identify simple structural elements of poems by chanting excerpts of poems and producing short answers in response to yes/no or either/or questions.	Analyze struct elements of g level poems i and/or identi structural ele poems by pro short answer response to s questions.	grade in L1 ify ements of oducing rs in simple	Analyze structural elements of poems at the grade 3-4 text level band using simple sentences with key content based vocabulary.	Analyze str elements o the grade 3 level band complete s of emergin complexity content bas vocabulary	f poems at s-4 text using entences g with some sed	elem level detai varyi comp conte	yze structural ents of grade poems using iled sentences of ng lengths and plexity with ent based bulary.
Learning Sup	ports	Native Language Discussion Partner Work Word Wall L1 support	Native Langu Discussion Partner Work Word Wall Sentence Fra L1 support	ĸ	Native Language Discussion Partner Work Word Wall	Native Language Discussion Partner Work			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Academic Language		
RL.4.5 WIDA: 2 Reading Speaking	(e.g., s	e the structural elements etting, descriptions, stage writing or speaking about	e directions)	drama u	structural elements of se sing role play, dialogue, o peeches.	VU LFC LC		Stage directions, drama, voice and mood, narrator Comparatives, superlatives, specific to text Varies by level		
		ELP 1	ELP 2	2	ELP 3	FL	P 4		ELP 5	
Language Obje		Analyze structural elements of a drama in L1 and/or identify basic structural elements of a play by matching key content words with pictures or acting out and following stage directions.	Analyze struct elements of a in L1 and/or i structural ele by describing out in one wo short phrase or stage direct	a drama identify ments (/acting ord or actions	Analyze structural elements of a drama using simple sentences/ phrases and key content based vocabulary to role-play specific parts of a drama and develop dialogue to accompany it.	Analyze str elements o using comp sentences o emerging o with some based voca when role parts of a o selection.	of a drama oleted of complexity content ubulary playing	elerr using sent leng com cont voca	yze structural nents of a drama g detailed ences of varying ths and plexity with ent based bulary when role ing parts of	
Learning Sup	ports	Role play Total Physical Response Pictures/Photographs L1 support Web	Role play Total Physica Response Act out dialog (Partner Wor Word Bank L1 support Pictures/Phot	g in pairs ˈk)	Role play Total Physical Response Write dialog in pairs (Partner Work)	Role play				

Standard		Student Learning Objective (SI	.0)		Language Objective		Academic Language						
RL.4.6 WIDA: 2 Reading Speaking	•	pare and contrast the points of view on narrative versus a third person n	•					narrative first person narrations u		first person versus third person narrations using Venn diagrams		VU LFC LC	Narrative, point of view, first person, third person Comparatives, superlatives Varies by level
		ELP 1	ELP 2	2	ELP 3	FI	P 4	ELP 5					
Language Objective		Explain the differences and similarities of first person versus third person narrations in L1 and identify differences and similarities by sorting single words and/or completing cloze sentences	Explain the differences a similarities of person version person narration in L1 and ide differences a similarities to sorting shore phrases and completing sentence frace	and of first us third ations entify and oy t t	Explain the differences and similarities of first person versus third person narrations using simple sentences with key content based vocabulary.	Explain th difference similaritie person ve person na using com sentences emerging complexit some con based voo	e es and es of first ersus third mrations aplete s of ey with tent	Explain the differences and similarities of first person versus third person narrations using detailed sentences of varying lengths and complexity					
Learning Supp	ports	Venn diagrams (completed) Partner Work Word Wall L1 support Illustrations/Diagrams/Drawings	Venn diagra Partner Wor Word Wall L1 support Sentence Fr Phrase card	rk ames	Venn diagrams Partner Work Word Wall	Venn diag	rams						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
RI.4.2 WIDA: 2 -5	Detern	nine the main idea of grad	de level text.		the main idea of grade lev tory map.	vel text	VU		Theme, main idea
Reading Speaking				0	<i>,</i> ,		LFC		Subject-verb agreement
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Identify the main idea of grade-level informational text in L1 and/or identify the main idea by answering with short answers.	Identify the n of grade-leve informationa L1 and/or ide main idea by answering wl questions wit answers.	el I text in entify the h-	Identify the main idea of adapted grade level informational texts using simple sentences with key content based vocabulary.	Identify the of informat at grade 3- band using sentences of emerging c with some based voca	tional texts 4 text level complete of omplexity content	of gra infor using sente lengt comp conte	tify the main idea ade-level mational text detailed ences of varying ths and plexity with ent based bulary.
Learning Sup	ports	Story Map Word Wall L1 support Partner Work Illustrations Diagrams/Drawings Gestures	Story Map Word Wall L1 support Sentence Fra Partner Work		Story Map Word Wall	Story Map			

Standard		Student Learning Objective (S	LO)		Language Objective		Academic Language		
RI.4.2 WIDA: 2-5	•	in how key details from the text su idea.	pport the	•	how details support th nformational texts usi		VU		etails, text, nain idea
Reading Speaking				graphic organizers.			LFC	a a	ubject-verb greement dverbs; pecific to text
					-		LC	V	aries by level
		ELP 1	ELP 2	2	ELP 3	EL	.P 4		ELP 5
Language Objective		Explain how details support the main idea of grade level informational texts in L1 and /or identify how details support the main idea by answering yes/no or either/or questions in single words or completing cloze sentence.	Explain how of support the r idea of grade informationa in L1 and /or how details s the main idea answering will questions in s phrases or completing so frames.	main e level Il texts identify support a by h- short	Explain how details support the main idea of adapted grade level informational texts using simple sentences with key content based vocabulary.	support the idea of informati at the grad text level using com sentences emerging complexit some com based voor	onal texts ade 3-4 band, nplete s of ty with tent cabulary.	suppo idea o inform using o senter varyin compl	n how details rt the main f grade level national texts detailed nces of g lengths and exity with nt based ulary.
Learning Supp	oorts	Graphic Organizers Partner Work Word Wall L1 support Bold Faced/Highlighted Words Cloze sentence Illustrations/Diagrams/Drawings Key words	Graphic Orga Partner Work Word Wall L1 support Bold Faced/Highlig Words Sentence Fra Key phrases	k ghted	Graphic Organizers Partner Work Word Wall	Graphic C	Organizers		

Standard	Student Learning Object	ive (SLO)	La	anguage Objective		Academic Language		
RF.4.3.a WIDA: 2	Apply letter-sound knowledge and sy to accurately read multisyllabic words	•		nics and syllabicatior multisyllabic words (		VU	Phonemic awareness	
Reading Speaking	context.		word patte rules poste	rn charts and syllabi r.	ication	LFC	Syllabication rules	
						LC	Varies by level	
	ELP 1	ELP 2		ELP 3	E	LP 4	ELP 5	
Language Objectives		Apply phonics and sy rules to decode com multisyllabic words i that demonstrate ma appropriately leveled	nics and syllabication Apply phon code common and syllabic pic words in context rules to dec nstrate mastery of multisyllabi		rules to multisy words i	abication decode llabic n and out ext that strate y of and at the -4 text	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate the mastery of reading writing a grade level text.	
Learning Supports	Adapted Text Guided practice Word pattern charts Letter tiles Illustrations/Diagrams/Drawings Total Physical Response Partner Work L1 support High frequency word lists	Adapted Text Guided practice Word pattern charts Letter tiles Illustrations/Diagram Total Physical Respon Partner Work L1 support	ns/Drawings	Adapted Text Guided practice Word pattern charts	Adapte Word p charts	d Text		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
RF.4.4.a WIDA: 2	0	rade-level text with purp tanding.	ose and	J	de level text with a purp nension using prior know		VU	Purpose, comprehension	
Reading Speaking		Ū			organizers.	5	LFC	Sentence structure at ELP level	
							LC	Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obj		Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and identify key words associated with pictures, answer yes/no or either/or questions with single word answers.	Read grade le and orally ex purpose and demonstrate comprehensi and/or read appropriately texts and exp purpose and demonstrate comprehensi short phrases sentence fran answering wi questions in and short ser	plain the on in L1 / leveled blain the on using s with mes and h- phrases ntences.	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content based vocabulary that answer key questions.	Read texts grade 3-4 t band and o explain the and demor compreher complete s and some o based voca	ext level orally purpose ostrate osion using entences content ibulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.	
Learning Sup	ports	Graphic Organizers Word Wall L1 support Partner Work Pictures/Photographs	Graphic Orga Word Wall L1 support Partner Worl		Graphic Organizers Word Wall	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language	
RF.4.4.b WIDA: 2	Read p expres	rose and poetry with flue sion	ency and		ose and poetry texts with opriate expression using		VU		Fluency, expression	
Reading Speaking				and tech	nology.		LFC		Sentence structure and specific vocabulary, rhythm	
							LC		Varies by level	
		ELP 1	ELP 2		ELP 3		P 4		ELP 5	
Language Obje	ectives	Read prose and	Read prose a		Read prose and	Read prose			Read grade level	
		poetry orally in L1	poetry orally		poetry orally with	poetry oral		-	e and poetry	
		and/or single words	and/or phras		fluency, accuracy and		luency and accuracy		/ with fluency,	
		from an appropriately	an appropria	•	expression in adapted	in grades 3	•	accu	racy and	
		leveled text or repeat	leveled text i	-	or appropriate	level text b	and.			
		rhyming fluency and	with accuracy	у,	leveled texts.					
		expression.	fluency and expression.							
Learning Sup	ports	Partner Work	Partner Work	k	Partner Work	Recording	devices			
		Triads or Small	Triads or Sma	all	Triads or Small	(Technolog	y)			
		Groups	Groups		Groups					
		L1 support	L1 support							
		Teacher modeling	Teacher mod	leling						
		Highlighted letter	Highlighted le	etter						
		patterns	patterns							
		Songs/Chants	Songs/Chants	S						
		Choral Reading	Choral Readi	ng						
		Illustrations								
		Diagrams/Drawings								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.4.4.c WIDA: 2		context clues to confirm o t word recognition and	or self-	Use cont using a c	ext to self-correct when hecklist.	necessary	VU		Content clues, self-correct
Reading Speaking	unders	tanding, rereading as neo	cessary.				LFC		Sentence structure with context clues, cognates, synonym
									Varies by level
		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 t confirm the r of unknown v a grade level L1 and/or use selected phra an appropria leveled text k sentence leve context clues cognates and schemata.	meaning words in text in e ases from tely by using el	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 unknow based word grades 3-4 level by usi sentence le extended c clues, cogn schemata.	e meaning n content ds in a text band ng evel and ontext ates,	confi of un a gra using and e clues	context to rm the meaning known words in de level text by g sentence level extended context c, cognates and mata.
Learning Sup	oports Bilingual Dictionary Bilingual Dictionary L1 support L1 support Word Wall Word Wall Teacher model Checklist Checklist			ionary	Bilingual Dictionary Word Wall Paraphrasing Checklist	Bilingual Di Paraphrasi	•		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.4.1.a	Create	an opinion piece by intro	oducing a	Write an	opening statement to ex	press a	VU		Vocabulary,
WIDA: 2	topic o	r text clearly and writing	an opening	personal	opinion connected to th	e author's			opinion,
Writing	statem	ent expressing personal	opinion	purpose	through the use of graph	ic			author's
	relating	g ideas to the author's ρι	irpose	organize	rs (e.g. Venn diagrams				purpose,
	(thesis)	).		and story	y webs).				opening
									statement,
									point of view
							LFC		Introductory
									statements
									expressing
									opinions
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write an opening	Write an ope	ning	Write an opening	Write an o	pening	Writ	e an opening
		statement to express	statement to	express	statement to express	statement	to express	state	ement to express
		a personal opinion	a personal opinion		a personal opinion	•	ersonal opinion		rsonal opinion
		connected to the	connected to		connected to the	connected			ected to the
		author's purpose in	author's purp		author's purpose	author's pu	•		or's purpose
		L1 and/or choose an	L1 and/or wr		using simple	using comp		-	g detailed
		opening statement	opening state		sentences with key	sentences			ences of varying
		and complete cloze	express a per	sonal	content based grade	emerging c		•	ths with content
		sentences with key	opinion by		level vocabulary and	with some			d grade level
		single words.	completing s		language associated	based grad		voca	bulary.
			frames with s		with opinion (i.e. "I	vocabulary	•		
			phrases or ch	noosing	believe that").				
			an opening						
			statement.						
Learning Sup	ports	Graphic Organizers	Graphic Orga		Graphic Organizers	Graphic Or	ganizers		
		Partner Work	Partner Worl	ĸ	Partner Work				
		Word Wall	Word Wall		Word Wall				
		L1 support	L1 support						
		Cloze sentences Sentence Fran							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.1.b	State r	easons that support the t	hesis	State rea	sons that support the the	esis	VU		Thesis, opinion,
WIDA: 2	statem	ent (reference text when	1	statemer	nt by creating lists and us	ing			support
Writing	approp	oriate).		outlines.			LFC		Statements
									that express
									reasons
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	State reasons that	State reasons	s that	State reasons that	State reaso	ons that	State	e reasons that
		support the thesis	support the t	hesis	support the thesis	support the	e thesis	supp	ort the thesis
		statement and	statement an	d	statement and	statement and		statement and	
		express their opinions	express their	opinions	express their opinions	express the	eir opinions	expre	ess their opinions
		in L1 and/or by	in L1 and/or l	бу	using simple	using comp	olete	using	g complex
		identifying words or	identifying sh	ort	sentences with key	sentences	of	decla	arative sentences
		phrases that support	phrases with	key	content based grade	emerging c	omplexity	with	content based
		a thesis statement.	content base	d	level vocabulary.	with some	content	grade	e level
			vocabulary.			based grad vocabulary		voca	bulary.
Learning Sup	ports	Outlines	Outlines		Outlines	Teacher m	odel		
		Triads or Small	Triads or Sma	all	Triads or Small				
		Groups	Groups		Groups				
		Word Wall	Word Wall		Word Wall				
		L1 support	L1 support						
		Cloze sentences	Sentence Fra	mes					
		List of phrases	List of phrase	es .					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		A	cadem	ic Language
W.4.3.a WIDA: 2 Writing		op a narrative including a uction of a narrator and, cters.		introduc using ter	a beginning to a narrativ ing narrator and/or char mplate, story chart, char chart, and word bank.	acters	VU LFC LC		Narrative/narrator, introduction Examples of introductions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	Р4		ELP 5
Language Obje	ectives	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write the be of a narrative to introduce or character and/or comp narrative sto phrases or sh sentences wi content base vocabulary w	e story narrator in L1 olete a ory using nort ith key ed	Write the beginning of a narrative story to introduce narrator or character using key content based grade level vocabulary in simple sentences which may include errors that do not interfere with meaning.	Write the of a narrat to introdu or charact complete of emergir complexity some cont grade leve vocabulary	tive story ce narrator er using sentences og y with tent based I	Write the beginning of a narrative story to introduce narrator or character using detailed sentences of varying lengths and complexity with content based grade level vocabulary.	
Learning Sup	ports	Story Elements Worksheet Triads or Small Groups Partner Work Word Bank L1 support	Story Elemer Worksheet Triads or Sm Groups Partner Word Word Bank L1 support Sentence Fra	all k	Story Elements Worksheet Triads or Small Groups Word Bank	Story Elem Workshee			

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.4.3.b,e	Use pla	ausible sequence of even	ts and	Write a r	narrative with plausible so	equence of	VU		Quotation
WIDA: 2	effectiv	ve descriptions of charact	ters,	events a	nd effective descriptions	of			marks,
Writing	includi	ng dialogue, and a conclu	ision that	characte	rs including dialogue, and	d a clear			sequence
_	follows	naturally from the seque	ence of	beginnin	g, middle and end using s	story maps,	LFC		Prepositional
	events	to produce written narra	itive.	comic str	rips and timelines				phrases,
									adverbs of
									time, relative
									clauses,
									dialogue tags
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	ELI	D /I		ELP 5
Language Obje	octivos	Write a narrative with	Write a narra		Write a narrative with	Write a nar		\A/rita	e a narrative with
	ectives								
		plausible sequence of events and effective	plausible seq events and e		plausible sequence of events and effective	plausible sequence of events and effective		plausible sequence or events and effective	
	descriptions of descriptions of			descriptions of	descriptions of			riptions of	
		characters including	•		characters including	•			•
		dialogue, and a clear	characters including dialogue, and a clear		dialogue, and a clear	characters including dialogue, and a clear	characters including dialogue, and a clear		
		beginning, middle	beginning, m		beginning, middle	beginning,			ning, middle
		and end in L1 and/or	and end in L1		and end using simple	and end us		-	end using
		create a sequence of	create a sequ	-	sentences with key	complete s	•		led sentences of
		events and	events and		content based grade	of emergin			ng lengths and
		descriptions of	descriptions	of	level vocabulary.	complexity	•		plexity with
		characters by using	characters by		level vocabulary.	content ba		-	ent based grade
		one word/ short	formulating s			level vocab	-		vocabulary.
		phrases.	phrases and s				ulary.	ievei	vocabulary.
		pindses.	sentences.	Simple					
Learning Sup	ports	Story Map	Story Map		Model narrative	Model narr	ative		
		Timelines	Timelines		Shared writing	Shared writ			
		Word Banks	Prepared cor	nic	Story Map	Story Map	J		
		L1 support	(Cartoons) st		Pictures/Photographs	Word Bank	S		
		Labeled drawings	Student gene		Timelines	L1 support			
		Student generated	dialogs		Word Banks	Timelines			

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.4.4 WIDA: 2 Writing	writing organiz	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.			demonstrate clear and c hat will convey ideas to a anization suitable to task ence using a model, an o ank.	audience a, purpose	VU LFC		Task, purpose, audience, narrative, coherent Sentence level grammar and syntax, vivid verbs
						LC			Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	ELP 4		ELP 5
Language Obje		Write a coherent narrative that addresses task, purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Write a coher narrative that addresses tas purpose and audience in L construct sho phrases with content base vocabulary the address task, and audience	t sk, 1 and/or ort key d nat purpose	Write a coherent narrative that addresses task, purpose and audience in simple sentences with key content based grade level vocabulary. Sentences may include errors which do not interfere with meaning.	sentences content ba level vocat	hat task, nd n complete with some sed grade	narra addr purp audio sento lengt com	e a coherent ative that esses task, ose and ence in detailed ences of varying ths and plexity with ent based grade vocabulary.
Learning Sup	ports	Word Wall Word Bank Completed Outlines Pictures/Photographs/	• •		Outlines Word Wall Word Bank	Outlines			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
W.4.5 WIDA: 2 Writing	adults,	uidance and support fron apply all phases of the w s (planning, revising, and	riting	applying	lear and coherent compo the steps of the writing p g, revising, and editing) to	process	VU		Peer editing, writing process, drafts, revising	
		a clear and coherent pied		and strer	and strengthen writing skills using a graphic organizer and guidance from a teacher or peer.				Sentence structure, verb forms, subject- verb agreement	
									Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje		Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using pictures/drawings and single key content based vocabulary.	Write a clear coherent con applying the the writing pi L1 and/or con composition the steps of t writing proce short phrases key content b vocabulary in sentence fram	nposition steps of rocess in mplete a applying the ess using s with based mes.	Write a clear and coherent composition applying the steps of the writing process with simple sentences and key content based grade level vocabulary.	Write a cle coherent co applying th the writing with compl sentences of emerging co and some of based grad vocabulary	omposition le steps of process lete of complexity content le level	cohe apply the w with sente lengt comp conte	e a clear and rent composition ving the steps of vriting process detailed ences of varying ths and olexity and ent based grade vocabulary.	
Learning Sup	ing Supports Partner Work Partner Work Template Template Word Wall Word Wall Pictures/Photographs Pictures/Pho L1 support L1 support Cloze sentences Sentence Fra				Partner Work Template Word Wall	Partner Wo	ork			

Standard	Student Learning Objecti	ive (SLO)	La	nguage Objective		Academic Language		
W.4.10	Complete short narrative writing task			hort narrative writi	ng	VU	Narrative,	
WIDA: 2-5	extended time frames (time for resea	rch, reflection, and	tasks routin	ely over short and			reflection	
Writing	revision) and shorter time frames (a s	ingle sitting or a day	extended ti	me frames (researc	h, plan,	LFC	Capitalization,	
	or two) for a variety of discipline-spec	cific time frames,	write, reflea	ct and revise) for a i	range		punctuation,	
	tasks, purposes, and audiences.		of discipline	e-specific tasks, pur	poses		noun-verb	
			and audien	ces using model res	ponses		agreement	
			and word b	anks.		LC	Varies by level	
	ELP 1	ELP 2		ELP 3	EI	LP 4	ELP 5	
Language	Complete narrative writing	Complete narrative v	vriting	Complete	Comple	ete	Complete	
Objectives	tasks over different time frames	tasks over different t	ime frames	narrative	narrativ	/e	narrative writing	
	for a range of discipline-specific	for a range of discipl	ine-specific	writing tasks	writing	tasks	tasks over	
	tasks, purposes and audiences	tasks, purposes and	audiences	over different	over di	fferent	different time	
	in L1 and/or complete short	in L1 and/or complet	e short	time frames for	time fra	ames for	frames for a range	
	narrative writing over different	narrative writing rou	tinely over	a range of	a range	of	of discipline-	
	time frames with words and	different time frame	s with	discipline-	discipli	ne-	specific tasks,	
	short phrases.	phrases and simple s	entences.	specific tasks,	specific	tasks,	purposes and	
				purposes and	purpos	es and	audiences using	
				audiences using		ces using	detailed	
				simple, related	comple	te	sentences of	
				sentences with	senten		varying lengths	
				key content	emergi	-	and complexity	
				based grade		xity and	and content based	
				level	some c		grade level	
				vocabulary.	based g	grade	vocabulary.	
					level			
					vocabu	lary.		
Learning	Word Bank	Word Bank		Word Bank				
Supports	Partner Work	Partner Work	/ <b>-</b> ·	Partner Work				
	Illustrations/Diagrams/Drawings	Illustrations/Diagram	ns/Drawings					
	Pictures/Photographs	L1 support						
	L1 support	Sentence Frames						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.1.a WIDA: 2-5		questions and talking po te discussions after readi			te questions and talking n-class discussion throug		VU		Specific to text
Speaking Listening	materi		ng required		vs and/or role play activi		LFC		Grammar, syntax in academic conversations
							LC		Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obj	jectives Formulate questions and talking points on specific topic using grade level text in L1 and/or formulate "who and where" questions and talking points about points. Specific topic discussion ar role play.		oints on c using ext in L1 ulate wh- d talking a c for oral	Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary.	Formulate and talking a specific to complete s of emergin complexity content ba level vocab	points on opic using entences g and some sed grade	Formulate question and talking points o specific topic using grade level text usin detailed sentences o varying lengths and complexity and content based grade level vocabulary.		
Learning Sup	ports	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Prompts Partner Work L1 support Manipulatives Role Play Total Physical Response	Graphic Orga Key vocabula Video Clips/F Word Wall Prompts Partner Worl L1 support Manipulative Role Play Total Physica Response	ary Films k es	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Role Play Total Physical Response	Graphic Or Key vocabu Video Clips Role Play Total Physi Response	ılary /Films		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.4.1.b WIDA: 1-5		y various roles and follow ules in small and whole g	•	-	and develop various role greed-upon rules to enga		VU		Teacher created roles
Listening Speaking	discuss	ions.	·		on through role plays and scussions.	whole	LFC		Grammar, syntax in academic conversations
									Varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje		Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded read aloud dialogues to identify various roles with single word responses.	Identify and o various roles follow agreed rules in small whole group discussions in listen to reco other studen aloud dialogu identify vario and respond short phrase responses.	and d-upon and h L1 and orded or t read ues to bus roles with	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions using simple sentences with key content based grade level vocabulary.	various role follow agre rules in sm whole grou discussions complete s of emergin complexity content ba level vocab	various roles and v follow agreed-upon f rules in small and r whole group v discussions by using c complete sentences of emerging v complexity with some c content based grade c		tify and develop us roles and w agreed-upon in small and e group ussions by using iled sentences of ng lengths and blexity and ent based grade vocabulary.
Learning Sup	rning Supports Role play Role play Manipulatives Manipulatives L1 support L1 support Pictures/Photographs Choice Questions Devices to listen to Diagrams/Draw read				Use of simple scripts Role play Manipulatives	Role play			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.2.		rase portions of a text re			ase presented oral inform		VU		Paraphrase
WIDA: 2 Speaking Listening	from ir media	formation presented in o	diverse	-	the use of visuals, technors ngs and other media) and		LFC		Academic conversations
Listening							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Paraphrase	Paraphrase		Paraphrase	Paraphrase		Para	phrase
	information informatio				information	information	า	infor	mation
	presented in diverse presented				resented in diverse presented in diverse present		presented in diverse		ented in diverse
		media in L1 and/or	media in L1 and/or		media using simple	media usin	g complete	medi	ia using detailed
		list key words that	match inform	nation	sentences with key	sentences e	emerging	sente	ences of varying
		relate to information	presented to	key	content based grade	complexity	with some	lengt	hs and
		read aloud.	phrases.		level vocabulary.	content bas	sed grade	comp	plexity with
						level vocab	ulary.	conte	ent based grade
								level	vocabulary.
Learning Sup	ports	Triads or Small	Triads or Sma	all	Triads or Small				
		Groups	Groups		Groups				
	Word Wall Word Wal				Word Wall				
	TemplateTemplate		Template		Template				
		L1 support	L1 support						
	Word cards Phrase card								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.1.f	Constr	uct complete sentences.		Construc	ct complete sentences the	rough the	VU		Parts of speech
WIDA: 2 Writing					use of sentence strips, list of parts of			LFC Grammar, syntax and punctuatio complete sentence LC Varies by le	
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ge Objectives Construct complete, Construct complex sentences complet using proper syntax, using p grammar, and gramm punctuation in L1 punctu and/or complete and/or simple sentences simple with single words. with sh		Construct con complex sent using proper grammar, and punctuation and/or comp simple senter with short ph choose exam complete ser	tences syntax, d in L1 lete nces mases or ples of	Construct complete, simple sentences using proper syntax, grammar, and punctuation.	Construct of compound using prope grammar, a punctuatio presented and/or writ notebook a 4 text level	sentences er syntax, and n as in text ter's at grade 3-	com using gram punc prese and/	truct complete, plex sentences g proper syntax, mar, and ctuation as ented in text or writer's book at grade
Learning Sup	ports	Triads or Small Groups L1 support	Triads or Sma Groups L1 support	all	Triads or Small Groups Sentence strips Word/picture cards Cloze activity	Sentence s	trips		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.1.f WIDA: 2	0	nize and correct inapprop ce fragments and run-on		-	and edit sentence fragme using sentence strips and		VU		Edit, fragments, run-ons
Writing		-		referenc	-	LFC		Grammar, syntax and punctuation Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Language Objectives Identify and edit sentence fragments and run-ons in L1 and/or choose fragments using appropriately levele text with simple sentences.		Identify and e sentence frag and run-ons i and/or identi fragments an ons using appropriately text with sim sentences.	gments n L1 fy d run- / leveled	Identify and edit sentence fragments and run-ons using adapted text with simple sentences.	Identify an sentence fr and run-on grade 3-4 t	agments s using	sent and	tify and edit ence fragments run-ons using e level text.
Learning Sup	Learning Supports Word Wall Word Wall L1 support L1 support				Sentence strips Word Wall				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.4.2.a,b,d WIDA: 2		e a writing piece using co ization, appropriate place			a writing piece using pro cs in spelling and gramm	•	VU		Reference materials
Writing	comma referer	as and quotation marks, and correct as a source to assure the correct appropriate words.	and consult		of references (dictionarie	-	LFC		Grammar, syntax and punctuation
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Produce a writing piece using detailed sentences of varying lengths and complexity with proper mechanics in spelling and grammar in L1 and/or identify misspelled words by highlighting them.	Produce a wr piece using d sentences of lengths and complexity w proper mech spelling and g in L1 and/or a writing piece proper mech spelling and g of short phra	etailed varying vith anics in grammar produce ce using anics in grammar	Produce a writing piece with simple sentences using proper mechanics in spelling and grammar in response to adapted text using writing resources and references.	Produce a piece with sentences emerging c using proper mechanics and gramm response to level text u writing resp references	complete with omplexity er in spelling har in o grade3-4 sing ources and	piece sente lengt com prop spell in re level writi	uce a writing e using detailed ences of varying ths and plexity with er mechanics in ing and grammar sponse to grade text using ng resources and rences.
Learning Sup	ning Supports Bilingual Dictionary Bilingual Di Glossary Glossary L1 support L1 support Writer's journal Writer's jou Pictures/Photographs Pictures/Ph			nal	Bilingual Dictionary Glossary Word Wall Writer's journal	Bilingual Di Glossary	ctionary		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
L.4.5.c		y the antonym (e.g., ener		-	antonyms and synonyms	-	VU		Synonyms and
WIDA: 2	and syi	nonym (e.g., hungry-fami	ished) of		of reference materials suc				antonyms
Reading	words.			thesauru	is, dictionaries, pictures a	ind word	LFC		Grammar,
Writing				walls.					syntax and
									punctuation
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	ELP 4		ELP 5
Language Obje	ectives	Identify high	Identify com	mon	Identify antonyms	Identify an	d use	Identify and correctly	
		frequency antonyms	antonyms an	d	and synonyms from	antonyms and		use of antonyms and	
		and synonyms.	synonyms by	sorting	grade 3-4 level text.	from grade	syno	nyms from grade	
			words.			3-4 level te	ext.	level	l text.
	norte	Bilingual Dictionary	Bilingual Dict	ionany	Bilingual Dictionary	Pilingual Di	ictionany	Dilin	gual Dictionary
Learning Sup	ports	Glossary	Glossary	ionary	• •	Bilingual Di	ictionary		• •
		Word Wall	Word Wall		Glossary Word Wall	Glossary		Glos	sary
		Match game	Match game						
		L1 support							
		Pictures/Photographs	Pictures/Pho						
		Manipulatives	Manipulative	S					

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RL.4.1; RI.4.1	Refer t	o details and examples ir	a text when		teral information in texts	-	VU		Explicitly
WIDA ELDS: 2 -5 Reading	explair	iing what the text says ex	plicitly.	pictures group.	and working with a partn	er or small	LFC		Referential phrases
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Explain answers to questions about what is explicitly stated grade-level texts in L1 and /or answer questions about what is explicitly stated by producing single word answers, pointing to pictures or answering yes/no.	Explain answ questions about is explicitly st grade-level to and/or explain answers to w questions about is explicitly st using short p with formula grammatical structures.	out what cated in exts in L1 in wh- out what cated by hrases	Explain answers to questions about what is explicitly stated in adapted grade level texts by answering in simple, related sentences with key, content-based vocabulary.	Explain ans questions a is explicitly texts at gra complexity content-ba vocabulary complex se with varyin grammatica structures.	about what stated in ides 3-4 level using sed in intences g	ques is ex grad prod com varyi struc prec	ain answers to tions about what plicitly stated in e level texts by ucing multiple, plex sentences of ing grammatical ctures with ise, content- d vocabulary.
Learning Sup	ports	Word/picture wall L1 support Pictures/Photographs Gestures Partner Work Manipulatives Choice questions	Word/picture L1 support Sentence Fra Manipulative Partner Work Pictures/Pho	mes s k	Word Wall Triads or Small Groups	Triads or Sr Groups	mall		

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language	
RL.4.1; RI.4.1		o details and examples in			ils and examples from te		VU		Inferences	
WIDA ELDS: 2-5 Reading	drawin	g inferences from the tex	κt.	-	nferences by marking the nk-alouds.	e text and	LFC		Reported speech	
Speaking							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ectives	Cite details and	Cite details a	nd	Cite details and	Cite details	and	Cite	details and	
		examples from text	examples fro	m text	examples from text	examples f	rom text	exan	nples from text	
		when making	when making	5	when making	when maki	ng	whei	n making	
		inferences using L1	inferences us	ing L1	inferences using key,	inferences	using infe		nferences using	
		and/or using pictures, and/or using		nd/or using pictures content-based		content-based		precise, content-		
		gestures or high-	or general, co	ontent-	vocabulary in simple	vocabulary in		based vocabulary in		
		frequency, content-	based vocabu	ulary in	sentences with	complex se	ntences	mult	iple, complex	
		related single words	phrases with		repetitive	with a varie	ety of	sente	ences with a	
		in phrases with	formulaic pat		grammatical	grammatic	al	varie	ety of	
		formulaic patterns	that represer	nt key	structures that	structures.		gram	nmatical	
		that represent key	ideas.		represent multiple,			struc	ctures.	
		ideas.			related ideas.					
Learning Sup	ports	Think-alouds	Think-alouds		Think-alouds	Think-alou	ds			
		Marking the text	Marking the		Marking the text					
		Word/picture bank	Word/picture		Word Bank					
	Choice questions Sentence fra		Sentence fram	nes						
		L1 support	L1 support							
		Partner Work	Partner Work	K						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
RL.4.2		nine the theme of a story	, drama, or	-	heme via details from st		VU		Theme
WIDA ELDS:	poem f	from details in the text.		graphic c	organizers and teacher m	odeling.	LFC		Subject-verb agreement
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Identify the theme of the story in grade level texts in L1 and /or answer questions about the theme in leveled texts by producing single word answers, pointing to pictures or answering yes/no questions.	Identify them grade-level te and/or answe questions abo theme in leve texts by using phrases with formulaic pat that represen key theme.	exts in L1 er wh- out the eled g short tterns	Identify theme of story from adapted texts by answering in simple sentences with repetitive, grammatical structures and key content-based vocabulary.	Identify the story in tex grades 3-4 level by pro complex se with varyin grammatic structures content ba vocabulary	ts within complexity oducing entences g al and sed	story texts mult sente gram struc preci	tify theme of in grade level by producing iple, complex ences of varying imatical tures with ise, content- d vocabulary.
Learning Sup	ports	Teacher modeling Graphic organizers Word/picture bank Illustrations/Drawings Gestures L1 support Choice questions	Teacher mod Graphic orga Word/picture Illustrations/I Drawings L1 support Sentence Fra	nizers e bank Diagrams	Teacher modeling Graphic Organizers Word Bank	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language			
RL.4.2		arize the text of a story, o			ize the text of a story usi	ng a story	VU		Summarize			
WIDA ELDS: 2 Reading	poem (	using details from the tex	t.	map and	word wall.		LFC		Transitional phrases			
Speaking							LC		Varies by level			
	1	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5			
Language Obje	ectives	Summarize the text	Summarize tl	ne text	Summarize the	Summarize	the text	Sum	marize the text			
		of a story using L1 of a story u			adapted text of a	of a story w	/ithin	of a grade-level story				
				and/or pictures,		and/or pictur	es or	story using key,	grades 3-4 complexity level using content-		using precise,	
		gestures or high-	answer wh- o	questions	content-based	content-based						
		frequency, content-	with general,		vocabulary in simple	based voca	bulary in	voca	bulary in			
		related single words	content-base	d	sentences with	expanded a	and some	mult	iple, complex			
		or answering yes/no	vocabulary in	n phrases	repetitive	complex se	ntences	sent	ences with			
		or either/or	and formulai	с	grammatical	with varyin	g	vary	ing grammatical			
		questions.	grammatical		structures that	grammatical		struc	ctures.			
			structures.		represent multiple,	structures.						
					related ideas.							
Learning Sup	Supports Story map Story map				Story map	Story map						
	Word/picture wall Word/pict			e wall	Word wall							
	L1 support L1 suppor											
		Choice questions	Sentence fra	mes								

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RI.4.2	Detern	nine the main idea of a te	xt.	Identify r	main idea from story usir	ig graphic	VU		Main idea
WIDA ELDS: 2-5 Reading				organize	rs and teacher modeling.		LFC		Subject-verb agreement
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Identify the main idea of the story in grade level texts in L1 and /or answer questions about the main idea in leveled texts by producing single word answers, pointing to pictures or answering yes/no questions.	Identify main grade-level te and/or answe questions abo main idea in texts by using phrases with formulaic pat that represen key theme.	exts in L1 er wh- out the leveled g short tterns	Identify the main idea of story from adapted texts by answering in simple sentences with repetitive, grammatical structures and key content-based vocabulary.	Identify ma story in tex grades 3-4 level by pro complex se with varyin grammatics structures a content ba vocabulary	ts within complexity oducing entences g al and sed	story texts mult sente gram struc preci	tify main idea of v in grade level by producing iple, complex ences of varying matical ctures with ise, content- d vocabulary.
Learning Sup	ports	Teacher modeling Graphic organizers Word/picture bank Illustrations/Drawings Gestures L1 support Choice questions	Teacher mod Graphic orga Word/picture Illustrations/ Drawings L1 support Sentence Fra	nizers e bank Diagrams	Teacher modeling Graphic Organizers Word Bank	Graphic Or	ganizers		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
RI.4.2	-	how the main idea is su	pported by	-	now the main idea is supp	-	VU		Support, details	
WIDA ELDS: 2 – 5 Reading	key det	tails in the text.		-	ils in an informational tex organizer, word wall and	-	LFC		Embedded clauses	
Speaking				support.			LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ectives	Explain how the main idea is supported by key details in the grade-level informational text using L1 and/or state the main idea using memorized speech patterns with pictures and high-frequency, content-related single words or answering	Explain how to idea is support key details in grade-level informationation using L1 and/ pictures, and content-base vocabulary in with formula grammatical structures.	orted by the l text /or using general, ed n phrases	Explain how the main idea is supported by key details in the adapted informational text using key, content- based vocabulary in simple sentences with repetitive grammatical structures.	Explain how idea is supply key details information within grace complexity content-ba vocabulary complex se with a varied grammatice structures.	oorted by in the nal text les 3-4 level using sed in entences ety of	Explain how the main idea is supported by key details in the grade-level informational text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical		
Learning Sup	ports	choice questions. Graphic organizer Word/picture wall Partner L1 support Choice questions Pictures	Graphic orga Word/picture Partner L1 support Sentence fran Pictures	e wall	Graphic organizer Word Wall Partner	Graphic or	ganizer	struc	tures.	

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RI.4.2		arize an informational tex			ize an informational text,	•	VU		Summarize
WIDA ELDS: 2-5 Reading	to the l	main idea and key details			ain idea and key details u organizer and word wall.	ising a	LFC		Transitional phrases
Speaking							LC		Varies by level
	•	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Summarize an informational text using L1 and/or pictures, gestures or high-frequency, content-related single words or answering yes/no or either/or questions.	Summarize a informationa using L1 and/ pictures or an wh- question general, cont based vocabu phrases and formulaic grammatical structures.	l text Yor nswer s with rent-	Summarize an adapted informational text using key, content- based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Summarize information within grad complexity content-ba vocabulary expanded a complex se with varyin grammatica structures.	hal text les 3-4 level using sed in and some ntences g	level text cont voca mult sent varyi	marize a grade- informational using precise, ent-based bulary in iple, complex ences with ing grammatical ctures.
Learning Sup	ports	Story map Word/picture wall Template (completed) L1 support Choice questions	Story map Word/picture Template (completed) L1 support Sentence fram		Story map Word wall Template	Story map			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.4.3 WIDA ELDS: 2, 5	what h	events in historical text appened and why, based ation in the text.	•		pecific events from histo aid of Cornell notes.	rical text	VU		Quotations, evidence and depth
Reading Speaking							LFC		Modals
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Explain specific events in L1 and/or using leveled text, such as what happened and why by illustrating events and use specific adjectives words.	Explain speci events in L1 a using leveled such as what happened an listing model phrases/shor sentences.	and/or text, d why by	Explain specific events from adapted texts such as what happened and why by writing a simple sentences for the specific event.	Explain spe events fror within grac complexity as what ha and why by informative paragraph expanded a complex se	n text les 3-4 level such ppened / writing an e with and	even level what why infor cohe with	ain specific ts from grade- text such as happened and by writing an mative clear and rent paragraph multiple, plex sentences.
Learning Sup	g Supports Timeline Timeline Word/picture bank Word/picture Visuals Visuals L1 support L1 support				Timeline Word bank	Timeline			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.4		nine meaning of general a			ords and phrases in infor		VU		Academic word
WIDA ELDS:		or phrases in a text relev	ant to a		ough use of pictures, syn	•			list
2-5	grade 4	topics or subject area.			on dictionaries and/or co	ntext	LFC		Nouns,
Reading				clues.					comparative
Speaking									adjectives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Define academic	Define acade	mic	Define key, academic	Define aca	demic	Defir	ne precise,
		words and phrases in	words and pł	nrases in	words and phrases in	words and	phrases in	acad	emic words and
		L1 and/or define	L1 and/or de	fine	adapted,	informatio	nal texts	phrases in	
		high-frequency,	general, cont	ent-	informational text	within grades 3-4		informational, grade	
		academic words in	based words		using simple		level using		text using
		English from leveled	English from		sentences.	expanded s	sentences.	com	plex sentences.
		texts using single	texts using pl						
		words, gestures and	and pictures.						
		pictures.							
Learning Sup	ports	Bilingual Dictionary	Bilingual Dict	ionary	Dictionary	Dictionary			
		Glossary	Glossary		Glossary	Glossary			
		Picture Dictionary	Picture Dictic	•	Bold				
		Personal dictionary	Personal dict	ionary	Faced/highlighted				
	L1 support L1 support				words				
		Pictures	Pictures						
		Gestures							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.4.4	Determ	nine meaning of domain-	specific	Define w	ords and phrases of dom	ain	VU		Content-based
WIDA	words	or phrases in a text relev	ant to a	specific v	vords in informational te	xts			words
ELDS: 2-5	grade 4	topics or subject area.		through	use of pictures, synonym	s,	LFC		Word analysis;
Reading				translatio	on dictionaries and/or co	ntext			asking for
Speaking				clues.					clarification,
									asking
									questions
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	C I I	<u>م</u>	EID E	
Language Ohio		Define content-based	Define conte			-	P 4 ELP 5		-
Language Obje	ectives				Define key, content-	Define cont		Define precise,	
		words and phrases in	words and ph		based words and	words and	•	content-based words	
		L1 and/or define	L1 and/or de		phrases in adapted,	information			phrases in
		high-frequency,	general, cont		informational text	within grades 3-4			mational, grade-
		content-based words	based words		using simple	complexity	-		text using
		in English from	English from		sentences.	expanded s	entences.	com	plex sentences.
		leveled texts using	texts using pl						
		single words,	and pictures.						
		gestures and pictures.							
Learning Sup	ports	Bilingual Dictionary	Bilingual Dict	ionary	Dictionary	Dictionary			
		Glossary	Glossary		Glossary				
		Picture Dictionary	Picture Dictio	onary	Bold				
		L1 support	L1 support		Faced/highlighted				
		Pictures	Pictures		words				
		Gestures							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.6	Compa	are and contrast a firsthar	nd and a	Explain d	lifferences and similaritie	es between	VU		Point of view,
WIDA	second	hand account of the sam	e event or	primary	and secondary sources o	f the same			firsthand
ELDS: 2-5	topic.			event or	topic using graphic orga	nizers (ie.			account,
Reading				Venn dia	gram				secondhand
Speaking				s) and ph	rase citations.				account
							LFC		Comparatives,
									superlatives
							LC		Varies by level
		ELP 1	ELP 2	2 2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Explain differences	Explain differ	rences	Explain the	Explain the		Expla	ain the
				es	differences and	differences	and	diffe	rences and
				mary and	similarities between	similarities	between	simil	arities between
				ources in	primary and	primary an	d	prim	ary and
		L1 and/or restate	L1 and/or an	swer wh-	secondary sources	secondary	sources	secondary sources	
		similarities and	questions about the		using key, content-	using content-based		using precise,	
		differences using	similarities a	nd	based vocabulary in	vocabulary in	content-based		
		high-frequency,	differences u	sing	simple sentences	expanded a	and some	voca	bulary in
		content-related single	general, cont	ent-	with repetitive	complex se	entences	com	olex sentences
		words or answer	based vocabi	ulary in	grammatical	with varyin	g	with	a variety of
		yes/no questions	phrases with		structures.	grammatic	al	gram	nmatical
		and/or use pictures	formulaic str			structures.		struc	ctures.
		and gestures.	and with pict						
Learning Sup	ports	Venn diagram	Venn diagrar	n	Venn diagram	Venn diagr	am		
		Leveled text	Leveled text		Adapted text				
		L1 support	L1 support		Partner Work				
				e bank	Sentence Starters				
		Partner Work	Partner Worl	ĸ					
		Pictures/Photographs	Pictures						
		Gestures	Sentence fra	mes					
	Choice questions								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.6	Describ	be the differences in focu	s and the	Describe	differences in focus and		VU		Point of view,
WIDA	inform	ation provided in a firstha	and and a	informat	ion provided in a firsthan	d account			primary source
ELDS: 2-5	second	lhand account of the sam	e event or	and a sec	condhand account of the	same	LFC		Comparatives,
Reading	topic.			event or	topic using a Venn diagra	am and			superlatives
Speaking				word/ph	rase bank.		LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Describe the	Describe the		Describe the	Describe th	е	Desc	ribe the
		differences in focus	differences ir	n focus	differences in focus	differences	in focus	diffe	rences in focus
		and information in L1	and informat	ion in L1	and information using	and inform	ation using	and i	nformation using
		and/or state the	and/or identi	fy the	key, content-based	content-ba	sed precise, content		se, content-
		differences by	differences b	у	vocabulary in simple	vocabulary	in	based vocabulary in	
		answering yes/no or	answering wl	า-	sentences with	expanded a	and some	mult	iple, complex
		either/or questions	questions wit	th	repetitive,	complex se	ntences	sente	ences with a
		with high-frequency,	general, content-		grammatical	with varying		variety of	
		content-related single	based vocabu	ulary in	structures.	grammatica	al	gram	matical
		words, pictures or	phrases with			structures.		struc	tures.
		gestures.	formulaic str	uctures					
			and pictures.						
Learning Sup	ports	Leveled text	Leveled text		Adapted text	Venn Diagr	am		
		Venn Diagram	Venn Diagrar	n	Venn Diagram				
		Word/picture bank	Word/picture	e bank	Sentence starters				
		L1 support	L1 support		Word/phrase bank				
	Pictures Pictures								
		Choice questions	Sentence frai	nes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.4.3a	Use co	mbined knowledge of all	letter-sound		onics to decode multisyll		VU		Syllables,
WIDA	corresp	pondences to read accura	ately	using sou	und/symbol and syllabica	tion charts			sound/symbol
ELDS: 2	multisy	/llabic words in and out o	f context.	and pictu	ures.		LFC		Syllabication
Reading									rules
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Apply phonics skills to	Apply phonic	s skills to	Apply phonics skills to	Apply phor	nics skills to	Apply phonics skills to	
		decode high-	decode multi	syllabic,	decode, key,	decode multisyllabic,		decode multisyllabic,	
		frequency,	content-base	ed,	multisyllabic,	content-ba	sed words	cont	ent-based words
		multisyllabic	familiar word	ls from	content-based words	from texts	within	from	grade level
		(separated by	leveled texts	in	from an adapted text.	grades 3-4	complexity	texts	5.
		syllable), familiar	English.			level.			
		words from leveled							
		texts in English.							
Learning Sup	ports	Word/picture wall	Word/picture	e wall	Word Wall				
		L1 support	L1 support						
		Teacher support	Teacher supp	ort					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demio	: Language
RF.4.3.a WIDA ELDS: 2 Reading	(e.g., r	mbined knowledge of mo pots and affixes) to read a iliar multisyllabic words in	accurately	word and	unknown, multisyllabic w alysis skills by using word s, affix chart and word w	pattern	VU		Syllables, roots, prefix, suffix, affixes
Writing	and ou	t of context.					LFC		Subject-verb agreement
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Decode multisyllabic words (matched to pictures) in leveled texts by recognizing common root words and affixes.	Decode gene content-base multisyllabic words(match pictures) in le text by recog common root and affixes.	d, ed to eveled nizing	Decode unknown, key, content-based, multisyllabic words in adapted text by recognizing roots and affixes.	Decode unl multisyllab content-ba in texts wit 3-4 comple by recogniz and affixes	ic, sed words hin grades xity level zing roots	mult cont in gr	ode unknown, :isyllabic, ent-based words ade-level text by gnizing roots and es.
Learning Sup	ports	Word/picture wall L1 support Pictures	Word/picture L1 support	e wall	Word Wall				

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic Language	
RF.4.4.a WIDA ELDS:	•	rade-level text with purp tanding.	ose and	0	de level text with a purp nension using schema and		VU	Purpose, comprehension	
2 Reading Speaking				organize	-		LFC	Sentence structure at ELP level	
							LC	Varies by level	
		ELP 1	ELP 2		ELP 3		P 4	ELP 5 Read grade-level	
Language Obje		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 and identify key words associated with pictures, answer yes/no or either/or questions with single word answers.	Read grade le and orally ex purpose and demonstrate comprehensi and/or read l texts and sta purpose and demonstrate comprehensi short phrases sentence fran answer wh- o in phrases an sentences or pictures.	plain the ion in L1 leveled te the ion using s with mes and questions ind short with	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension by answering questions using simple sentences with repetitive structures and key, content- based vocabulary.	band and c explain the and demor compreher expanded s with varyin structures content-ba vocabulary	grades 3-4 text level band and orally explain the purpose and demonstrate comprehension using expanded sentences with varying structures and content-based vocabulary. Craphic organizer		
Learning Sup	ports	Graphic organizer Word/picture wall L1 support Teacher support Pictures/illustrations	Graphic orga Word/picture L1 support Teacher supp	e wall	Graphic organizer Teacher support Word wall	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.4.4.b WIDA ELDS:		rade–level prose and poe ccuracy, rate, and express		-	se and poetry texts with opriate expression using		VU		Prose, poetry, fluency
2				and reco	rding devices.		LFC		Sentence
Reading Speaking									structure and rhythm
							LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read prose and	Read prose a	nd	Read prose and	Read prose	and	Read	grade-level
		poetry orally in L1	poetry orally	in L1	poetry orally with	poetry oral	ly with	prose	e and poetry
		and/or single words	and/or phras	es from	fluency, accuracy and	fluency and	l accuracy	orally with fluency,	
		from a leveled text or	a leveled text	t in	expression in adapted	in texts wit	hin grades	accuracy and	
		repeat rhyming words	English with a	accuracy,	texts.	3-4 comple	xity level	expre	ession.
		with accuracy,	fluency and			text band.			
		fluency and	expression.						
		expression.							
Learning Sup	ports	Partner	Partner		Partner	Recording	devices		
		Recording devices	Recording de	vices	Recording devices				
		L1 support	L1 support		Teacher modeling				
		Teacher modeling	Teacher mod	eling					
		Highlighted letter	Highlighted le	etter					
		patterns	patterns						
		Chants/Choral Chants/Chora							
		readings	readings						
		Pictures/illustrations							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.4.4.c WIDA ELDS:		ntext to confirm or self-c ition and understanding,		Use cont using a c	ext to self-correct when hecklist.	necessary	VU		Context, self- correct
2 Reading Speaking	necess	ary.					LFC		Sentence structure with context clues, cognates, synonym
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	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, high-frequency 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 we a grade level L1 and/or use selected phrate a leveled text using sentent context clues cognates and schemata.	meaning words in text in e ases from t by ce-level S,	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence and paragraph level context clues, cognates and schemata with support.	ning confirm the meaning conf ent of unknown content- of u based words in a text a gra ising within grades 3-4 usin complexity level by para using sentence and conf paragraph level, cogr		conf of ur a gra using para cont cogn	context to irm the meaning hknown words in ade-level text by g sentence and graph level, ext clues, hates and mata.
Learning Sup	ports	Bilingual and picture dictionary L1 support Word/picture wall Teacher model Checklist	Bilingual and dictionary L1 support Word/picture Checklist		Bilingual dictionary Word wall Rephrasing Checklist	Dictionary Rephrasing Checklist			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.2.a		writing, introduce a topic	•		produce a coherent writ		VU		Topic sentence
WIDA ELDS:		related information in pa	ragraphs and		e to explain a topic clearly	-	LFC		Verb forms
2-5	section	IS.			nk, teacher modeling and	I L1	LIC		Verbilonnis
Writing				support.			LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Produce clear and coherent topic sentences in L1 and/or write word and phrase-level captions for pictures to develop an understanding of relevant topic and/or single words that represent key ideas using phrase patterns and high-frequency, content related vocabulary.	Produce clea coherent top sentences in and/or use pl and short ser that represer ideas using fo sentence pat and general, based vocabu	ic L1 hrases ntences nt key ormulaic terns content-	Produce multiple, related topic sentences using key content-based vocabulary in simple sentences with repetitive structures.	Produce or topic sente content-ba vocabulary expanded a complex se with a varie grammatic structures.	ences using sed in and some entences ety of	cohe sente mult sente varie gram struc preci	uce clear and rent topic ences using iple, complex ences with a ety of matical ctures and ise, content- d vocabulary.
Learning Sup	ports	L1 support Graphic Organizers	L1 support Graphic Orga		Graphic Organizers Teacher modeling Word bank	Graphic Or	ganizers		
		Teacher modelingTeacher modelingWord/picture bankWord/picturePicturesSentence frame							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Idemic L	Language
W.4.2.a WIDA ELDS:	headin	writing, include formattir gs), illustrations, and mu useful to aiding comprehe	ltimedia	graphics,	mposing text, include for and multimedia to enha ension using a word wall	nce	VU		Format, multimedia, charts, tables
1-5 Writing				support.			LFC		Headings, captions, quotations
					-		LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	When composing text include multiple, complex sentences with a variety of grammatical structures in L1 and/or compose single words or phrases from memorized structures; include features to enhance comprehension.	When compo- include multi complex sent with a variety grammatical structures in and/or comp phrases and s sentences wi formulaic ser patterns; incl features to e comprehensi	ple, tences y of L1 ose short th ntence lude nhance	When composing text include simple sentences with repetitive structures that represent related ideas, formatting, multimedia and illustrations to enhance comprehension.	When com include exp some comp sentences, formatting, multimedia illustrations enhance compreher	banded and blex and s to	includ senter forma multir illustra enhan	itting, media and ations to
Learning Sup	earning Supports Technological Technological resources resources L1 support L1 support Visualizations Word/pictur Word/picture wall Sentence Fra Pictures/diagrams Pictures/diag Cartoons Cartoons				Technological resources Word wall Pictures/diagrams Illustrations Diagrams/drawings	Technologi resources Illustration Diagrams/c	S		

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.4.2.b	Develo	p a topic with facts, defir	nitions,	Develop	and organize the topic fo	or writing	VU		Topic, facts,
WIDA	concre	te details, quotations or o	other	with rele	vant facts, definitions, co	oncrete			concrete details
ELDS: 2-5	inform	ation and examples relat	ed to the	details, q	uotations, or examples b	y using	LFC		Quotations,
Writing	topic w	/hen writing.		graphic c	organizers and shared wri	iting.			citations
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives				Develop and organize	Develop an	id organize	Deve	lop and organize
		writing topic with	writing topic	with	the topic for writing	the topic fo	or writing	the t	opic for writing
		relevant facts, details,	relevant facts	s, details,	with facts, details and	with facts,	details and	with facts, details an	
		or examples in L1	or examples in L1		examples using key,	examples using		examples using	
		and/or in pictures,	and/or in phrases and		content-based	content-ba	sed	preci	se, content-
		drawings or high-	short sentend	ces that	vocabulary in simple	vocabulary	in	base	d vocabulary in
		frequency, content-	· ,		sentences with	expanded a	and some	mult	iple, complex
		related single words	using formula	aic	repetitive	complex se	entences	sente	ences with a
		or phrases that	sentence pat	terns.	grammatical	with a varie	ety of	varie	ty of
		represent key ideas.			structures.	grammatic	al	gram	imatical
						structures.		struc	tures.
Learning Sup	ports	Graphic organizer	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer		
		Shared writing	Shared writin	Ig	Shared writing				
		Word wall	Word wall		Word wall				
		L1 support	L1 support						
		Illustrations	Sentence Fra	mes					
		Drawings							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.4.2.e	Provide	e a concluding statement	or section	Write a c	conclusion statement that	t follows	VU		Conclusion,
WIDA ELDS:	related	l to the information or ex	planation	from the	information or explanat	ion			explanation
2-5	presen	ted when writing a piece		presente	d using a graphic organiz	zer, shared	LFC		Transitional
Writing				writing a	nd L1 support.				phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write a conclusion	Write a concl	usion	Write a conclusion	Write a cor	nclusion	Write	e a conclusion
		statement that	statement that		statement that	statement	that	state	ment that
		follows from the	follows from	the	follows from the	follows from	m the	follo	ws from the
		information	information		information	informatio	า	information	
		presented in L1	presented in	L1	presented in simple	presented i	ented in		ented in multiple,
		and/or in pictures,	and/or in phr	ases and	sentences with	expanded a	and some	com	plex sentences
		drawings or high-	short sentend	ces that	repetitive	complex se	ntences	with	a variety of
		frequency, content-	represent key	y ideas	grammatical	with a varie	ety of	gram	nmatical
		related single words	using formula	aic	structures that	grammatica	al	struc	ctures and using
		that represent key	sentence pat	terns	represent multiple,	structures a	and using	preci	ise, content-
		ideas.	and general,	content-	related ideas using	content-ba	sed	base	d vocabulary.
			based vocabu	ulary.	key, content-based	vocabulary			
					vocabulary.				
Learning Sup	ports	Graphic organizer	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer		
		Shared writing	Shared writin	ng	Shared writing				
		L1 support	L1 support		Sentence Starters				
		Pictures	Sentence frai	mes					
		Drawings							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic l	anguage
W.4.10 WIDA ELDS: 2-5 Writing	(time f for a ra	routinely over extended t or research, reflection, a ange of discipline-specific es, and audiences.	nd revision)	extendeo revise) fo tasks, pu	e writing tasks routinely d time frames (research, or a range of discipline-sp proses and audiences us es, shared writing and wo	VU LFC		Time frame, research, revisions Capitalization, punctuation, various verb forms	
							LC		Varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	ectives	Complete writing tasks over extended time frames for a range of discipline- specific tasks, purposes and audiences in L1 and/or complete writing using drawings, pictures and/or high- frequency, content- related single words and phrases.	Complete wr tasks over ex time frames f range of disci specific tasks purposes and audiences in and/or comp writing using drawings and content-base vocabulary in and short ser with formula structures.	tended for a ipline- , 1 L1 lete l/or ed phrases ntences	Complete writing tasks over extended time frames for a range of discipline- specific tasks, purposes and audiences using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Complete v tasks over o time frame range of dis specific tas purposes a audiences o content-ba vocabulary expanded a complex se varying gra structures.	extended es for a scipline- ks, nd using sed in and some entences of immatical	tasks time f range specif purpo audier precis based multip senter	lete writing over extended rames for a of discipline- ic tasks, ses and nces using e, content- vocabulary in ole, complex nces of varying natical ures.
Learning Sup	upports Word banks Word banks L1 support L1 support Sentence frames Sentence fra Drawings Drawings Pictures			mes	Word banks				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.4.10 WIDA ELDS:		outinely over shorter tim sitting or a day or two) fo	•		e writing tasks routinely nes (plan, write) for a rai		VU		Plan, time frame
2-5 Writing	•	ne-specific tasks, purpos	•	discipline	e-specific tasks, purposes es using templates, share	and	LFC		Capitalization, punctuation, various verb forms Varies by level
		ELP 1	ELP	2	ELP 3	FL	P 4	ELP 5	
Language Obje	ectives	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing routinely over short time frames with drawings, pictures and/or high- frequency, content- related single words and phrases.	Complete wr tasks over sh frames for a discipline-spe tasks, purpos audiences in and/or comp writing routin short time fra with drawing general, cont based vocabu simple sente with formula structure.	ort time range of ecific ses and L1 lete nely over ames s and/or sent- ulary in nces	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using key, content-based vocabulary in simple, related sentences with repetitive structures.	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.		tasks fram discij tasks audie preci base mult sente varyi	plete writing s over short time es for a range of pline-specific s, purposes and ences using ise, content- d vocabulary in iple, complex ences with ng grammatical tures.
Learning Sup			mes	Word banks					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.4.1.c		nd respond to specific qu			te and respond to questi		VU		Pose, clarify
WIDA ELDS: 1-5 Speaking Listening	on one	or follow up on informati discussion and group dis the remarks of others.	-	-	nd follow up on informati s, question stems and wo artner.	-	LFC		Questions (formal and informal structures)
							LC	C Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Formulate and respond to questions to clarify and follow up on information using L1 and/or answer questions with picture and high- frequency, content- related single words that represent key ideas or answer yes/no; either/or questions	Formulate ar respond to q to clarify and up on inform using L1 and/ pictures and content-base vocabulary in sentences wi formulaic pat that represen ideas.	uestions I follow ation /or using general, ed a short th tterns	Formulate and respond to questions to clarify and follow up on information using key, content- based vocabulary in simple sentences with repetitive grammatical structures.	Formulate respond to to clarify an up on infor using conte vocabulary expanded a complex se with a varie grammatic structures.	questions nd follow mation ent-based in and some entences ety of al	Formulate and respond to question to clarify and follow up on information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.	
Learning Sup	questions.				Partner Cue cards Word wall	Partner Cue cards		Partı	her

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language	
SL.4.2	-	rase portions of a text re			ase presented oral inform		VU		Paraphrase	
WIDA ELDS:		ation presented in divers		0	the use of visuals, techno	0,	LFC		Acadomic	
Speaking		s, including visually, quar	ntitatively,	(recordir	ngs and other media) and	l text.	LFC		Academic conversations	
Listening	and ora	ally.					LC		Varies by level	
									valles by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5		
Language Obje	ectives				Paraphrase	Paraphrase		Para	phrase	
		information informa			information	informatio	n	info	mation	
	presented in diverse pres		presented in	diverse	presented in diverse	presented i	in diverse	pres	ented in diverse	
		media in L1 and/or	media in L1 and/or		media using simple	media usin	g	media using compl		
		repeat key, high-	state information		sentences with	expanded sentences		sent	ences of varying	
		frequency words and	presented using		repetitive structures	with varying		gran	nmatical	
		phrases that relate to	general, cont	ent-	and key, content-	grammatical		strue	ctures with	
		information read	based vocabu	ulary in	based vocabulary.	structures a	and		ent-based, grade-	
		aloud.	key phrases o	or short		content-ba		leve	vocabulary.	
			sentences.			vocabulary				
Learning Sup	ports	Video Clips/Films	Video Clips/F	ilms	Video Clips/Films	Video Clips	/Films	Vide	o Clips/Films	
		Triads or Small	Triads or Sma	all	Triads or Small					
		Groups	Groups		Groups					
		Word/picture Wall	Word/picture	e Wall	Word Wall					
		L1 support	L1 support		Teacher modeling					
		Word cards	Phrase cards							
		Teacher modeling	Teacher mod	leling						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.2.d WIDA ELDS:	Spell gi when w	rade-appropriate words o	correctly		trate accurate spelling us y and technology (spellcl	-	VU		Spell, accurate
2 Writing	When			support.			LFC		Apply conventional
5									spelling rules
							LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate	Demonstrate	1	Demonstrate	Demonstra	te	Demonstrate	
		command of English	command of	English	command of English	command of English		com	mand of English
		spelling conventions	spelling conv	entions	spelling conventions	spelling co	nventions	spell	ing conventions
		for high-frequency,	for general, c	ontent-	for key, content-	for content	-based	for c	ontent-based,
		content-related	based vocabu	ulary	based vocabulary	vocabulary	within	grad	e-level
		vocabulary words.	from leveled	texts.	within grades 5-6	grades 5-6 complexity		voca	bulary.
					complexity level.	level.			
Learning Sup	ports	Word wall	Word wall		Word wall				
		Picture dictionary	Picture dictio	nary					
		Personal dictionary	Personal dict	ionary					
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.2.d	Consul	t references as needed w	/hen spelling	Consult r	eference materials to ch	eck	VU		Reference
WIDA ELDS:	grade 4	1 words.		spelling of	of grade 4 words using pr	int and			materials
Reading				digital, p	icture and personal diction	onaries.	LFC		Definition
Writing									genre
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Consult reference	Consult refer	ence	Consult reference	Consult ref	erence	Consult reference	
		materials to check	materials to o	check	materials to check	materials to	o check	mate	erials to check
		spelling of high-	spelling of co	mmon,	spelling of familiar,	spelling of	key,	spell	ing of content-
		frequency, content-	content-base	d, grade	content-based, grade	content-ba	sed, grade	base	d, grade 4 words.
		related, grade 4	4 words.		4 words.	4 words.			
		words.							
Learning Sup	ports	Word wall	Word wall		Word wall				
		Picture dictionary	Picture dictio	nary					
		Personal dictionary	Personal dict	ionary					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.4.4.a WIDA ELDS: 2-5 Reading Speaking	restate	ntext (e.g., definitions, ex ements in text) as a clue t ng of a word or phrase.	-	words ar using cor	ne and clarify meaning of nd phrases within grade 4 ntext clues with support vord walls and pictures.	l text by	VU LFC LC		Context clues, definition, restatement, example Capitalization and punctuation Varies by level
		ELP 1	ELP	2	ELP 3	FL	P 4		ELP 5
Language Obje	ectives	Determine and clarify meaning of unknown, words and phrases through context clues in L1 and/or high- frequency, content- related single words using sentence level context clues in a leveled text in English.	Determine ar meaning of u content-base and phrases context clues and/or comm content-base and phrases sentence leve context clues leveled text i English.	inknown, ed words through in L1 non, ed words using el is from a	Determine and clarify the meaning of unknown, key, content-based words or phrases using sentence and paragraph level context clues in adapted texts.	Determine the meanir unknown, o based word phrases usi sentence a paragraph context clu within grac complexity	ning of the n, content- unk ords and base using wor e and usin oh level para clues in texts con rades 3-4		rmine and clarify neaning of nown, content- d, grade-level ds and phrases g sentence and graph level, ext clues.
Learning Sup	ports	Think-aloud Word Wall L1 support Pictures/Photographs L1 support Gestures	Think-aloud Word Wall L1 support Pictures/Pho	tographs	Think-aloud Word Wall	Think-alou	d		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
L.4.4.a	Acquir	e and use accurately grad	le-	Accurate	ly use general academic	and	VU		Academic,	
WIDA	approp	oriate general academic a	nd domain-	domain-	specific vocabulary word	s and			domain-specific	
ELDS: 2-5	specifie	c words and phrases, incl	uding those	phrases t	to signal precise actions,	emotions,	LFC		Apply content	
Reading	that sig	gnal precise actions, emo	tions, or	or states	of being through the use	e of a			area vocabulary	
Speaking	states	of being (e.g., quizzed, wl	hined,	content s	specific word wall and tea	acher/peer			appropriately	
Listening	stamm	ered).		support.			LC		Varies by level	
Writing										
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ectives	Acquire and use Acquire and use		use	Acquire and use	Acquire and	d use	Acqu	iire and use	
		accurately grade- accurately gra		ade-	accurately general	accurately	grade-	accu	rately precise,	
	appropriate general app		appropriate g	general	academic and key,	appropriate	e academic	grade-appropriate,		
		academic and	academic and		domain-specific	and domain	omain-specific		emic and	
		domain-specific	domain-spec	ific	words and phrases.	words and	phrases.		ain-specific	
		words and phrases in	words and ph	nrases in				word	ls and phrases.	
		L1 and/or high-	L1 and/or general							
		frequency, general	academic and	d key,						
		academic and	domain-spec	ific						
		content-related	words and ph	nrases.						
		words.								
Learning Sup	ports	Leveled text	Leveled text		Adapted text	Word Wall				
		L1 support	L1 support		Word Wall	Partner Wo	ork			
		Word/picture wall	Word/picture	e wall	Triads or Small					
		Illustrations/Diagrams	Sentence Fra	mes	Groups					
		Drawings	Pictures							
		Gestures								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.4.1 WIDA ELDS: 2 Reading Speaking		o details and examples ir ing what the text says ex		•	teral information in texts and working with Partne	-	ide su de LFC Ve ag ad		Explain, main idea, supporting details Verb tense, verb agreement, adjectives Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	e Objectives Explain answers to questions about what questions is explicitly stated in is explicitly stated in texts in L1 and /or texts in L2 answer Choice explain an questions with wh- questions with wh- questions with what is explicitures, Gestures what is explicitly stated in memorized phrases. by using p		Explain answe questions abo is explicitly st texts in L1 an explain answe wh- question what is explic stated in leve by using phra short sentence formulaic strue	out what ated in d/or ers to s about citly eled texts ases and ces with	Explain answers to questions about what is explicitly stated in adapted grade level texts by producing simple, related sentences with key content-based vocabulary.	Explain ans questions a is explicitly texts within 4 complexi band by pr expanded a complex se with key, co based voca	about what stated n grades 3- ty level oducing and some entences ontent-	ques is exp grade prod comp varyi preci	ain answers to tions about what plicitly stated in e level texts by ucing multiple, plex sentences of ng lengths with ise, content- d vocabulary.
Learning Sup	ports	Word/Picture Wall L1 support Pictures and Photographs Gestures Partner work Choice questions	Word/Picture L1 support Sentence Fra Partner work Pictures and Photographs	me	Word Wall Partner work	Partner wo	rk		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	emic Language	
RI.4.1 WIDA ELDS: 2-5 Reading Speaking		o details and examples ir g inferences from the te			erences from details and t using Teacher Modeling	•	VU LFC LC		Inferences, draw conclusions, details Verb tense, verb agreement Varies by level	
		ELP 1	ELP 2	)	ELP 3	ELI	P 4		ELP 5	
Language Obje	ELP 1Language ObjectivesDraw inferences from details and examples in L1 and/or answer questions about inferences in leveled texts by producing single word answers, pointing to pictures or answering yes/no.		Draw inferen details and ex in L1 and/or a wh- question what is inferr leveled texts short phrases	kamples answer s about red in by using	Draw inferences from details and examples from adapted texts by answering in simple, related sentences with key, content- based vocabulary.	Draw infere details and in texts wit 3-4 comple by producin expanded a complex se with key, co based voca	examples hin grade xity level ng and some ntences ontent	deta in gr prod com varyi prec	v inferences from ils and examples ade level texts by ucing multiple, plex sentences of ing lengths with ise, content- d vocabulary.	
Learning Sup	ports	Teacher Modeling <sup>Word Bank</sup> Choice questions L1 support Partner work	Teacher Mod Word Bank L1 support Partner work Sentence Fra	C	Teacher Modeling Word Bank	Teacher Mo	odeling			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.2	Detern	nine a theme of a story, d	Irama, or	Identify a	and summarize the centr	al message	VU		Theme,
WIDA ELDS:	poem f	from details in the text; s	ummarize	of a story	y, drama, or poem using	Graphic			summarize
2 Reading Speaking	the tex	t.		Organize Text.	rs, Word Wall and Marki	ng the	LFC		Modal (would, could, might), compound tenses (would, have, been)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Identify central	Identify cent	ral	Identify and	Identify an	d	Ident	tify and
		message of texts in L1	message of t	exts in L1	summarize central	summarize	the	sumr	marize the
		and /or answer	and/or answ	er wh-	message of texts by	central me	ssage of a	central message of a	
		Choice questions	questions about main idea using general,		using key, content-	story, dram	na, or	story	r, drama, or
		about main idea by			based vocabulary in	poem using			n using precise,
		pointing to picture	content-base		simple, related	content-ba			ent-based
		and using pictures,	vocabulary ir		sentences with	vocabulary			bulary in
		Gestures and high-	phrases to co	•	repetitive structures.	expanded a			iple and complex
		frequency, content-	Sentence Fra	me.		complex se			ences with
		related, single words				with varyin	-		ng grammatical
		or memorized				grammatic	al	struc	tures.
		phrases.				structures.			
Learning Sup	ports	Graphic Organizers	Graphic Orga		Graphic Organizers	Graphic Or	•		
		Word/Picture Wall	Word/Picture		Marking the Text	Marking th	eText		
		Illustrations/diagrams	Illustrations/	•	Word Wall				
		Drawings Gestures	Drawings L1 Sentence Fra	••					
		L1 support	Sentence Fra	me					
		Choice questions							
		choice questions							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.4.3 WIDA ELDS: 2	drama	be <b>in</b> depth a character in , drawing on specific deta .g., a character's thought	ails in the	literature	specific details of charac drawing on specific det the aid of a character w	ails in the	VU		Quotations, evidence and depth
Reading Speaking	actions	5).		Word Wall.					Using quotations, direct speech
						L			Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		Describe a character in detail with evidence from grade level text in L1 and/or identify details of a character using visual representations and adjectives.	Describe a ch in detail with evidence frou level text in L identify deta characters by model phrase using short sentences.	n m grade _1 and/or ils of y listing	Describe a character in detail with evidence from an adapted text using key content based vocabulary in simple, related sentences with repetitive structures.	in detail wi evidence fr within grac complexity using key, o based voca expanded a complex se emerging c	etail within detail withence from textsevidence from gin grade 3-4level text usingplexity level bandmultiple, complg key, content-sentences of vaed vocabulary inlengths andanded and somegrammaticalplex sentences ofstructures withprecise, contentsentences of the		ence from grade text using iple, complex ences of varying ths and imatical tures with
Learning Sup	ports	Web Word Bank Illustrations/drawings Gestures L1 support Pictures and Photographs	Web Word Bank Illustrations/ Pictures and Photographs L1 support	C C	Web Word Bank	Web			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.4 WIDA ELDS:		nine the meaning of word is as they are used in a te			ords and phrases that all nt characters found in my		VU		Figurative, connotative
2 Reading Speaking		hat allude to significant o in mythology (e.g., Hercu		using car the Text.	toons, Think Alouds and	Marking	LFC		Sentences with figurative language
				LC					Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Define words that allude to significant characters found in mythology from leveled texts by matching objects/pictures to words.	Define words phrases that significant ch found in myt from leveled matching phy Visuals.	allude to haracters hology text by rases to	Define words and phrases that allude to significant characters found in mythology from adapted texts.	texts within complexity band.	at allude to characters ythology in n grade 3-4 level	phras signif found	ne words and ses that allude to ficant characters d in grade-level nology.
Learning Sup	ports	Think Alouds Pictures and Photographs Marking the Text L1 support Cartoons	Think Alouds Marking the L1 support Cartoons		Think Alouds Marking the Text Cartoons	Marking th Cartoons	e Text		

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.4.7	Make o	connections between the	text of a	Compare	e and contrast what they	"see" and	VU		Compare,
WIDA ELDS:	story o	r drama and a visual or o	ral	"hear" w	hen reading the text to v	vhat they			contrast, audio,
2	presen	tation of the text, identif	ying where	perceive	when they listen or wate	ch it			visual, live
Reading	each ve	ersion reflects specific de	scriptions	through	the use of a Venn Diagra	m.			version,
Speaking	and dir	ections in the text.							perceive
							LFC		Comparative
									and superlative
									adjectives;
									conjunctions;
									adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Compare and	Compare and	1	Use key, content-	Use key, co	ontent-	Use	precise, content-
		contrast the	contrast the		based vocabulary in	based voca	bulary in	based vocabulary	
		experience of reading	experience of	f reading	simple, related	expanded a	and some	mult	iple, complex
		a story versus multi-	a story versus	s multi-	sentences with	complex se	ntences	sentences of varying	
		media version in L1	media versio	n in L1	repetitive structures	with emerg	ging	lengt	ths and
		and/or match single	and/or use sh		to compare and	complexity			plexity with to
		words to pictures	phrases to an		contrast the live	compare a			pare and contrast
		and/or use single	"wh" questio		version to the written	the live ver	sion to the		experience of
		words to complete	match image		version of the text.	written ver	sion of the		ing a story versus
		Venn Diagram; and	pictures to pl			text.			ılti-media
		answer yes/ or	and short ser	-				versi	on.
		either/or questions.	and/or comp						
			Venn Diagran	n with					
			phrases.						
Learning Sup	ports	Venn diagram	Venn diagram		Venn diagram	Venn diagr	am		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Pictures and	Pictures and		Sentence Starter				
		Photographs	Photographs						
		Video clips/films	Video clips/fi						
		Word Sort Cards	Sentence Fra	me					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.9 WIDA ELDS: 2 Reading Speaking	similar	re and contrast the treat themes and topics (e.g., d and evil).		pposition similar themes and topics through the use of a Venn Diagram.					Theme, literary analysis, compare, contrast Subject verb agreement, embedded clauses Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Compare and contrast the treatment of similar themes and topics in L1 and/or use single words, to complete Venn Diagram; and/or answer yes/ or either/or questions and point to pictures.	Compare and contrast the treatment of themes and t L1 and/or use to answer "w questions and to images and pictures; and complete Ver Diagram with phrases.	similar copics in e phrases th" d match d /or nn	Compare and contrast the treatment of similar themes and topics using short simple sentences with key content based vocabulary.	Compare a contrast th treatment of themes and using key, of based voca expanded a complex se with a varie grammatica structures.	ne of similar d topics content- bulary in and some ntences ety of	cont treat then using cont voca mult sent gram	pare and rast the ment of similar nes and topics g precise, ent-based bulary in iple, complex ences of varying matical ctures.
Learning Sup	ports	Venn diagram Word/Picture Wall L1 support Pictures and Photographs Choice questions	Venn diagran Word/Picture L1 support Pictures and Photographs Sentence Fra	e Wall	Venn diagram Word Wall Sentence Starter	Venn diagra	am		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.2 WIDA ELDS:		arize a text, referring to t y details.	he main idea		ize an informational text, ain idea and key details u	-	VU		Summarize
2-5		y actails.			ap and Word Wall.		LFC		Transitional
Reading Speaking							LC		phrases Varies by level
	I.	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Summarize an informational text using L1 and/or pictures, Gestures or high-frequency, content-related single words or answering yes/no or either/or questions.	Summarize a informationa using L1 and/ pictures or an wh- question general, cont based vocabu phrases and formulaic grammatical structures.	Il text /or nswer is with cent- ulary in	Summarize an adapted informational text using key, content- based vocabulary in simple sentences with repetitive grammatical structures that represent related ideas.	Summarize information within grac complexity key, conter vocabulary expanded a complex se with varyin grammatic structures.	nal text les 3-4 level using nt-based in and some entences g	text using precise content-based d vocabulary in multiple, comple ne sentences with	
Learning Sup	ports	Story Map Word/Picture Wall Template L1 support Choice questions	Story Map Word/Picture Template L1 support Sentence Fra		Story Map Word Wall Template	Story Map			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.3 WIDA ELDS: 2, 5 Reading Speaking	text, in	procedures in scientific cluding what happened a on specific information ir	and why,		pecific information in tex rnell Notes, a Word Wall e.		VU LFC		Quotations, evidence and depth Modals
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	Р4		ELP 5
Language Obje	ectives	Explain specific information in text in L1 and/or answer Choice questions and/or use specific single words or illustrations about what happened and why from a leveled text.	Explain speci information i L1 and/or list phrases/shor sentences su what happen why from a le text.	n text in model t ch as ied and	Explain specific information in text from adapted texts such as what happened and why by writing simple, related sentences for the specific event.	Explain special formation within grace complexity as what ha and why by informative paragraph expanded a complex set.	n in text les 3-4 level such ppened writing an e with and some	infor grad as w and infor cohe with	ain specific mation from e-level text such hat happened why by writing an mative clear and erent paragraph multiple, plex sentences.
Learning Sup	ports	Cornell Notes Word Bank Visuals L1 support	Cornell Notes Word Bank Visuals L1 support	5	Cornell Notes Word Bank	Cornell Not	tes		

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RI.4.4	Detern	nine the meaning of gene	ral academic	Define w	ords and phrases in infor	rmational	VU		Academic word
WIDA ELDS:	and do	main-specific words or p	hrases in a		ough use of pictures, glos				list
2-5	text re	levant to a grade <b>4</b> topic	or subject	dictionar	ies and/or Think Alouds	about	ut LFC		Nouns,
Reading	area.			using cor	ntext clues.				comparative
Speaking								adjectives	
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Define academic	Define acade	Define academic Define key, academic Define academ				Defir	ne precise,
		words and phrases in	words and pl	nrases in	words and phrases in	words and	-	acad	emic words and
		L1 and/or define	L1 and/or de		adapted,	informatio		phrases in	
		high-frequency,	general, cont		informational text	al text within grades 3-4 informationa		mational, grade-	
		academic words in	based words in			-		text using	
		English from leveled	English from		sentences.	expanded a		mult	iple, complex
		texts using single	texts using pl			sentences		sente	ences.
		words, Gestures and	and pictures.			emerging c	omplexity.		
		pictures.							
Learning Sup	ports	Bilingual dictionary	Bilingual dict	ionary	Dictionary/Glossary	Dictionary/	Glossary		
		Glossary	Glossary		Think Alouds				
		Picture Dictionary	Picture Dictio	•					
		Personal Dictionary	Personal Dict	ionary					
		L1 support	L1 support						
		Gestures	Pictures						
		Think Alouds	Think Alouds						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.5	Describ	be the overall structure (e	e.g.,	Read and	d analyze how the overal	l structure	VU		Structure
WIDA ELDS 2 - 5 Reading Speaking	proble	logy, comparison, cause/ m/solution) of events, ide ots, or information in a te	eas,	an inforr	tes to the development on ational text by using an Marking the Text.		LFC		Complex sentences with various verb forms
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read and analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or match word and phrase citations to the overall structure of a leveled text.	Read and and how the over structure cor to the develo of ideas from informationa L1 and/or ide overall struct an informatio leveled text of phrases and sentences wi formulaic str	rall ntributes opment n an al text in entify ture of onal using short th	Read and analyze how the overall structure contributes to the development of ideas from an adapted informational text using key content- based vocabulary in simple, related sentences.	Read to and the overall contributes developme from inforr text within complexity key, conter vocabulary expanded a sentences of emerging c	structure s to the ent of ideas mational grades 3-4 level using nt-based in and of	Read and analyze how the overall structure contribute to the development of ideas from grade- level informational text using precise, content-based vocabulary in multiple, complex sentences of varying lengths and	
Learning Sup	ports	Outline Web L1 support Pictures and Photographs Word/Picture Wall	Outline Web L1 support Sentence Fra Word/Picture	ime	Outline Web Word Wall Highlight/mark text	Outline Web			olexity.

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.4.3.a WIDA ELDS:	Apply l syllabio	etter-sound knowledge a cation	ind		onics to decode multisyll und/symbol and syllabica		VU		<b>S</b> yllables, sound/symbol
2 Reading		ns to accurately read mul	tisyllabic	0	osters and pictures.		LFC		Syllabication rules
Speaking	in and	out of context					LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obj	ectives	Apply phonics skills to decode high- frequency, multisyllabic (separated by syllable), familiar words from leveled texts in English.	Apply phonic decode multi content-base familiar word leveled texts English.	isyllabic, ed, ds from	Apply phonics skills to decode, key, multisyllabic, content-based words from an adapted text.	Apply phor decode mu content-ba from texts grades 3-4 level.	lltisyllabic, sed words	deco conte	y phonics skills to de multisyllabic, ent-based words grade level
Learning Sup	ports	Sound/Symbol Chart Syllabication Chart Word/Picture Wall L1 support Teacher Support	Sound/Symb Syllabication Word/Picture L1 support Teacher Supp	Chart e Wall	Sound/Symbol Chart Syllabication Chart Word Wall	Sound/Sym Syllabicatic			

Standard	Student Learning Objective (	SLO)		Language Objective		Acad	demi	c Language
RF.4.4.a WIDA ELDS:	Read grade-level text with purpose an understanding.	d	-	rade level text with a pumprehension using Gra	•	VU		Purpose, comprehension
2 Reading Speaking			Organiz	zers.		LFC		Sentence structure at ELP level
						LC		Varies by level
	ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Objectives	demonstrate comprehension in L1 and/or read or listen to a leveled text and state the purpose with key words associated with pictures; demonstrate comprehension by answering yes/no and either/or questions with single words.	Read grade-I texts, orally of the purpose demonstrate comprehens L1 and/or re- leveled texts state the pur using short p with Sentence Frame and demonstrate comprehens answering w questions in phrases and sentences or pictures.	explain and ion in ad and pose ohrases ce ion by h- short with	Read adapted grade level texts, orally explain the purpose and demonstrate comprehension by answering questions using key, content- based vocabulary in simple, related sentences with repetitive structures.	the purpo demonstr comprehe using key, based voo expanded complex s with varyi structures	4 y level Ily explain ise and ate ension content- abulary in and some sentences ing 5.	text exp and con usir con voc mu sen	d grade-level ts and orally lain the purpose demonstrate nprehension ng precise, tent-based abulary in ltiple, complex tences of varying ictures.
Learning Supp	orts Graphic Organizers Word/Picture Wall L1 support Teacher Support Illustrations/diagrams/drawings	Graphic Orga Word/Pictur L1 support Teacher Sup	e Wall	Graphic Organizers Teacher Support Word Wall	Graphic O	organizers		

Standard		Student Learning Objective (	SLO)		Language Objective		Aca	demic Language	
RF.4.4.b WIDA ELDS:		grade-level prose and poetry or acy, appropriate rate, and expre	•		ose and poetry texts wi ropriate expression usi		VU	Prose, poetry fluency	y,
2 Reading Speaking					d Recorded or Live Pro	-	LFC	Sentence structure and rhythm	d
							LC	Varies by leve	el
		ELP 1	ELP 2	2	ELP 3	EL	Р4	ELP 5	
Language Obje		Read prose and poetry orally in L1 and/or single words from a leveled text or repeat rhyming words with accuracy, fluency and expressions.	Read prose a poetry orally and/or phras a leveled tex English with accuracy, flue and expression	in L1 ses from t in ency on.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read pros poetry ora fluency an accuracy i within gra complexit text band.	ally with nd n texts des 3-4 y level	Read grade-level prose and poetry orally with fluency, accuracy and expression.	۰,
Learning Sup	ports	Partner work Recorded or Live Production L1 support Teacher Modeling Highlighted Words/Boldface Words Patterns Choral Reading Illustrations/diagrams/drawings	Partner work Recorded or Production L1 support Teacher Moo Highlighted Words/Boldf Words Patterns Choral Readi	Live deling Tace	Partner work Recorded or Live Production Teacher Modeling	Recorded Productio			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic Language
RF.4.4.c WIDA ELDS:		context clues to confirm of tword recognition and	or self-		ntext clues to confirm or when necessary using Thi		VU	Context, self- correct
2 Reading Speaking	unders	tanding, rereading as nee	cessary.	and a Ch	Sentence structure with context clues, cognates, synonym			
		ELP 1	ELP	2	ELP 3	EL	LC P 4	Varies by level
Language Obje	ectives	Apply context clues to confirm the meaning of unknown words in a grade-level text in L1 and/or unknown, high-frequency words in a controlled text by using sentence-level clues and schemata.	Apply contex confirm the r of unknown v a grade-level L1 and/or use selected phra a leveled text using senten clues and sch	t clues to meaning words in text in e ases from t by ce-level	Apply context clues to confirm the meaning of unknown, content- based words in an adapted text by using sentence and paragraph level context clues, cognates and schemata.		ext clues to e meaning n content- ds in a text les 3-4 level by ates, and and level	Apply context clues to confirm the meaning of unknown words in a grade-level text by using cognates, schemata, and sentence-level and paragraph-level context clues.
Learning Sup	ports	Bilingual dictionary Picture Dictionary Teacher Modeling L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dict Picture Dictic L1 support Word/Picture Checklist Think Alouds	onary e Wall	Bilingual dictionary Word Wall Checklist Think Alouds	Dictionary Checklist		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.3.a WIDA ELDS: 2 Writing		a narrative creating an int troduces a narrator and/		creating narrator	demonstrate organization an introduction that intro- and/or character using a r, Word Wall and Shared	oduces a graphic	VU LFC		Narrative, task, purpose Complex sentences
		510.4	51.5	LP 2 ELP 3 ELP 4					Varies by level
Language Obje	ectives	ELP 1 Write a narrative essay demonstrating organization by creating an introduction that introduces a narrator and/or character in L1 and/or use pictures and drawings with corresponding key, single words.	Write a narra essay demon organization creating an introduction introduces a and/or chara L1 and/or by general, cont based vocabu phrases with formulaic stru	ative strating by that narrator cter in using cent- ulary in	Write a narrative essay demonstrating organization by creating an introduction that introduces a narrator and/or character using key, content- based vocabulary in simple, related sentences.	Write a na essay dem organizatio creating an introductio introduces and/or cha using key, based voca expanded with emery complexity	rrative onstrating on by n that a narrator racter content- abulary in sentences ging /.	ELP 5 Write a narrative essay demonstrating organization by creating an introduction that introduces a narrator and/or character using precise, content-based vocabulary in multiple, complex sentences of varying lengths and structures.	
Learning Sup	ports	Graphic Organizer Shared Writing Word/Picture Wall L1 support Illustrations/Drawings	Graphic Orga Shared Writin Word/Picture L1 support Sentence Fra	ng e Wall	Graphic Organizer Shared Writing Word Wall	Graphic Or	ganizer		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.4.3.b WIDA ELDS: 2	experie	narratives to develop rea ences or events using effe que, descriptive details, a	ective	use dialo	actions, thoughts, and fe ogue to show character re ve essay using a Story Ma	esponses in	VU		Dialogue, characters, quotations
Vriting Speaking	event s	sequences using dialogue otions to develop experie	and	characte			LFC		Using quotation marks
	events or show responses of characters to situations.								Varies by level
	ELP 1 ELF				ELP 3	ELI	P 4		ELP 5
Language Obje		Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or visual representations, single words or dramatize action.	Describe acti thoughts and and use dialo complete a n in L1 and/or general, cont based vocabu phrases and sentences wi formulaic stru	l feelings ogue to arrative use cent- ulary in short th uctures.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using key, content-based vocabulary in a series of simple, related sentences.	Describe ad thoughts at and use dia show chara responses t key, conte vocabulary producing o sentences emerging c	nd feelings alogue to acters' by using nt-based and by expanded with	thou and u show respo preci base prod comp with gram	ribe actions, ghts and feelings use dialogue to v characters' onses by using ise, content- d vocabulary and ucing multiple, plex sentences a variety of matical ctures.
Learning Sup	ports	Character web Story Map Illustrations Diagrams/drawings Shared Writing L1 support Pictures and Photographs Manipulatives/props	Character we Story Map Shared Writin Sentence Fra L1 support	ng	Character web Story Map Shared Writing	Story map			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.3.c	Write r	narratives to develop rea	l or imagined	Write na	rratives using a variety o	f	VU		Transition
WIDA ELDS:	experie	ences or events using effe	ective	transitio	nal words and phrases to	manage			words
2	technic	que, descriptive details, a	nd clear	sequenc	e using a transitional phr	ase Word	LFC		Prepositional
Writing		sequences using a variety		Wall and	l a timeline.				phrases,
Speaking	transit	ional words and phrases	to manage						relative clauses
	the sec	quence of events in a nar	rative.	ive.					Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write using	Write using		Write using	Write using	5	Write	e using
		sequential	sequential		sequential	sequential		sequ	ential
		transitional phrases	transitional p		transitional phrases	transitiona	l phrases	transitional phrases	
		and clauses to signal	and clauses to signal		and clauses to signal	and clauses to signal		and clauses to signal	
		shifts from one time	shifts from one time		shifts from one time	shifts from	one time		from one time
		frame or setting to	frame or sett	ing to	frame or setting to	frame or se	etting to	frame	e or setting to
		another in L1 and/or	another in L1	•	another using key,	another us	ing key,	anoth	ner using precise,
		using illustrations and	using key, co		content-based	content-ba			ent-based
		high-frequency,	based vocabi	•	vocabulary in simple,	vocabulary			oulary in
		content-related single	phrases and	short	related sentences	expanded s			ple, complex
		words.	sentences wi	th	with repetitive	of emergin	g	sente	ences of varying
			formulaic str	uctures.	structures.	complexity		lengt	hs and
								struc	tures.
Learning Sup	ports	Transitional phrase	Transitional p	ohrase	Transitional phrase	Transitiona	l phrase		
		Word Wall	Word Wall		Word Wall	Word Wall			
		Gestures	Visuals						
		Cloze sentences	Sentence Fra	me					
	L1 support L1 support								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.3.d WIDA ELDS: 1-5 Writing	experie technic event s	narratives to develop rea ences or events using effe que, descriptive details, a sequences using concrete	ective nd clear e words and	relevant details u	and organize the topic w facts, precise words and sing graphic organizer, Te g and Partner work.	sensory	VU		Fact, opinion, supporting details, main idea
	•	s, and sensory details to ences and events precise	•				LFC		Sentences with transitional phrases and conjunctions
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Develop and organize the topic with relevant facts, concrete words and sensory details in L1 and/or use pictures, Gestures and high- frequency, content- related single words or memorized phrases in patterns that represent key ideas.	Develop and the topic with relevant facts concrete wor sensory deta and/or use ge content-base vocabulary in and short ser with formula patterns that represent key	h s, rds and ils in L1 eneral, ed phrases ntences ic	Develop and organize the topic with relevant facts, key words and sensory details by producing simple sentences with repetitive structures that represent multiple, related ideas.	Develop an the topic w relevant fac concrete w sensory de producing o sentences w emerging c	vith cts, vords and tails by expanded with	the t relev word deta mult sente varie gram	elop and organize opic with vant facts, precise ds and sensory ils by producing iple, complex ences with a ety of mmatical ctures.
Learning Sup	ports	Graphic organizer Template Word/Picture Wall Visuals L1 support Cloze sentences	Graphic orga Template Word/Picture Visuals L1 support Sentence fra	e Wall	Graphic organizer Template Word Wall Partner work	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
W.4.3.a WIDA ELDS:		narratives to develop rea ences or events using effe	-		e a conclusion statement rom the sequence of eve		VU		Conclusion
2 Writing	technie event s follows	que, descriptive details, a sequences providing a co s naturally from the sequ to produce a written nar	ind clear nclusion that ence of	clearpresented to produce a written narrativeLFCTrainlusion thatusing a Story Map, Template and L1phr.ce ofsupport.form					
									Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obj	ectives	Compose a conclusion statement that follows from the sequence of events presented in L1 and/or use drawings, Gestures and content-related words that represent key, concluding ideas.	Compose a conclusion st that follows f sequence of presented in and/or use g content-base vocabulary ir and short ser with formula patterns that represent ke concluding ic	from the events L1 eneral, ed phrases ntences ic t y,	Compose a conclusion statement that follows from the sequence of events presented by using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Compose a organized o statement follows from sequence o presented, key, conter vocabulary expanded s with emerge complexity	conclusion that m the of events by using nt-based in sentences ging	cohe state follo sequ pres prec base mult sent varie gran	pose a clear and erent conclusion ement that ws from the ience of events ented using ise content- ed vocabulary in ciple, complex ences with a ety of immatical ctures.
Learning Sup	pports Story Map Story Map Template Template Visuals Visuals Word/Picture Wall Word/Pic L1 support L1 suppor			e Wall	Story Map Word Wall Template	Story Map			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.9.a	Apply §	grade 4 Reading standard	ls to	Describe	in depth a character, set	ting, or	VU		Character,
WIDA ELDS:	literatu	ire (e.g., "Describe in dep	oth a	event in	a narrative by drawing o	n specific			narrator
2	charac	ter, setting, or event in a	story or	characte	r's thoughts, words, or a	ctions	LFC		Describe
Writing	drama,	, drawing on specific deta	ails in the	using cha	aracter web and think alc	ouds.			people, place,
Reading	text [e	g., a character's thought	s, words, or						things, &
	actions	5].").							actions, e.g.
									nouns,
									pronouns,
									adjectives,
									adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Describe a character,	Describe a characte		Describe a character,	Describe a character,		Desc	ribe a character,
	setting, or event in a setting, or event		ent in a	setting, or event in a	setting, or event in a		setting, or event in a		
		narrative in complete	narrative in c	omplete	narrative using key,	narrative u	sing key,	narra	ative using
		detailed sentences in	detailed sent	ences in	content-based, grade-	content-ba	sed, grade-	preci	ise, content-
		L1 and/or use	L1 and/or use	e key,	level vocabulary in	level vocab	ulary in	base	d grade-level
		drawings, Gestures	content- base	ed	simple, related	expanded s	sentences	voca	bulary in
		and high-frequency,	vocabulary in	n short,	sentences with	of emergin	g	mult	iple, complex
		content-related single	sentence-lev	el	repetitive	complexity		sente	ences of varying
		words or short	personal nari	ratives or	grammatical			lengt	ths and
		phrases as captions.	captions.		structures.			gram	nmatical
								struc	ctures.
Learning Sup	ports	Think Aloud	Think Aloud		Think Aloud	Think Alou			
		Character Web	Character We		Character Web	Character \	Veb		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Pictures and	Pictures and						
		Photographs	Photographs						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demi	: Language
W.4.10	Write r	routinely over extended t	ime frames	Complet	e writing tasks routinely	over	VU		Time frame,
WIDA ELDS:	(time f	or research, reflection, a	nd revision)	extended	d time frames (research,	reflect and			research,
2-5	for a ra	ange of discipline.			or a range of discipline-sp				revisions
Writing					rposes and audiences us	•	LFC		Capitalization,
				Template, Shared Writing and Word Bank.					punctuation,
									various verb
								forms	
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Complete writing	Complete wr	iting	Complete writing	Complete v	vriting	Com	plete writing
	tasks over extended task			tended	tasks over extended	tasks over	extended	task	s over extended
		time frames for a	time frames	for a	time frames for a	time frame	s for a	time	frames for a
	range of discipline-			ipline-	range of discipline-	range of di	scipline-	rang	e of discipline-
		specific tasks,	specific tasks	,	specific tasks,	specific tas	ks,	spec	ific tasks,
		purposes and	purposes and		purposes and	purposes a		purp	oses and
		audiences in L1	audiences in	L1	audiences using key,	audiences		audi	ences using
		and/or complete	and/or comp		content-based	content-ba			ise, content-
		writing using	writing using		vocabulary in simple,	vocabulary			ed vocabulary in
		drawings, pictures	drawings and		related sentences	expanded s			tiple, complex
		and/or high-	content-base	-	with repetitive	of emergin	•		ences of varying
		frequency, content-	vocabulary in	•	grammatical	complexity		gran	nmatical
		related single words	and short ser		structures.	grammatic	al	stru	ctures.
		and phrases.	with formula	ic		structures.			
			structures.						
Learning Sup	ports	Shared Writing	Shared Writin	ng	Shared Writing	Shared Wri	ting		
		Template	Template		Template				
		Word Bank	Word Bank		Word Bank				
		L1 support	L1 support						
		Sentence Frame	Sentence Fra	me					
		Illustrations	Illustrations						
	Diagrams/drawings Diagra								

Standard	Student Learning Objecti	ve (SLO)	La	nguage Objective		Acad	lemic Language
W.4.10	Write routinely over shorter time fran	nes (a single sitting	Complete v	vriting tasks routine	ely over	VU	Plan, time
WIDA ELDS:	or a day or two) for a range of discipli	ne.	short time f	frames (plan, write)	for a		frame
2-5			range of dis	scipline-specific tas	ks,	LFC	Capitalization,
Writing			purposes a	nd audiences using			punctuation,
			Template, S	Shared Writing and	Word		various verb
			Bank.				forms
						LC	Varies by level
	ELP 1	ELP 2	I	ELP 3	E	LP 4	ELP 5
Language	Complete writing tasks over	Complete writing tas	sks over	Complete	Comple	te writing	Complete writing
Objectives	short time frames for a range of	short time frames fo	r a range of	writing tasks		er short	tasks over short
	discipline-specific tasks,	discipline-specific ta	sks,	over short time	time fra	imes for a	time frames for a
	purposes and audiences in L1	purposes and audier		frames for a	range o	f	range of
	and/or complete writing	and/or complete wr	-	range of	disciplir		discipline-specific
	routinely over short time	routinely over short		discipline-	specific	-	tasks, purposes
	frames with drawings, pictures	frames with drawing		specific tasks,	purpose		and audiences
	and/or high-frequency,	general, content-bas		purposes and		es using	using precise,
	content-related single words	vocabulary in simple		audiences using	content		content-based
	and phrases.	with formulaic struc	ture.	key, content-	vocabu	•	vocabulary in
				based	expand		multiple, complex
				vocabulary in	some co	•	sentences with
				simple, related	sentenc	es with	varying
				sentences with	varying		grammatical
				repetitive	gramma		structures.
				structures.	structu		
Learning	Shared Writing	Shared Writing		Shared Writing	Shared	writing	
Supports	Template	Template		Template			
	Word Bank	Word Bank		Word Bank			
	L1 support	L1 support					
	Sentence Frame	Sentence Frame					
	Illustrations/diagrams/drawings	Illustrations/diagram	is/drawings				

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.4.1.a	Create	questions and talking po	ints to	Develop	questions and share idea	s based on	VU		According to,
WIDA ELDS:	facilita	te discussions after readi	ng required	texts rea	d using notes and Cue Ca	irds.			The text states
1-5	materi	al.					LFC		Declarative and
Speaking									interrogatory
Listening									sentences;
Reading									subordinate
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				stions	Develop questions	Develop qu	lestions	Deve	lop questions
	and share ideas in a			eas in a	and share ideas in a	and share i	deas in a	and s	hare ideas in a
		grade-level discussion	grade-level d	iscussion	grade-level discussion	grade-level	discussion	grade	e-level discussion
		on a previously read	on a previous	sly read	on a previously read	on a previo	usly read	on a	previously read
		topic using L1 and/or	topic in L1 an	id/or use	topic using key,	topic using	key,	topic	using precise,
		use Gestures and	general, cont	ent-	content-based	content-ba	sed	conte	ent-based
		high-frequency,	based vocabu	•	vocabulary in simple,	vocabulary			bulary in
		content-related single	phrases and s		related sentences	expanded s			iple, complex
		words that represent	sentences wi		with repetitive	with emerg			ences with a
		key ideas.	formulaic pat		grammatical	complexity		varie	•
			that represer	nt key	structures.	grammatic	al	•	matical
			ideas.			structures.		struc	tures.
Learning Supp	ports	Cornell Notes	Cornell Notes	5	Cornell Notes	Cornell Not	tes		
		Cue Cards	Cue Cards		Cue Cards	Cue Cards			
		Teacher Modeling	Teacher Mod	•	Word Wall	Partner wo	rk		
		Partner work	Partner work		Partner work				
		Word/Picture Wall	Word/Picture	e Wall					
		Visuals	Visuals						
		Gestures	Sentence frai L1 support	mes					
	L1 support								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic Language
SL.4.1.b WIDA ELDS: 1 Listening Speaking		y various roles and follow ules in small and whole g sion.	-	collabora	nd listen to peers to creat ative discussions using a specific discussion rules	VU LFC LC	Goals, roles, deadlines Verb forms; declarative sentences Varies by level	
	l	ELP 1	ELP 2	2	ELP 3	P 4	ELP 5	
Language Obje	ectives	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use Gestures and high- frequency, content- related single words in phrase patterns that represent key ideas.	Speak and lis peers to crea guidelines, st roles and clas goals in L1 ar general, cont based vocabu phrases and s sentences wi formulaic pat that represer ideas.	te sudent ssroom nd/or use sent- ulary in short th tterns	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using key, content-based vocabulary in simple, related sentences with repetitive structures.	Speak and peers to cru guidelines f discussion, student rol classroom g key, conter vocabulary expanded a complex se with a varie grammatica structures.	eate for choose es and set goals using nt-based in and some entences ety of	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using multiple, complex sentences in a variety of grammatical structures and precise content- based vocabulary.
Learning Sup	ports	Reference Sheet Role Play Template Word/Picture Wall L1 support Cloze sentences	Reference Sh Role Play Template Word/Picture L1 support Sentence fram	e Wall	Reference Sheet Role Play Word Wall	Reference Role Play Template	Sheet	

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.4.1.c		nd respond to specific qu			te and respond to question and follow up on information		VU		Pose, clarify
WIDA ELDS: 1-5 Speaking Listening	inform contrib	ion to clarify or follow up ation and make commen oute to the discussion and as of others.	ts that	Clarify an Cue Carc Walls wit	LFC		Questions (formal and informal		
Listening	Terriar	S 01 0thers.							structures)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obj		Formulate and respond to questions to clarify and follow up on information using L1 and/or answer questions with pictures, Gestures and high- frequency, content- related single words that represent key ideas or answer yes/no and either/or questions.	Formulate ar respond to q to clarify and up on inform using L1 and/ pictures and content-base vocabulary in sentences wi formulaic pat that represen ideas.	uestions follow ation /or using general, ed n short th tterns nt key	Formulate and respond to questions to clarify and follow up on information using key, content- based vocabulary in simple sentences with repetitive grammatical structures.	Formulate respond to to clarify an up on infor using conte vocabulary expanded a complex se with a varie grammatica structures.	questions and follow mation ent-based in and some entences ety of al	resp to cl up o using cont voca mult sent varie gram struc	nulate and ond to questions arify and follow n information g precise, ent-based bulary in tiple, complex ences with a ety of matical ctures.
Learning Sup	ports	Partner work Cue Cards Question Stem Bank Word/Picture Wall L1 support Pictures and Photographs	Partner work Cue Cards Question Ste Word/Picture L1 support Pictures and Photographs	m Bank e Wall	Partner work Cue Cards Question Stem Bank Word Wall	Partner wo Cue Cards	rĸ	Parti	ner work

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.1.d	Review	the key ideas expressed	in a	Participa	te in collaborative discus	sion and	VU		Reflect,
WIDA ELDS:	discuss	ion.		review k	ey ideas expressed using	a graphic			paraphrase
1-5				organize	r and notes.		LFC		Retelling,
Speaking									present/past
Listening									tense verbs,
									comparing
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje					Participate in	Participate			cipate in
	collaborativecollaborativediscussion and reviewdiscussionkey ideas expressedkey ideas expressed				collaborative	collaborativ		colla	borative
				d review	discussion and review	discussion	and review	discu	ssions and
					key ideas expressed	key ideas expressed		review key ideas	
	in L1 and/or listen to		in L1 and/or		using key, content-	using key, content- based vocabulary in		expressed using precise, content-	
		discussion to gain	general, content-		based vocabulary in				
		understanding using	based vocabu	•	simple, related	expanded a			d vocabulary in
		L1 and/or use	phrases and		sentences with	complex se			iple, complex
		pictures, Gestures	sentences wi	-	repetitive	with a an e	merging		ences with a
		and high-frequency,	formulaic pat		grammatical	variety of	-1	varie	•
		content-related single	that represer ideas.	пкеу	structures.	grammatic	dl	Ū	matical
		words in phrase patterns or	lueas.			structures.		struc	tures.
		memorized phrases							
		that represent key							
		ideas.							
Learning Sup	ports	Graphic organizer	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer		
		Notes in English and	Notes in Engl		Notes				
		L1	L1		Word Wall				
		Word/Picture Wall	Word/Picture	e Wall					
		L1 support	L1 support						
		Choice questions	Sentence fra	mes					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.4.1.d WIDA ELDS:	•	own ideas and understa	inding in light		personal ideas and unde sion using notes and a W	-	VU		Personal ideas
1-5 Speaking Listening				a uiscus.			LFC		Sentences with phrases which express own opinion
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use high- frequency, single words in phrase patterns or memorized phrases.	Express perso ideas and understandir discussion or level topics ir and/or use p and short ser with formula patterns.	ng in a n grade n L1 hrases ntences	Express multiple, related, personal ideas and understanding in a discussion on grade level topics using simple sentences with repetitive structures.	Express org personal id understand discussion level topics expanded s with emerg complexity grammatics structures.	eas and ling in a on grade s using sentences ging of	cohe ideas unde discu level mult	ess clear and erent personal s and erstanding in a ussion on grade topics using iple, complex ences.
Learning Sup	ports	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 text and su Sentence Fra	ture upport	Notes Small group Word Wall Bilingual dictionary	Notes Small grou	0	Note Smal	es Il group

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.4	Report	on a topic or text, tell a	story, or	Discuss a	and recount an experience	e using	VU		Retell,
WIDA ELDS:		t an experience in an org	•		e and descriptive details t	••			summarize,
1-5		r, using appropriate facts			as or themes presented	-			justify, point of
Reading		nt, descriptive details to s	support main	speaking	rubric / Checklist or L1 s	support.			view
Speaking	ideas o	r themes.					LFC		Affirming
									Sentence
									Frame,
									appropriate
									language, tone,
									voice
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Discuss and recount	Discuss and r	ecount	Discuss and recount	Discuss and	d recount	Discu	iss and recount
		experience with	experience w		experience with	experience			riences with
		evidence and	evidence and		evidence and	evidence a	-		riptive details
		descriptive details in	descriptive d		descriptive details	descriptive			evidence
		L1 and/or by using	L1 and/or by	-	using key, content-	using key, a		-	ented using
		high-frequency,	general, cont		based vocabulary in	based voca	•		se, content-
		content -related	based vocabu	•	simple, related	expanded a			d vocabulary in
		single words in	phrases and/		sentences with	complex se			and coherent,
		phrase patterns or	sentences wi	-	repetitive structures.	with a varie			iple, complex
		memorized phrases	formulaic ser			grammatic	ai		ences with a
		that represent key ideas.	patterns that represent ke			structures.		varie	imatical
		lueds.	represent ke	y lueas.				-	tures.
Learning Sup	norts	Checklist	Checklist		Checklist	Checklist		Chec	
	-0.00	Speaking protocol	Word/Picture	e Wall	Word Wall	Speaking p	rotocol		
		Bilingual dictionary	Bilingual dict		Bilingual dictionary				
		Visuals/ Gestures	Visuals	1					
		Yes / no questions	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.4 WIDA ELDS: 2-5		clearly at an understanda presenting.	ible pace	and its co	trate a command of form onventions when speakir standable pace accordin	ng clearly at	VU		Formal vs. informal English
Speaking					e proficiency level with ap		LFC		Varies by ELP level
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate a command of formal English and its conventions by producing single words that represent key ideas using phrase patterns and general content- related vocabulary.	Demonstrate command of English and it conventions producing ph and short ser that represer ideas using fo sentence pat and general, based vocabu	formal ts by mases ntences nt key prmulaic terns content- ulary.	Demonstrate a command of formal English and its conventions by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	grammatica structures a content-ba vocabulary	of formal l its is by expanded complex that organized a variety of al and sed	com Engli conv prod com with gram struc prec	onstrate a mand of formal ish and its rentions by lucing multiple, plex sentences a variety of matical ctures and ise, content- d vocabulary.
Learning Sup	g Supports Word/Picture Wall Word/Picture Ul Support L1 support L1 support Sentence fr Pictures/Visuals Pictures/Visuals			mes	Word Wall Template	Template			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.1.a		ative adverbs (where, wh	nen, why)		tive adverbs appropriatel		VU		Adverbs
WIDA ELDS: 2 Writing	when v	writing or speaking.		Charts/P	osters and/or model sen	tences.	LFC		Sentences with various adverbs
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Use relative adverbs appropriately in L1 and/or use high- frequency, relative adverbs in phrases and identify them in a picture book read aloud.	Use relative appropriatel and/or use co relative adve phrases and sentences.	y in L1 ommon rbs in	Use relative adverbs appropriately in simple, related sentences with repetitive grammatical structures.	Use relativ appropriat expanded with emer complexity grammatic structures.	ely in sentences ging ⁄ of al	appr mult sente varyi	relative adverbs opriately in iple and complex ences with ing grammatical ctures.
Learning Sup	ports	Charts/Posters L1 support Pictures and Photographs Gestures	Charts/Poste L1 support Pictures and Photographs Sentence Fra		Charts/Posters				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.4.1.b		nd use the progressive (e	-		d use progressive verb te	nses using	VU		Progressive
WIDA ELDS: 2		g; I am walking; I will be v when speaking and writi	•••	Sentence	e Frame and pictures.		LFC		verb tenses Sentences with
Writing									progressive
Speaking							LC		verb tenses Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Form and use progressive verb tenses by using single words or drawings with high frequency words.	Form and use progressive v tenses in con phrases mato pictures.	verb nmon	Form and use progressive verb tenses in simple related sentences.	Form and u progressive tenses in e sentences emerging c of gramma structures.	e verb xpanded with omplexity	progr tense detai varyii gram	and use ressive verb es in multiple, led sentences of ng lengths and matical tures.
Learning Sup	ports	Verb Charts/Posters Word/Picture Wall L1 text and/or support Pictures	Verb Charts/ Word/picture L1 text and/c support Pictures Sentence Fra	e wall or	Verb Charts/Posters Word Wall	Verb Chart	s/Posters		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.4.1.c WIDA ELDS:		odal auxiliaries (e.g., can, /ey various conditions in	•		lal auxiliaries to convey v ns using Charts/Posterss		VU		Can, must, might
2 Writing	writter	n language.		Word W	all.		LFC		Sentences with modals
Speaking						LC		LC Varies by le	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Objo	ectives	Use modal auxiliaries to convey various conditions by using single words or drawings with high frequency modals.	Use modal au to convey va conditions in common phr matched with pictures.	rious ases	Use modal auxiliaries to convey various conditions in simple related sentences.	Use modal to convey v conditions expanded s with emerg complexity grammatics structures.	various in sentences ging of	to co cond mult sente lengt gram	modal auxiliaries invey various itions in iple, detailed ences of varying ths and imatical tures.
Learning Sup	ports	Charts/Posters Word/Picture Wall L1 text and/or support Pictures	Charts/Poste Word/picture L1 text and/c support Pictures	e wall	Charts/Posters Word Wall	Charts/Pos	ters		

Standard	S	tudent Learning Objecti	ve (SLO)		Language Objective		Ac	ademi	c Language
L.4.1.d WIDA ELDS:		adjectives within senten ling to conventional patt			speak to demonstrate correct order of adjectives		VU		Descriptive adjectives
2 Speaking Writing		ed bag rather than a red		sentence	es using a Charts/Posters d pictures.		LFC		Adjectives, parts of speech, subject/predicate
U U							LC	LC Varies by lev	
		ELP 1	ELP 2	2	ELP 3	EL	Р4		ELP 5
Language Obje		Write or speak to develop an understanding of formal English in using adjectives in the correct order by matching pictures to corresponding, high- frequency, adjective/noun phrases.	Write or spea develop an understandir formal Englis using adjectiv the correct o within senter matching pic common adjective/nor phrases and sentences.	ng of h in ves in rder nces by tures to un short	Write or speak to demonstrate an understanding of formal English in using adjectives in the correct order within simple, related sentences with repetitive grammatical structures.	demonstra command English in u adjectives correct orc expanded complex se with emerg variety of	grammatical		
Learning Sup	ports	Charts/Posters Word/Picture Wall Pictures and Photographs L1 support	Charts/Poste Word/Picture Pictures and Photographs Sentence Fra L1 support	e Wall	Charts/Posters Word Wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.2.d WIDA ELDS:		rade-appropriate words o ting references as needed	•		trate accurate spelling us y and technology (spellcl	-	VU		Spell, accurate
2 Speaking	consu			support.			LFC		Apply conventional
Writing							LC		spelling rules Varies by level
		ELP 1	ELP 2	2 ELP 3 EL			P 4	ELP 5	
Language Obje	ectives	Demonstrate command of English spelling conventions for high-frequency, content-related vocabulary words.	Instrate Demonstrate Demonstrate Demonstrate Demonstrate Demonstrate command of English spelling conventions spelling conventions for general, content-for key, content-related based vocabulary based voc		Demonstrate command of English spelling conventions for key, content- based vocabulary.	Demonstra command of spelling con for content vocabulary grades 3-4 band.	of English nventions -based within	comr spelli for co grade	onstrate mand of English ing conventions ontent-based, e-level bulary.
Learning Sup	ports	Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Word/Picture Picture Dictic Personal Dict L1 support	onary	Word Wall				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Ac	ademi	ic Language
L.4.3.b	Choose	e punctuation for effect	when	Apply the	e conventions of standar	rd English	VU		Punctuation:
CCSS:	writing	g, speaking, reading, or li	stening.	punctuat	tion for effect by produc	ing, editing			comma,
WIDA ELDS:				and revis	sing using written examp	les and			exclamation,
1-5				punctuat	tion rules Checklist.				dash; pause,
Writing									break
							LFC		Transitional
									words/phrases,
									coordinating
									conjunctions,
								main/subordinate	
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Apply the	Apply the		Apply the	Apply the		Appl	y the conventions
		conventions of	conventions	of	conventions of	conventior	is of	of st	andard English
		standard English	standard Eng	lish	standard English	standard E	nglish	pund	ctuation for effect
		punctuation for	punctuation		punctuation for	punctuatio			roducing, editing
		effect by inserting	effect by inse	erting	effect by revising	effect by re	evising		revising written
		commas, periods and	commas, per	iods and	written examples of	written exa	amples of		nples at grade level
		question marks into	question mai		simple, related	expanded a			g multiple, complex
		cloze sentences or	simple Sente	nce	sentences ideas with	complex se			ences with a
		phrases.	Frame or sho	-	repetitive structures.	with a varie	•		ety of grammatical
			sentences wi	-		grammatic	al	stru	ctures.
			formulaic pat			structures.			
Learning Sup	ports	Cloze sentences	Sentence Fra	-	Adapted written	Reference	Sheet		
		Leveled written	Leveled writt	en	examples Template				
		examples	examples		Reference Sheet				
		Reference Sheet	Reference Sh	leet					
		Visuals	Visuals						
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.4.4.b WIDA ELDS: 2 Reading Speaking	Latin a <sup>.</sup> meanir	Jse common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, ohotograph, autograph).			Determine the meaning of unknown words and phrases with Greek or Latin affixes and root words using cognates, Charts/Posters and Reference Sheet.				Affixes, prefixes, suffixes, root words Definition genre Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on leveled texts, using high- frequency grade- appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or the meaning unknown and multiple-mea words and ph based on leve texts, using co grade-approp Greek or Latin and roots as the meaning.	of ining inases eled ommon priate n affixes clues to	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 4 reading and content, using common grade- appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine the meanir unknown a multiple-m words and based on te grade 3-4 c band using grade-appr Greek or La and roots a the meanir	ng of nd eaning phrases exts within complexity common opriate atin affixes as clues to	the m unkn mult word base read using affixe	rmine or clarify neaning of own and iple-meaning Is and phrases d on grade 4 ing and content, g Greek or Latin es and roots as s to the meaning.
Learning Supp	oorts	Charts/Posters Reference Sheet Cognates Bilingual dictionary L1 support	Charts/Poste Reference Sh Cognates Bilingual dicti L1 support	eet	Charts/Posters Reference Sheet Cognates	Reference : Cognates	Sheet	Refe	rence Sheet

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.4.5.a	Explain	the meaning of simple s	imiles and	Explain t	he meaning of simple sin	niles and	VU		Figurative
WIDA ELDS:	metap	hors (e.g., as pretty as a p	picture) in	metapho	ors in context using Chart	s/Posters,			expressions
2	contex	t.		referenc	e materials and drawings	5.	LFC		Sentences with
Speaking									idioms,
Writing									collocations
									and figurative
									language
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Explain the meaning	Explain the m	neaning	Explain the meaning	Explain the	meaning	Explain the meaning	
		of simple similes and	of simple sim	iles and	of simple similes and	of simple similes and		of sir	mple similes and
		metaphors in texts in	metaphors in	texts in	metaphors in	metaphors	in texts	meta	aphors in grade-
		L1 and/or identify	L1 and/or ide	entify	adapted texts using	within grad	les 3-4	level texts using	
		simple simile and	simple simile	and	simple, related	complexity	band	mult	iple, complex
		metaphors in leveled	metaphors in	leveled	sentences with	using expan	nded and	sent	ences with
		texts and match to	texts.		repetitive	some comp	olex	varyi	ing grammatical
		pictures or drawings.			grammatical	sentences	with	struc	ctures.
					structures.	varying gra	mmatical		
						structures.			
Learning Sup	ports	Reference materials	Reference ma		Reference materials	Reference	materials		
		Charts/Posters	Charts/Poste		Charts/Posters				
		L1 text and/or	L1 text and/o	or					
		support	support						
		Pictures	Pictures						

Standard	Student Learning Objecti	ve (SLO)	La	anguage Objective		Acad	emic Language
L.4.5.b WIDA ELDS: 2	Identify and explain the significance of	of common idioms.	common id	d explain the signific ioms using an Idiom pictures and Mento	l	VU	Figurative expressions, idioms
Speaking Writing						LFC	Sentences with idioms, collocations and figurative language Varies by level
	ELP 1	ELP 2		ELP 3	EI	LP 4	ELP 5
Language Objectives	Identify and explain meanings of common idioms and phrases in L1 and/or identify high- frequency, common idioms from leveled texts and match to appropriate drawings.	Identify and explain of common idioms phrases in L1 and/or common idioms fror texts and match to a drawings.	and identify n leveled	Identify and explain the meaning of common idioms in adapted texts using simple, related sentences with repetitive grammatical structures.	in texts the grad complex	the ance of n idioms within des 3-4 xity band xpanded ne x tes with	Identify and explain the significance of common idioms in grade level texts using multiple, comple sentences with varying grammatical structures.
Learning Supports	Idiom Dictionary Mentor Texts L1 text and/or support Pictures Illustrations/diagrams/drawings	Idiom Dictionary Mentor Texts L1 text and/or suppo Pictures Illustrations/diagram		Idiom Dictionary Mentor Texts	Idiom D Mentor	ictionary Texts	

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	mic Language	
CCSS: L.4.6	Acquire	e and use accurately grad	le-	Acquire a	and apply grade-appropr	iate	VU		Academic,	
WIDA ELDS:	approp	riate general academic a	nd domain-	general a	academic and domain-sp	ecific			general,	
1-5	specific	words and phrases, that	t are basic to	words ar	nd phrases that are basic	to a			domain-specific	
Reading	a partio	cular topic (e.g., wildlife,		particula	r topic using Word Wall,	Personal	LFC		Embedded	
Speaking	conserv	vation, and endangered v	when	Dictionar	ry and pictures.			clauses		
Writing	discuss	ing animal preservation)					LC		Varies by level	
Listening										
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Read and listen to	Read and list	en to	Read and listen to	Read and li	sten to	Read	l and listen to	
		acquire general,	al, acquire gene		acquire general,	acquire ger	neral,	acqu	ire grade-	
		academic and	academic and	b	academic and	academic a	nd	appr	opriate general,	
		domain-specific	domain-spec	ific	domain-specific	domain-sp	ecific	acad	emic and	
		words and phrases in	words and pl	nrases in	words and phrases	and phrases words and phrase		dom	ain-specific	
		order to use these	order to use	these	from adapted texts in	from texts	within	word	ls and phrases in	
		terms in writing and			grade 3-4 c	omplexity	orde	r to produce		
		speech in L1 and/ or	speech in L1	and/ or	these terms writing	band in ord	ler to	these	e terms in clear	
		from leveled texts in	from leveled	texts in	and speech using	produce th	ese terms	and	coherent writing	
		order to produce	order to proc	luce	simple, related	in writing a	nd speech	/ spe	ech using	
		these terms in writing	these terms i	n writing	sentences with	using expan	nded and	mult	iple, complex	
		and speech to	and speech t	0	repetitive structures.	some comp	olex	sente	ences.	
		complete cloze	complete Ser	ntence		sentences.				
		sentences or to	Frame with p	hrases						
		match with pictures.	and / or shor	t						
			sentences.							
Learning Sup	ports	L1 text and/or	L1 text and/c	or	Word Wall					
		support	support		Personal Dictionary					
		Bilingual dictionary	Bilingual dict	ionary						
		Personal Dictionary	Personal Dict	ionary						
		Pictures	Pictures							
		Cloze sentences	Sentence Fra	me						

Standard		Student Learning Objection	ve (SLO)		Language Objective		Aca	demio	c Language
RL.4.1; RI.4.1	Refer	to details and examples in a	text when	Explain lit	teral information in		VU		Explain, main
WIDA ELDS:	expla	ining what the text says expli	citly.	informati	onal texts and poems	using			idea,
2 -5				Pictures a	and Photographs and w	vorking			supporting
Reading				with a Pa	rtner work or small gro	oup.			details; key,
Speaking									content-
									based, grade-
									level
									vocabulary
							LFC		Verb tense,
									verb
									agreement,
									adjectives
							LC		Varies by level
		ELP 1	ELP 2	<u> </u>	ELP 3	EL	Р4		ELP 5
Language			Explain answers t	to	Explain answers to	Explain a	nswers to	Exp	lain answers to
Objectives	S	questions about what is	questions about	what is	questions about	questions	about	que	stions about
		explicitly stated in grade-	explicitly stated i	n grade-	what is explicitly	what is ex	cplicitly	wha	at is explicitly
		level texts in L1 and/or	level texts in L1 a	nd/or	stated in adapted	stated in	texts	stat	ed in grade
		answer questions about	explain answers t	to wh-	grade-level texts	within gra	ades 3-4	leve	el texts using
		what is explicitly stated by	questions using F	Pictures	using key	complexi	ty band	pre	cise vocabulary
		producing single word	and Photographs	and key	vocabulary in a	using key		in m	nultiple,
		answers, pointing to	vocabulary in phi	rases and	series of simple,	vocabula	ry in	com	nplex sentences.
		Pictures and Photographs	short sentences.		related sentences.	expanded	land		
		or answering yes/no.				some con	•		
						sentence	5.		
Learning Supp	orts	Word/Picture Wall	Word/Picture Wa	all	Word/Picture Wall	Triads or	Small		
		L1 support	L1 support		Template	Groups			
		Pictures and	Sentence Frame		Triads or Small				
		Photographs/Photographs	Manipulatives		Groups				
		Gestures	Partner work						
		Partner work	Photographs/Pho	otographs					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.1; RI.4.1 WIDA ELDS: 2-5 Reading Speaking		o details and examples ir g inferences from the tex		making i	ils and examples from te nferences by Marking the ink Alouds.	nces by Marking the Text and			
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Cite details and examples from text when making inferences using L1 and/or using Pictures and Photographs, Gestures or high- frequency, single words in phrases.	Cite details a examples fro when making inferences us and/or using and Photogra key vocabula phrases and s sentences.	m text g sing L1 Pictures aphs or ry in	Cite details and examples from text when making inferences using key vocabulary in simple, related sentences.	Cite details examples f when maki inferences vocabulary expanded a complex se	rom text ng using key in and some	Cite details and examples from text when making inferences using precise, vocabulary ir multiple, complex sentences.	
Learning Sup	ports	Teacher Modeling Teacher Support Think Alouds Marking the Text Word/picture bank Choice questions L1 support Partner work	Teacher Mod Think Alouds Marking the Word/picture Sentence Fra L1 support Partner work	Text e bank me	Teacher Modeling Think Alouds Marking the Text Word Bank	Teacher M	-		

Standard	Student Learning Objecti	ve (SLO)	La	anguage Objective		Acad	emio	c Language
RL.4.2	Determine a theme of a story, drama,	•		d summarize the cen		VU		Theme,
WIDA ELDS:	details in the text; summarize the text	t.	-	a story, drama, or p	oem			summarize
2				nic Organizers,		LFC		Modal
Reading			-	ire Wall and Marking	the			(would,
Speaking			Text.					could,
								might),
								compound
								tenses
								(would, have,
								been)
						LC		Varies by
								level
	ELP 1	ELP 2		ELP 3		LP 4		ELP 5
Language	Identify central message of	Identify central mes	-	Identify and	Identify			entify and
Objectives		texts in L1 and/or ar		summarize	summa			mmarize the
	Choice questions about main	questions about main		central message		message		ntral message
	idea by pointing to picture and	using general vocab	•	of texts by using	of a sto			a story,
	using Pictures and	short phrases to con	npiete	key vocabulary in		or poem		ama, or poem
	Photographs, Gestures and	Sentence Frame.		simple, related	using ke	•		ng precise
	high-frequency, single words or			sentences.	vocabu	•		cabulary in
	memorized phrases.				expand some co			ultiple and mplex
					sentend	•		•
Learning	Graphic Organizers	Graphic Organizers		Graphic	Graphic		501	ntences.
Supports	Word/Picture Wall	Word/Picture Wall		Organizers	Organiz			
Supports	Illustrations/diagrams/drawings	Illustrations/diagran	ns/drawings	Marking the Text	Markin			
	Gestures	L1 support		Word/Picture	Text	5 the		
	L1 support Choice questions	Sentence Frame		Wall	I CAL			
		Sentence Hume		····			1	

Standard		Student Learning Objective (Si	LO)		Language Objective		Aca	demi	emic Language	
WIDA ELDS: 2	differ	are and contrast the point of view ent stories are narrated, including ence between first- person and thi tions.	the	the poir stories a	differences and similar nt of view from which c are narrated using Ven ns and excerpts of texts	lifferent n	VU LFC LC		Narrative, point of view, first person, third person; key, content- based, grade- level vocabulary Comparatives, superlatives Varies by level	
			ELP 2		ELP 3		P 4		ELP 5	
Language Objectives			Explain the differences a similarities in point of view which differen stories are n in L1 and/or differences a similarities b sorting short phrases and	n the v from ent arrated identify and y	Explain the differences and similarities in the point of view from which different stories are narrated using key vocabulary in simple, related sentences.	Explain th difference similaritie point of v which diff stories an using key vocabular expanded some con sentences	es and es in the iew from ferent e narrated ry in I and nplex	diffe simi poir whi stor usin voca mul	lain the erences and ilarities in the nt of view from ch different ries are narrated og precise abulary in tiple, complex tences.	
Learning Suppo	orts	Venn diagrams Partner work Word/Picture Wall L1 support Illustrations/diagrams/drawings	completing Sentence Fra Venn diagrad Partner worl Word/Pictur L1 support Sentence Fra	ms < e Wall	Venn diagrams Partner work Word/Picture Wall	Venn diag	grams			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.9	Compa	re and contrast patterns	of events	Compare	e and contrast patterns or	f events	VU		Theme, literary
WIDA ELDS:	(e.g., tl	ne quest) in stories, myth	is, and	(e.g., the	quest) in stories, myths,	and			analysis,
2	traditio	onal literature from differ	ent cultures.	tradition	al literature from differe	nt cultures			Compare,
Reading				through	the use of a Venn Diagra	m.			contrast; key,
Speaking									content-based,
									grade-level
									vocabulary
							LFC		Subject verb
									agreement,
									embedded
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Compare and	Compare and	k	Compare and	Compare a	nd	Compare and	
		contrast patterns of	-		contrast patterns of	contrast patterns of		cont	rast patterns of
		events in stories,	events in sto	ries,	events in stories,	events in st	tories,	even	ts in stories,
		myths, and traditional	myths, and tr	raditional	myths, and traditional	myths, and	traditional	myth	ns, and traditional
		literature from	literature fro	m	literature from	literature f	rom	litera	ature from
		different cultures in	different cult	ures in	different cultures	different cu	ultures	diffe	rent cultures
		L1 and/or in English	L1 and/or in I	English	using key vocabulary	using key v	ocabulary	using	g precise
		use single words, to	using phrases	s to	in a series of simple,	in expande	d and	voca	bulary in
		complete Venn	answer quest		related sentences.	some comp	olex	mult	iple, complex
		Diagram; or answer	match to ima	iges and		sentences.		sente	ences.
		yes/no and either/or	Pictures and						
		questions.	Photographs.						
Learning Sup	ports	Venn Diagram	Venn Diagrar		Venn Diagram	Venn Diagr	am		
		Word/Picture Wall	Word/Picture	e Wall	Word/Picture Wall				
		L1 support	L1 support		Sentence Starter				
		Pictures and	Pictures and						
		Photographs	Photographs						
		Choice questions	Sentence Sta	rter					

Standard	St	udent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.2	Determ	nine the main idea of a te	ext and	Explain t	he main idea and key det	ails by	VU		Main idea,
WIDA ELDS:	explain	how it is supported by k	ey details;		zing the text using a grap				support,
2-5	summa	rize the text.		organize	r, Word/Picture Wall and	peer			details,
Reading				support.					summarize;
Speaking									key, content-
									based, grade-
									level
									vocabulary
							LFC		Subject-verb
									agreement,
									Embedded
									clauses,
									Transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Objec	ctives	Explain the main idea	Explain the m	nain idea	Explain the main idea	Explain the		Expla	ain the main idea
		and key details by	and key deta	ils by	and key details by	and key de	tails by	and l	key details by
		summarizing the text	summarizing	the text	summarizing the text	summarizin	ng the text	sumi	marizing the text
		using L1 and/or	using L1 and/	or using	using key vocabulary	using key v	•	-	g precise
		Pictures and	Pictures and		in a series of simple,	in expande			bulary in
		Photographs,	Photographs,		related sentences.	some com	olex		iple, complex
		Gestures and high-	vocabulary in	•		sentences.		sente	ences.
		frequency, single	and short ser	ntences.					
		words or answer							
		yes/no or either/or							
		questions.							
Learning Supp	orts	Graphic organizer	Graphic orga		Graphic organizer	Graphic or	ganizer		
		Word/Picture Wall	Word/Picture		Word/Picture Wall				
		Partner work	Partner work		Partner work				
		L1 support	L1 support						
		Choice questions	Sentence Fra	me					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.4 WIDA: 2-5 Reading Speaking	and do	nine the meaning of gene main-specific words or p levant to a grade 4 topic	hrases in a	texts thr	vords and phrases in infor ough use of Pictures and aphs, translation dictiona clues.	and			Academic word list; key, content-based, grade-level vocabulary Nouns, comparative adjectives Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Define academic words and phrases in L1 and/or define high-frequency, academic words in English from leveled texts using single words, Gestures and Pictures and Photographs.	Define acade words and pr L1 and/or def general, cont based words English from texts using pr and Pictures Photographs.	nrases in fine ent- in leveled nrases and	Define key, academic words and phrases in adapted, informational text using simple, related sentences.	words and information within grac complexity expanded a sentences	fine academic D ords and phrases in ac ormational texts pl thin grades 3-4 in mplexity level using le panded and some m		ne precise, emic words and ses in mational, grade- text using iple, complex ences.
Learning Sup	ports	Bilingual dictionary Glossary Picture Dictionary Personal Dictionary L1 support Gestures Think Alouds	Personal Dict L1 support Pictures and Photographs	GlossaryGlossaryThink AloudsPicture DictionaryPicture DictionaryPersonal DictionaryPersonal DictionaryL1 supportL1 supportGesturesPictures and					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.4.5 WIDA ELDS: 2 - 5 Reading Speaking	chronc proble	nine the overall structure ology, comparison, cause, m/solution) of events, ido ots, or information in a te	/effect, eas,	Read and contribu an inforr web.	U LFC LC		Structure; key, content-based, grade-level vocabulary Complex sentences with various verb forms Varies by level		
		ELP 1	ELP 2	2	ELP 3	FL	P 4		ELP 5
Language Obje	ELP 1Language ObjectivesRead and analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or match word and phrase citations to the overall structure of a		Read and and how the over structure cor to the develo of ideas from informationa L1 and/or ide overall struct using phrases short sentend	rall ntributes opment n an I text in entify cure s and	Read and analyze how the overall structure contributes to the development of ideas from an adapted informational text using key vocabulary in simple, related sentences.	Read to an the overall contributes developme from inforr text within complexity key vocabu expanded s with emerge complexity	structure s to the ent of ideas mational grades 3-4 level using ilary in sentences ging	how struct to th of ide level text voca mult	l and analyze the overall cture contributes e development eas from grade- informational using precise bulary in iple, complex ences.
Learning Sup	ports	Outline Web L1 support Pictures and Photographs Word/Picture Wall	Outline Web L1 support Sentence Fra Word/Picture		Outline Web Word/Picture Wall Highlight/mark text	, Outline Web			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic L	.anguage
RI.4.6	Compa	are and contrast a firstha	nd and	Describe	differences in focus and		VU		Point of view,
WIDA ELDS:	second	hand account of the sam	ne event or	informat	ion provided in a firsthar	nd and			firsthand
2-5	topic;	describe the differences i	n focus and	secondh	and account of the same	event or			account,
Reading	the inf	ormation provided.		topic usi	ng a Venn diagram and				secondhand
Speaking		·		word/ph	irase bank.				account; key,
									content-based,
									grade-level
									vocabulary
							LFC		Comparatives,
									superlatives
							LC		Varies by level
							LC		varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obj	ectives	Explain differences	Explain differ	ences	Explain the	Explain the		Explai	n the
		and similarities	and similariti	es	differences and	differences	and	differences and	
		between primary and			similarities between	similarities between		similarities between	
		secondary sources in			primary and	primary an	primary and		ry and
		L1 and/or restate	L1 and/or use	9	secondary sources	secondary	sources	secondary sources	
		similarities and	Pictures and		using key vocabulary	using key v	ocabulary	using	precise
		differences using	Photographs	and	in simple, related	in expande	d and	vocab	ulary in
		high-frequency single	answer wh- c	questions	sentences.	some comp	olex	multip	ole, complex
		words or answer	about the sin	nilarities		sentences.		senter	nces.
		yes/no questions	and difference	es using					
		and/or use Pictures	key vocabula	ry in					
		and Photographs and	phrases and s	short					
		Gestures.	sentences.						
Learning Sup	ports	Venn diagram	Venn diagran	n	Venn diagram	Venn diagr	am		
	-	L1 support	L1 support		Partner work				
		Word/picture bank	Word/picture	e bank	Sentence Starter				
		Partner work	Partner work						
		Pictures and	Pictures and						
		Photographs	Photographs						
		Gestures	Sentence Fra	me					
		Choice questions							

Standard		Student Learning Objecti	ve (SLO)		Language Objective		Aca	demio	: Language
RI.4.7 WIDA ELDS: 2-5 Reading Speaking Listening	or qua graph intera explai	ret information presented antitatively (e.g., in Charts/ s, diagrams, time lines, ani ctive elements on Web pag n how the information con standing of the text in whi	Posters, mations, or ges) and tributes to an	explain h to an und	what they "see" and "he low the information con derstanding of the text i through the use of a Ver	tributes n which it	VU		Compare, contrast, audio, visual, live version, perceive; key, content-based, grade-level vocabulary
							LFC		Comparative and superlative adjectives; conjunctions; adverbs Varies by level
		ELP 1	ELP 2		ELP 3	EL	Р4		ELP 5
Language Obje	ectives	Explain how the information of reading a story and a multi-media version contribute to an understanding of the text in L1 and/or match single words to Pictures and Photographs; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Explain how the information of re- story and a multi version contribut understanding of in L1 and/or use phrases to answe questions; match images and Pictu Photographs; or Venn Diagram.	i-media te to an f the text short er n to res and	Use key vocabulary in simple, related sentences to explain how the information from reading a story or watching a multi- media version contributes to an understanding of the text.	Use key voo expanded a complex se explain how information reading a si watching a media vers contributes understand text	nd some ntences to v the n from tory or multi- ion s to an	in m sent how from wato med cont	precise vocabulary ultiple, complex ences to explain the information reading a story or ching a multi- ia version ributes to an erstanding of the
Learning Supp	oorts	Venn Diagram Word/Picture Wall L1 support Pictures and Photographs/Photographs Video Clips/Films	Venn Diagram Word/Picture Wa L1 support Pictures and Photographs/Pho Video Clips/Films	otographs	Venn Diagram Word/Picture Wall	Venn Diag	ram		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
RF.4.4a	Read g	rade-level text with purp	ose and	Read exc	erpts from grade-level te	ext with a	VU		Purpose,
WIDA ELDS:	unders	tanding.		purpose	and comprehension usin	g schema			comprehension;
2				and Grap	hic Organizers.				key, content-
Reading									based, grade-
Speaking									level vocabulary
							LFC		Sentence
									structure at ELP
									level
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				evel	Read excerpts from	Read texts	at the	Read	l grade-level texts
	texts, and orally texts, and o			ally	grade-level texts, and	grade 3-4 d	complexity	and	orally explain the
		explain the purpose explain the purpose orally explain the ba		band and o			ose and		
		and demonstrate	and demonst		purpose and	explain the			onstrate
		comprehension in L1	comprehensi		demonstrate	and demor			prehension using
		and/or read or listen	and/or read e	•	comprehension by	comprehei	-	•	ise, vocabulary in
		to a leveled text and	from grade-le		answering questions	key vocabu	•	mult	iple, complex
		state or repeat the	and state the	• •	using key vocabulary	expanded		sent	ences.
		purpose with key	using short p		in simple, related	complex se	entences.		
		words associated	with Sentenc		sentences.				
		with Pictures and	and demonst						
		Photographs;	comprehensi	•					
		demonstrate	answering w						
		comprehension by	questions in	-					
		answering yes/no,	and short ser						
		either/or questions	or with Pictu						
		with single words.	Photographs						
Learning Sup	ports	Graphic Organizers	Graphic Orga		Graphic Organizers	Graphic Or	ganizers		
		Word/Picture Wall	Word/Picture	e Wall	Teacher Support				
		L1 support	L1 support		Word/Picture Wall				
		Teacher Support							

Standard	Student Learning Objecti	ve (SLO)		Language Objective		Aca	demic Language
WIDA ELDS: wit	ead grade-level prose and poo th accuracy, appropriate rate pression.		Read pro and appr work and	Prose, poetry, fluency; key, content-based, grade-level vocabulary Sentence structure and rhythm Varies by level			
					E1	LC	,
Language Objectiv	poetry orally in L1 and/or single words from a leveled text or repeat rhyming words with accuracy, fluency and expression.	ELP 3 Read prose a poetry orally and/or phras a leveled text English with a fluency and expression. Partner work Recorded or Production L1 support Teacher Moo Highlighted Words/Boldf Words Choral Readi	nd in L1 ses from t in accuracy, Live deling ace	ELP 3 Read prose and poetry orally with fluency, accuracy and expression in adapted texts. Partner work Teacher Modeling	Read prose poetry oral fluency and in texts wit 3-4 comple text band.	lly with d accuracy hin grades	ELP 5 Read grade-level prose and poetry orally with fluency, accuracy and expression.

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RF.4.4c	Apply of	context clues to confirm o	or self-	Apply co	ntext clues to confirm or	self-	VU		VU: Context,
WIDA ELDS:	correct	word recognition and		correct v	when necessary using Thi	nk Alouds			self-correct;
2	unders	tanding, rereading as nee	cessary.	and a Ch	ecklist.				key, content-
Reading									based, grade-
Speaking									level
									vocabulary
							LFC		Sentence
									structure with
									context clues,
									cognates,
									synonym
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Apply context clues to	Apply context clues to		Apply sentence and	Apply sentence and		Apply	sentence and
		confirm the meaning of	confirm the m	-	paragraph-level context	paragraph-le			raph-level context
		unknown words in a	unknown word		clues, cognates, and	clues, cogna			cognates, and
		grade level text in L1	grade-level tex		schemata to confirm	schemata to			nata to confirm
		and/or unknown, high-	and/or use ser		the meaning of	the meaning	-		neaning of
		frequency words in a	level context c	-	unknown words in an	unknown, ko	•		own words in a
		controlled text by listening to the Teacher	cognates and s to confirm unk		adapted text.	a text withir complexity I	•	grade	e-level text.
		Modeling how to use	key words in s			complexity	Janu.		
		sentence level context	phrases from a						
		clues, cognates and	text.						
		schemata.							
Learning Sup	ports	Bilingual dictionary	Bilingual dict	ionary	Bilingual dictionary	Dictionary			
		and Picture	and Picture		Word/Picture Wall	Checklist			
		Dictionary	Dictionary		Checklist				
		L1 support	L1 support		Think Alouds				
		Word/Picture Wall	Word/Picture	e Wall					
		Checklist	Checklist						
		Think Alouds	Think Alouds						

Standa rd	Student Learning Obje	ective (SLO)		Language Objective		Ac	ademic Language
W.4.2. a WIDA ELDS: 2-5	Introduce a topic clearly an related information in para sections; include formattin headings, Illustrations/diagrams/dra	agraphs and g (e.g.,	Write to produce a coherent written topic sentence to explain a topic clearly, include formatting, graphics, and multimedia to enhance comprehension using a Word/Picture Wall and L1 support.			VU	Topic sentence, Format, multimedia, Charts/Posters, tables
Writing	multimedia) when useful t comprehension.					LFC	Verb forms, Headings, captions, quotations
						LC	Varies by level
	ELP 1	ELP 2		ELP 3	ELP		ELP 5
Language Objective s		Produce a clear coherent, comp sentence in L1 a compose phras short topic sent which include formatting, mu and Illustrations/dia awings to enha comprehensior	olex topic and/or ses and tences Itimedia agrams/dr ince	Produce a simple topic sentence using formatting, multimedia and Illustrations/diagrams/d rawings to enhance comprehension with key vocabulary.	Produce an o topic sentence formatting, m and Illustrations/c awings to enh comprehensio vocabulary.	e using nultimedia diagrams/dr nance on with key	Produce a clear, coherent, complex topic sentence using formatting, multimedia and Illustrations/diagrams/dr awings to enhance comprehension with precise, vocabulary.
Learning Supports	e e	rcesL1 supportWord/Picture WallIllustrationsportWord/Picture WallPictures andDiagrams/drawingsizationsSentence FramePhotographsIllustrations/ drawings/Picture WallPictures andIllustrations/ drawings					

Standard		Student Learning Objective (S	LO)		Language Objective		Aca	demio	: Language
W.4.2.b	Deve	lop a topic with facts, definitions, c	oncrete	Develop	o and organize the topic	c for	VU		Topic, facts,
WIDA ELDS:	detai	ls, quotations or other information	and	writing	with relevant facts, def	initions,			concrete
2-5	exam	ples related to the topic when writ	ting.	e details, quotations, o			details; key,		
Writing				example	es by using Graphic Org	ganizers			content-based,
				and Sha	red Writing.				grade-level
									vocabulary
							LFC		Quotations,
									citations
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	.P 4		ELP 5
Language	2	Develop and organize a writing	Develop and		Develop and	Develop a	and	Dev	elop and
Objectives		topic with relevant facts,	organize a writing		organize the topic	organize the topic		orga	anize the topic
-		details, or examples in L1	topic with re	-	for writing with	for writin	-	-	writing with
		and/or in Pictures and	facts, details	, or	facts, details and	facts, det	ails and	fact	s, details and
		Photographs, drawings or high-	examples in	L1	examples using key	examples	using key	exa	mples using
		frequency words or phrases	and/or in ph	rases	vocabulary in a	vocabular	ry in	pre	cise vocabulary
		that represent key ideas.	and short se	ntences	series of simple,	expanded	l and	in m	nultiple, complex
			that represe	nt key	related sentences.	some con	nplex	sen	tences.
			ideas.			sentences	s.		
Learning Supp	oorts	Graphic organizer	Graphic orga	inizer	Graphic organizer	Graphic o	organizer		
		Shared Writing	Shared Writi	ng	Shared Writing				
		Word/Picture Wall	Word/Pictur	e Wall	Word/Picture Wall				
		L1 support	L1 support						
		Illustrations/diagrams/drawings	Sentence Fra	ame					
	Drawings								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.2.c	Link ide	eas within categories of i	nformation	Apply sp	ecific words and phrases	(e.g.,	VU		another, for
WIDA ELDS:	using v	vords and phrases (e.g., a	nother, for	another,	for example, also, becau	se) to link			example, also,
2	examp	le, also, because).		ideas within and across categories of					because
Writing				informat	ion, using a Word/Pictur	e Wall and	LFC		Adverbs of
				chart tha	at organizes those specifi	c words			time, manner
				and defir				Placement of	
								transition	
								words in a	
								sentence,	
							clause		
							LC		Varies by level
	L	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Apply specific words	Apply specific	c words	Apply specific words	Apply speci	ific words	Appl	y specific words
		to link ideas within	to link ideas v	within	to link ideas within	to link idea	s within	to lir	nk ideas within
		and across categories	and across categories		and across categories	and across	categories	and a	across categories
		of information using	of informatio	n using	of information using	of informat	ion using	of in	formation using
		L1 and/or Pictures	L1 and/or Pic	tures	key vocabulary in a	key vocabu	lary in	prec	ise vocabulary in
		and Photographs,	and Photogra	phs and	series of simple,	expanded a	and some	mult	iple, complex
		drawings, Gestures	key vocabula	ry in	related sentences.	complex se	ntences.	sente	ences.
		and high-frequency	phrases and s	short					
		vocabulary in phrases	sentences that	at					
		that represent key	represent key	y ideas.					
		ideas.							
Learning Sup	Learning Supports Chart		Chart		Chart	Chart			
		Word/Picture Wall	Word/Picture		Word/Picture Wall				
		Think Alouds	Think Alouds		Think Alouds				
		L1 support	L1 support						
	Cloze sentences Sentence Fra		me						

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.4.2.d	Use pre	ecise language and doma	in-specific	Express i	deas orally and in writing	g using	VU		Words
WIDA ELDS:	vocabu	lary to inform about or e	xplain the	precise la	anguage and domain spe	cific			appropriate to
2	topic.			vocabula	ry to inform about or ex	olain a			topic
Speaking				topic, by referring to visuals or a			LFC		Spoken use of
Writing				Word/Pi	cture Wall.				first person
								singular in past	
								and present.	
								Comparative	
								forms of	
								adjectives to	
								express	
							differences		
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje			orally	Express ideas orally	Express ide	as orally	Expre	ess ideas orally	
			and in writing using		and in writing using	and in writ	ing using	and i	n writing using
		precise language and	precise langu	lage and	precise language and	precise lan	guage and	preci	se language and
		domain-specific	domain-spec		domain-specific	domain-specific		doma	ain-specific
		vocabulary to inform	vocabulary to	o inform	vocabulary to inform	vocabulary	to inform	voca	bulary to inform
		about or explain a	about or exp		about or explain a	about or explain a			it or explain a
		topic in L1 and/or	topic in L1 an	-	topic from an	topic from		•	from a grade-
		using key, single	using key phr		adapted text using	within grad			text using
		words from a leveled	from a levele	d text.	simple sentences.	complexity		comp	olex sentences.
		text.				using expan			
						some comp	olex		
						sentences.			
Learning Sup	ports	Visuals	Visuals		Visuals	Visuals			
		Word/Picture Wall	Word/Picture	e Wall	Word/Picture Wall				
		L1 support	L1 support						
	Cognates Cognates								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	Language
W.4.2.e WIDA ELDS:		e a concluding statement I to the information or ex			conclusion statement that information or explanat		VU		Conclusion, explanation
2-5 Writing		ted when writing a piece				LFC		Transitional phrases	
					LC		Varies by level		
		ELP 1 ELP 2 ELP 3 ELI				P 4		ELP 5	
Language Obje	Language Objectives Write a statem follows inform presen and/or and Ph drawin freque		Write a concl statement th follows from information presented in and/or using vocabulary in and short sen that represen ideas.	at the L1 selected phrases ntences	Write a conclusion statement that follows from the information presented using key vocabulary in a simple sentence.	Write a conclusion statement that follows from the information presented using key vocabulary in an expanded sentence with emerging complexity.		Write a conclusion statement that follows from the information presented using precise vocabulary in a complex sentence.	
Learning Sup	Shared Writing Sh L1 support L1		Graphic orga Shared Writin L1 support Sentence Fra	ng	Graphic organizer Shared Writing Sentence Starter	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Academic Language		
W.4.6 WIDA ELDS: 2	adults,	ome guidance and suppo use technology, includin et, to produce and publisi	g the	interact	and publish writing as w and collaborate with oth gy, including the Interne	ers using	VU		Collaborate, interact, publish
Reading Speaking	well as to interact and collaborate with others.				ecklist.		LFC		Subject verb agreement, embedded clauses Varies by level
	ELP 1     ELP 2     ELP 3					EL	P 4		ELP 5
Language Obje	ectives	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or Illustrations Diagrams/drawings and selected, high- frequency words in phrase patterns.	Publish written work by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in phrases and short sentences that represent key ideas.		Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish wri by applying technology collaborati using key v in expande sentences emerging c	g specific and ve skills ocabulary d with	coher work speci and c skills vocat	sh clear and rent written by applying fic technology ollaborative using precise pulary in ple, complex ences.
Learning Sup	Technology supportToTemplateToWord/Picture WallWVisualsVStoryboardStoryboardCloze sentencesStoryboard		Publishing Ch Technology s Template Word/Picture Visuals Storyboard Sentence fra L1 support	support e Wall	Publishing Checklist Peer feedback Technology support Template Word/Picture Wall	Publishing Peer feedb Technology	ack	Techr	nology support

Standard		Student Learning Obj	ective (SLO)	Language Ob	jective		Acaden	nic Language
W.4.6 WIDA ELDS: 2		onstrate sufficient comm to type a minimum of on g.	, ,	Produce and publish wri Microsoft Office, a peer			VU	Collaborate, interact, publish
Reading Speaking		-					LFC	Subject verb agreement, embedded clauses Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4			ELP 5
Language Objective	S	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or using Illustrations/ diagrams/drawings and high-frequency words in key phrase patterns.	Publish written worl by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in key phrases and short sentences.	by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish written w by applying specific technology and collaborative skill using key vocabul in expanded sentences with emerging complexity.	fic s lary	applying technolo collabora precise v multiple, sentence	gy and ative skills using ocabulary in complex s.
Learning Supp	ports	Publishing Checklist Teacher feedback Technology support Template Word/Picture Wall Visuals Storyboard Cloze sentences L1 support	Publishing Checklist Teacher feedback Technology support Template Word/Picture Wall Visuals Storyboard Sentence frames L1 support	Peer feedback	Publishing Checkl Peer feedback Technology suppo		Technolc	gy support

Standard	Student Learning	Objective (SLO)	Language O	bjective	Acaden	nic Language
W.4.8 WIDA: 2 Reading Speaking	DA: information from print and digital sources; take notes and categorize information, and provide a list of sources.			tes using several a knowledge es or gather from print and estigating topic. Use an line resources s Bilingual ctionaries for	VU LFC LC	Main idea, supporting details, opposing opinions. Key, content-based Compare and contrast word patterns, conjunctions Varies by level
	FID 1	ELP 1 ELP 2 ELP 3 ELP 4				ELP 5
Language Objectives	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic in L1 and/or use Illustrations/diagrams/drawings and high-frequency, single words in key phrases.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic in L1 and/or use Illustrations/diagrams/drawings, visuals and selected vocabulary in key phrases and short sentences.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic. Use key vocabulary in a series of simple, related sentences.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic. Use key vocabulary in expanded sentences with emerging complexity.	notes usi sources t knowledg gather re informati and digits topic. Use vocabula	ge base and levant on from print al sources of a
Learning Supports	Outline Multiple Reference Sheet Teacher Modeling Teacher Support	Outline Multiple Reference Sheet Teacher Modeling Teacher Support	Outline Multiple Reference Sheet Teacher Modeling	Outline Multiple Reference		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.10	Write ı	routinely over extended	time frames	Complet	e writing tasks routinely	over	VU		Time frame,
WIDA ELDS:	(time f	or research, reflection, a	nd revision)	extended	d time frames (research,	reflect and			research,
2-5	for a ra	ange of discipline.		revise) for a range of disciplines using					revisions
Writing				Templates, Shared Writing and Word Bank.					Capitalization,
									punctuation,
									various verb
							LC		forms
									Varies by level
		ELP 1	ELP	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Complete writing	Complete wr	iting	Complete writing	Complete v	vriting	Com	plete writing
		tasks over extended	tasks over ex	tended	tasks over extended	tasks over e	extended	tasks	over extended
		time frames for a	time frames	for a	time frames for a	time frame	s for a	time frames for a range of discipline-specific tasks,	
		range of discipline-	range of disc	ipline-	range of discipline-	range of dis	scipline-		
		specific tasks,	specific tasks	,	specific tasks,	specific tas	ks,		
		purposes and	purposes and		purposes and	purposes a		· ·	oses and
		audiences in L1	audiences in		audiences using key	audiences u			ences using
		and/or complete	and/or comp		vocabulary in a series	vocabulary			se, vocabulary in
		writing using	writing using		of simple, related	expanded s		mult	iple, complex
		drawings, Pictures	drawings and	-	sentences.	of emergin	•	sente	ences.
		and Photographs	selected voca	-		complexity			
		and/or key, high-	in key phrase						
		frequency single	short senten	ces.					
		words and phrases.							
Learning Sup	ports	Shared Writing	Shared Writin	ng	Shared Writing	Shared Wri	ting		
		Templates	Templates		Templates				
		Word/picture banks	Word/picture	e banks	Word Bank				
		L1 support	L1 support						
		Sentence Frame	Sentence Fra	me					
		Drawings/Pictures	Drawings						
		and Photographs							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Academic Language		
W.4.10 WIDA ELDS:		routinely over shorter tin sitting or a day or two) fo	•		e writing tasks routinely mes (plan, write) for a rar		VU		Plan, time frame
2-5 Writing	5 discipline.			discipline-specific tasks, purposes and LFC audiences using Templates, Shared Writing and Word Bank.				Capitalization, punctuation, various verb forms	
		515.4	ELP		515.2	LC		Varies by level	
	ELP 1				ELP 3		P 4	6	ELP 5
	Language Objectives Language Objectives Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing routinely ove short time frames with drawings, Pictures and Photographs and/or high-frequency, sing		Complete wr tasks over sh frames for a discipline-spe tasks, purpos audiences in and/or comp writing routin short time fra with drawing general, sele vocabulary in sentences.	ort time range of ecific ses and L1 olete nely over ames gs and/or cted	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in a series of simple, related sentences.	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in expanded and some complex sentences.		Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using precise vocabulary in multiple, complex sentences.	
Learning Sup	ports	Shared Writing Templates Word Bank L1 support Sentence Frame Pictures and Photographs	Shared Writi Templates Word Bank L1 support Sentence Fra Drawings		Shared Writing Templates Word Bank	Shared Writin			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.1.a	Create	questions and talking po	ints to	Develop	questions and share idea	s based on	VU		According to,
WIDA ELDS:	facilita	te discussions after readi	ng required	texts rea	d using notes and Cue Ca	irds.			The text states
1-5	materia	al.					LFC		Declarative and
Speaking									interrogatory
Listening									sentences;
Reading									subordinate
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Develop questions	Develop ques	stions	Develop questions	Develop qu	lestions	Deve	lop questions
		and share ideas in a and share id			and share ideas in a	and share ideas in a		and share ideas in a	
		grade-level discussion	grade-level discussion		grade-level discussion	grade-leve	discussion	grade	e-level discussion
		on a previously read	on a previous	sly read	on a previously read	on a previo	usly read	on a	previously read
		topic using L1 and/or	topic in L1 an		topic using key	topic using	key	topic	using precise
		use Gestures and	selected voca	abulary	vocabulary in a series	vocabulary	in	voca	bulary in
		high-frequency single	in key phrase	s and	of simple, related	expanded s	sentences	mult	iple, complex
		words in phrase	short sentend	ces.	sentences.	with emerg	ging	sente	ences.
		patterns.				complexity			
Learning Sup	ports	Cornell Notes	Cornell Notes	5	Cornell Notes	Cornell Not	tes		
		Cue Cards	Cue Cards		Cue Cards	Cue Cards			
		Teacher Modeling	Teacher Mod	-	Word/Picture Wall	Partner wo	rk		
		Partner work	Partner work		Partner work				
	Word/Picture Wall Word/Pictu			e Wall					
	Visuals Visuals								
		Gestures	Sentence fram	nes					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
SL.4.1.b	Identif	y various roles and follow	/ agreed-	Speak an	d listen to peers to creat	e rules for	VU		Goals, roles,
WIDA ELDS:	upon r	ules in small and whole g	roup	collabora	ative discussions using a	Reference			deadlines
1	discuss	sion.		Sheet of	specific discussion rules	and Role	LFC		Verb forms;
Reading				Play.					declarative
Speaking									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Speak and listen to	Speak and lis	ten to	Speak and listen to	Speak and	listen to	Spea	k and listen to
	peers to create peers to			te	peers to create	peers to cr	eate	peer	s to create
	guidelines, student			udent	guidelines for	guidelines	for	guidelines for	
		roles and classroom	roles and classroom		discussion, choose	discussion, choose		discussion, choose	
		goals in L1 and/or use	goals in L1 and/or us		student roles and set	student rol	es and set	stude	ent roles and set
		Gestures and high-	selected voca	•	classroom using key	classroom			room goals
		frequency, single	in key phrase	es and	vocabulary in a series	key vocabu	•		ugh negotiated
		words in key phrase	short senten	ces.	of simple, related	expanded s		-	ement using
		patterns or			sentences.	with emerg			se vocabulary in
		memorized phrases.				complexity	•		iple, complex
								sente	ences.
Learning Sup	ports	Reference Sheet	Reference Sh	eet	Reference Sheet	Reference Sheet			
	Role Play Role Play				Role Play	Role Play			
	Template Template				Word/Picture Wall	Template			
			Word/Picture	e Wall					
		L1 support	L1 support						
	Cloze sentences Sentence								

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.4.1.c WIDA ELDS:		nd respond to specific qu or follow-up on informat			te and respond to questine ad follow up on informati		VU		Pose, clarify
1-5 Speaking Listening	one dis	remarks of others.		Cue Card	ds, Question Stem Banks cture Walls with a Partne	and	LFC		Questions (formal and informal structures)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		Formulate and respond to questions to clarify and follow up on information using L1 and/or answer questions with Pictures and Photographs, Gestures and high- frequency words that answer yes/no; either/or questions.	Formulate ar respond to q to clarify and up on inform using L1 and, Pictures and Photographs selected voca in key short sentences.	uestions I follow ation /or using and	Formulate and respond to questions to clarify and follow up on information using key vocabulary in a series of simple, related sentences.	Formulate respond to to clarify an up on infor using key v in expande sentences emerging c	questions nd follow mation ocabulary d with complexity.	resp to cli up o using voca mult sent	nulate and ond to questions arify and follow n information g precise bulary in iple, complex ences.
Learning Sup	Learning SupportsPartner workPartner workCue CardsCue CardsCue CardsQuestion Stem BankQuestion Stem BankQuestion StemWord/Picture WallWord/Picture WallWord/PictureL1 supportL1 supportL1 supportPictures andPictures andPhotographs				Partner work Cue Cards Question Stem Bank Word/Picture Wall	Partner wo Cue Cards	rk	Parti	ner work

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.4.1.d WIDA ELDS: 1-5 Reading Speaking	Review discuss	the key ideas expressed ion.	in a	review ke	te in collaborative discus ey ideas expressed using r and notes		VU LFC		Reflect, paraphrase Retelling, present/past tense verbs,
							LC		comparing Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
	anguage Objectives Participate in Participate in collaborative colla discussion and review discused key ideas expressed key in L1 and/or listen to in L1 discussion to gain select understanding using in key		Participate in collaborative discussion an key ideas exp in L1 and/or o selected voca in key phrase short sentend	d review pressed use abulary is and ces.	Participate in collaborative discussion and review key ideas expressed using key vocabulary in a series of simple, related sentences.	Participate collaborati discussion key ideas e using key v in expande sentences emerging c	ve and review xpressed ocabulary d with complexity.	collal discu revie expre preci multi	cipate in borative ssions and w key ideas essed using se, vocabulary in ple, complex ences.
Learning Sup	hing Supports Graphic organizer Graphic org Word/Picture Wall Word/Pictur L1 support L1 support Choice questions Sentence fra			e Wall	Graphic organizer Word/Picture Wall	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demio	: Language
SL.4.1.d	-	own ideas and understa	nding in light		personal ideas and under	-	VU		Personal ideas
WIDA ELDS: 1-5 Speaking Listening	of a dis	scussion.		a discuss Wall.	sion using notes and a W	ord/Picture	LFC		Sentences with phrases which express own opinion Varies by level
		ELP 1	ELP	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use visuals and high-frequency, words in key phrase patterns or memorized phrases.	Express perso ideas and understandir discussion or level topics ir and/or use vi and key phra short senten	ng in a n grade- n L1 isuals sses and	Express multiple, related, personal ideas and understanding in a discussion on grade- level topics using a series of simple sentences.	Express org personal id understanc discussion level topics expanded s with emerg complexity	eas and ling in a on grade- s using sentences ging	cohe idea unde discu leve mult	ress clear and erent personal s and erstanding in a ussion on grade- l topics using tiple, complex ences.
Learning Sup	ports	Notes Word/Picture Wall Small group L1 text and/or support Pictures and Photographs Gestures	Notes Word/Picture Small group L1 text and su Sentence Fra	upport	Notes Small group Word/Picture Wall	Notes Small group	0	Note Sma	es Il group

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.4.3	Identif	y the reasons and eviden	ce a speaker	Listen to	information and identify	the	VU		Interpret,
WIDA ELDS:	provide	es to support particular p	oints.	reasons a	and evidence a speaker p	rovides to			identify, explain
2				support	particular points using no	otes and an	LFC		Present and
Speaking				outline.					past tense
Listening									verbs,
									dependent and
									independent
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				sentation	Listen to presentation	Listen to pr	resentation	Liste	n to presentation
	of grade-level				of adapted, grade-	of grade lev		•	ade-level
		information and	information a	and	level information and	information and		information and	
		explain the reasons	explain the reasons		explain the reasons	explain the		expla	ain the reasons
		and evidence a	and evidence	e a	and evidence a	and eviden	ce a	and e	evidence a
		speaker provides to	speaker prov		speaker provides to	speaker pro		-	ker provides to
		support particular	support parti		support particular	support pa			ort particular
		points using L1	points in L1 a	ind/or	points by using key	points usin			ts using precise
		and/or use high-	use selected		vocabulary in a series	vocabulary			bulary in
		frequency single	vocabulary ir	•	of simple, related	expanded s			iple, complex
		words in key phrase	phrases and	short	sentences.	with emerg		sente	ences.
		patterns.	sentences.			complexity	•		
Learning Sup	ports	Outline	Outline		Outline Word bank	Outline			
		Word/picture bank	Word/picture	e bank					
		L1 support	L1 support						
		Cloze sentences	Sentence fra	mes					
		Pictures and	Pictures and						
		Photographs	Photographs						
		Visuals	Visuals						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.4	Report	on a topic or text, tell a	story, or	Discuss a	ind recount an experienc	e using	VU		Retell,
WIDA ELDS:	recoun	it an experience in an org	anized	evidence	and descriptive details t	o support			summarize,
1-5	manne	er, using appropriate facts	and	main ide	as or themes presented u	using a			justify, point of
Reading	relevar	nt, descriptive details to s	upport main	speaking	rubric / Checklist or L1 s	upport.			view
Speaking	ideas o	or themes.					LFC		Affirming
									Sentence
									Frame,
									appropriate
									language, tone,
									voice
					LC		Varies by level		
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Discuss and recount			Discuss and recount	Discuss and recount		Discuss and recount	
		experience with	experience with		experience with	experience with		expe	riences with
		evidence and	evidence and		evidence and	evidence a	nd	desc	riptive details
		descriptive details in	descriptive d	etails in	descriptive details	descriptive	details	and e	evidence
		L1 and/or by using	L1 and/or by	using	using key vocabulary	using key v	ocabulary	prese	ented using
		Pictures and	selected voca	abulary	in a series of simple,	in expande		preci	se vocabulary in
		Photographs and	in key phrase	s and/or	related sentences.	sentences	with	a ser	ies of clear and
		high-frequency words	short sentend	ces.		emerging c	omplexity.	cohe	rent, complex
		in key phrase						sente	ences.
		patterns or							
		memorized phrases.							
Learning Sup					Checklist	Speaking ru	ubric	-	king rubric
		Speaking protocol	Speaking pro		Speaking protocol	Checklist		Chec	klist
		Visuals	Word/Picture	e Wall	(simple sentences)	Speaking p	rotocol		
		Gestures	Visuals		Word/Picture Wall				
		Yes / no questions	L1 support						
		L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.4 WIDA ELDS: 2-5 Speaking	-	clearly at an understanda presenting.	ble pace	and its co an under	emonstrate a command of formal English nd its conventions when speaking clearly at n understandable pace according to English anguage proficiency level with appropriate upports.			VU Formal vs. informal English LFC Varies by lev	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language ObjectivesDemonstrate a command of formalDe command of formalEnglish and itsEr conventions byco co producing key wordsin phrase patterns.phr			emonstrate aDemonstrate aommand of formalcommand of formaloglish and itsEnglish and itsonventions byconventions by usingoducing keykey vocabulary in aorases and shortseries of simplentences.sentences.			te a of formal l its ls by using lary in sentences ging	com Engli conv prec mult	onstrate a mand of formal sh and its entions by using ise vocabulary in iple, complex ences.
Learning Sup	Learning Supports Word/Picture Wall Word/Picture L1 support L1 support Gestures Sentence fran Pictures and Pictures and Photographs Photographs Visuals Visuals				Word/Picture Wall Template	Template			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.1.e		nd use prepositional phr	ases when		d use prepositional phras	es by using	VU		Verb tense
WIDA ELDS: 2 Speaking Writing	writing	or speaking.		verb Cha	rts/Posters.		LFC		Sentences with simple verb tenses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Form and use Form and u prepositional phrases preposition when writing or when writin speaking by using speaking w drawings with single selected we high frequency phrases an words. sentences.				Form and use prepositional phrases when writing or speaking using a series of simple, related sentences.	Form and u preposition when writin speaking us expanded s with emerg complexity	nal phrases ng or sing sentences ging	n and use ositional phrases n writing or king using iple, complex ences.	
Learning Sup	IpportsVerb ChartVerb ChartWord/Picture WallWord/PictureL1 text and/orL1 text and/orsupportsupportPictures andPictures andPhotographsPhotographsSentence Fra				Verb Chart Word/Picture Wall	Verb Chart			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	ic Language	
L.4.1.g	Correct	tly use frequently confus	ed words	Demonst	rate correct use of confu	ised words	VU		Confused	
WIDA ELDS:	(e.g., to	o, too, two; there, their) v	when writing	(e.g., to,	too, two; there, their) us	ing			words (e.g., to,	
2	or spea	aking.		Charts/P	osters and visuals.				too, two; there,	
Writing									their)	
Speaking							LFC		Describing	
									people and	
									actions	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5		
Language Obje	ectives	Use frequently	Use frequent	ly	Use frequently	Use freque	ntly	Use frequently		
		confused words (e.g.,	confused wo	-	confused words when	confused w		conf	used words when	
		to, too, two; there,	to, too, two;	wo; there, writing or speaking writing or spe		peaking	writi	ng or speaking		
		their) when writing or	their) when v	vriting or	with key vocabulary	with key vo	cabulary	with	precise	
		speaking with	speaking with	า	and simple sentence	and expand	ded	voca	bulary and	
		selected vocabulary	selected voca	bulary	structures.	language st	tructures.	com	plex language	
		matched with visuals.	in key phrase	s and				struc	ctures.	
			short sentend	ces.						
Learning Sup	ports	Chart	Chart		Chart	Chart				
		Word/Picture Wall	Word/Picture	e Wall	Word/Picture Wall					
		Cloze sentences	Sentence fram	nes						
		Pictures and	Pictures and							
		Photographs	Photographs							
		L1 support	L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.2.d WIDA ELDS:	• •	rade appropriate words o writing.	correctly		trate accurate spelling us ry and technology (spellc	-	VU		Spell, accurate
2 Writing	When v	writing.		support.			LFC		Apply conventional spelling rules Varies by level
		ELP 1	ELP 2	2	ELP 3 ELP				ELP 5
Language Obje	Language Objectives       Demonstrate         command of English       spelling conventions         for high-frequency,       content-related         vocabulary words.       vocabulary words.		Demonstrate command of spelling conv for selected, based vocabu from leveled	e English rentions content- ulary	Demonstrate command of English spelling conventions for key, content- based vocabulary.	Demonstra command spelling con for content vocabulary grades 3-4 band.	of English nventions -based	com spell for c grad	onstrate mand of English ing conventions ontent-based, e-level bulary.
Learning Sup	ning Supports Reference Sheet Reference Sh Word/Picture Wall Word/Picture Picture Dictionary Picture Diction Personal Dictionary Personal Dict L1 support L1 support				Reference Sheet Word/Picture Wall	Reference	Sheet	Refe	rence Sheet

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	ic Language	
L.4.2.d	Consul	t references as needed w	hen spelling	Consult I	Reference Sheet to check	spelling of	VU		Reference	
WIDA ELDS:	Grade	4 words.		grade 4 v	words using dictionaries.				Sheet; key,	
2-5									grade-level,	
Reading									content-based	
Writing									vocabulary	
							LFC		Definition	
									genre	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Consult Reference	Consult Refe	rence	Consult Reference	Consult Ref	ference	Cons	ult Reference	
		Sheet to check	Sheet to chee	ck	Sheet to check	Sheet to ch	eck	Shee	et to check	
		spelling of high-	spelling of se	lected,	spelling of familiar	spelling of	key grade	spell	ing of content-	
		frequency grade 4	grade 4 word	ls.	grade 4 words.	4 words.		base	d, grade 4 words.	
		words.								
Learning Sup	ports	Reference Sheet	Reference Sh	eet	Reference Sheet	Reference	Sheet	Refe	rence Sheet	
	•	Word/Picture Wall	Word/Picture	e Wall	Word/Picture Wall					
		Picture Dictionary	Picture Dictio	onary						
		Personal Dictionary	Personal Dict	•						
		L1 support	L1 support	-						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.3.a	Choose	e words and phrases to co	onvey ideas	Demonst	trate a command in the c	hoice	VU		Words, phrases
WIDA ELDS:	precise	ely when writing, speakin	g, reading, or	words ar	nd phrases to convey idea	as precisely			in English
2-5	listenir	ng.		when wr	iting, speaking, reading, o	or listening	LFC		Varies by level
Reading					g to English language pro	ficiency			
Writing				level wit	h appropriate supports.		LC		Varies by level
Speaking									
		ELP 1	ELP 2		ELP 3	ELI	P 4		ELP 5
Language Obje	ectives				Demonstrate a	Demonstra	te a	Dem	onstrate a
	command in the command			the	command in the	command i	n the	comi	mand in the
		choice of words and	choice of wo	rds and	choice of words and	choice of w	ords and	choice of words and	
		phrases to convey	phrases to co	•	phrases to convey	phrases to	•	phrases to convey	
		ideas in L1 and/or by	ideas using L1 and/or		ideas by using key	ideas by us	ing key	ideas	s by using precise
		producing or	using selecte		vocabulary in a series	vocabulary			bulary in
		processing key, single	vocabulary ir	vocabulary in key of simple sentences. expanded				mult	iple, complex
		words in phrase	phrases and	complex se	ntences.	sente	ences.		
		patterns.	sentences.						
Learning Sup	ports	Learning Supports	Reference Sh	neet	Reference Sheet	Reference	Sheet	Refe	rence Sheet
			Word/Picture	e Wall	Word/Picture Wall	Word/Pictu	ire Wall		
			L1 support		L1 support	Template			
			Cloze senten	ces	Sentence frames				
			Gestures		Pictures and				
	Pictures an			d Photographs					
	Photographs				Visuals				
			Visuals						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.3.c WIDA ELDS: 2	formal	ntiate between contexts English (e.g., presenting ons where informal disco	ideas) and	formal a	ish between contexts wh nd informal discourse an ate style using Charts/Po	d apply	VU		Formal English vs. Informal discourse
Speaking Writing	approp	priate (e.g., small-group d	iscussion).	drawings	5.		LFC		Varies by level
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Distinguish between contexts which require formal and informal discourse and apply appropriate style in L1 and/or use high frequency words in key phrase patterns.	Distinguish b contexts whi require form informal disc and apply appropriate s L1 and/or use selected voca in key phrase short sentem	ch al and course style in e abulary es and ces.	Distinguish between contexts which require formal and informal English discourse and apply appropriate style using key vocabulary in a series of simple, related sentences.	Distinguish contexts w require for informal Er discourse a appropriate using key v in expande sentences v emerging c	hich mal and nglish nd apply e style ocabulary d with omplexity.	contr requ infor discc appr using voca mult	nguish between exts which ire formal and mal English ourse and apply opriate style g precise bulary in iple, complex ences.
Learning Sup	SupportsCharts/PostersCharts/PostL1 text and/orL1 text and/orsupportsupportPictures andPictures andPhotographsPhotograph				Charts/Posters	Charts/Pos	ters		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.4.5.a	Explain	the meaning of simple s	imiles and	Explain t	he meaning of simple sin	niles and	VU		Figurative
WIDA ELDS:	metap	hors (e.g., as pretty as a p	picture) in	metapho	ors in context using Chart	s/Posters,			expressions
2	contex	t.		Referenc	e Sheet and drawings.		LFC		Sentences with
Speaking									idioms,
Writing									collocations
									and figurative
									language
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Explain the meaning	Explain the m	neaning	Explain the meaning	Explain the meaning		Explain the meaning	
		of simple similes and	of simple sim	iles and	of simple similes and	of simple similes and		of simple similes and	
		metaphors in texts in	metaphors in	texts in	metaphors in	metaphors	in texts	meta	aphors in grade-
		L1 and/or identify	L1 and/or ide	entify	adapted texts using a	within grad	les 3-4	level	texts using
		simple simile and	simple simile	and	series of simple,	complexity	band	mult	iple, complex
		metaphors in leveled	metaphors in	leveled	related sentences.	using expan	nded and	sent	ences.
		texts and match to	texts.			some comp	olex		
		visual				sentences.			
		representations.							
Learning Sup	ports	Reference Sheet	Reference Sh	eet	Reference Sheet	Reference	Sheet		
		Charts/Posters	Charts/Poste	rs	Charts/Posters				
		L1 text and/or	L1 text and/o	or					
	support support								
		Pictures and	Pictures and						
		Photographs	Photographs						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
L.4.5.b WIDA ELDS: 2 Speaking	(e.g., N	ret the meaning of comm lever look a gift horse in r s no such thing as a free l	the mouth.	adages a	determine the meaning c ind their role in the text ι visuals, and Reference Sl	ising	VU		Figures of speech, euphemism
Writing Reading		ntered in text.	unen y				LFC		Sentences with figurative language
							LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read to determine the meaning of figures of speech in L1 and/or a selected adage within a leveled text.	Read to dete the meaning figures of spe L1 and/or a s adage from a level text.	of eech in elected	Read to determine the meaning of figures of speech within an adapted text.	Read to de the meanin figures of s within a gra text comple	ng of peech ade 3-4	the r figur	d to determine meaning of es of speech in e-level text.
Learning Sup	ports	Picture dictionaries Text in L1 Visuals L1 support Teacher Support	Picture dictic Visuals Text in L1 L1 support Teacher Supp		Visuals				

Standard		Student Learning Objection	ve (SLO)		Language Objective		Aca	demic	Language
L.4.5.c WIDA ELDS: 2 Reading Writing	them with	onstrate understanding of wo to their opposites (antonym similar but not identical mean onyms).	s) and to words	of words antonyms of Refere	nd demonstrate under by relating them to the s and synonyms throug nce Sheet, Pictures and phs and Word/Picture V	ir h the use	UU LFC LC		Content- based, grade- level synonyms and antonyms Grammar, syntax and punctuation Varies by level
		ELP 1	ELP 2		ELP 3	FI	P 4		ELP 5
Language Objective		Identify high frequency antonyms and synonyms.	Identify commor antonyms and sy by sorting words	/nonyms	Identify key antonyms and synonyms from grade 3-4 level text.	Identify a antonyms synonyms grade 3-4 text.	s and s from	corr anto syno	ntify and ectly use of onyms and onyms from le-level text.
Learning Supp	ports	Bilingual dictionary dictionary Thesaurus Word/Picture Wall Matching Word Card Game L1 support Pictures and Photographs/Photographs Manipulatives	Bilingual dictiona dictionary Thesaurus Word/Picture W Matching Word Game L1 support Pictures and Photographs/Phy Manipulatives	all Card	Bilingual dictionary dictionary Thesaurus Word/Picture Wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	approp specific that sig	Acquire and use accurately grade- ppropriate general academic and domain- pecific words and phrases, including those hat signal precise actions, emotions, or tates of being			and apply grade-appropr academic, and domain-s nd phrases that are basic r topic using Word/Pictu Dictionary and Pictures aphs.	pecific to a re Walls,	VU LFC		Academic, general, domain- specific, content-based, grade level vocabulary Embedded
							LC		clauses Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read and listen to acquire general, academic and domain- specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade- level terms when matching words with Pictures and Photographs.	Read and lister acquire genera academic and specific words phrases in orde these terms in and speech in or produce key level terms in p and/or short so when writing o speaking.	al, domain- and er to use writing L1 and/ y, grade- phrases entences or	Read and listen to acquire key general, academic and domain- specific words and phrases from adapted texts in order to produce these terms in writing and speech using simple, related sentences.	Read and lis acquire gene academic ar specific word phrases from within grade complexity b order to pro terms in wri speech using and some co sentences.	eral, nd domain- ds and n texts e 3-4 band in nduce these ting and g expanded	acqui appro acade specif phras produ clear writin	and listen to re grade- opriate general, emic and domain- fic words and es in order to uce these terms in and coherent og / speech using ple, complex nces.
Learning Sup	ports	L1 text and/or support Bilingual dictionary dictionary Personal Dictionary Pictures and Photographs Cloze sentences Word/Picture Wall	L1 text and/or Bilingual dictio dictionary Personal Dictic Pictures and Photographs Sentence Fram Word/Picture	onary	Word/Picture Wall Personal Dictionary				

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL. 4.7 WIDA ELDS: 2 Reading Speaking	Make of story o presen each ve	connections between the r drama and a visual or o tation of the text, identif ersion reflects specific de rections in the text.	text of a ral ying where	"hear" w perceive	e and contrast what they then reading the text to v when they listen or wate the use of a Venn Diagra	vhat they ch it	, contr visual versio perce conte grade vocat LFC Comp super adjec conju		Compare, contrast, audio, visual, live version, perceive; content-based, grade-level vocabulary Comparative and superlative adjectives; conjunctions; adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
	Language ObjectivesCompare and contrast the experience of reading a story versus multi-media version in the L1 and/or match single and/or use single words to complete Venn Diagram; and answer yes/no or either/orCom the to sent		Compare and of the experience reading a story multi-media ve L1 and/or use phrases to ans questions and images and Pio phrases and sh sentences; and complete Vent with phrases.	e of y versus ersion in short wer "wh" match ctures to hort d/or	Use key vocabulary in simple, related sentences to compare and contrast the live version to the written version of the text.	Use key voc expanded an complex ser compare an the live vers written vers text.	nd some itences to d contrast ion to the ion of the	in mul senter and co experi story	recise vocabulary Itiple, complex nces to compare ontrast the ience of reading a versus a multi- a version.
Learning Sup	ports	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Word Sort Cards	Venn Diagrar Word/Picture L1 support Pictures/Pho Video Clips/F Sentence Fra	e Wall tographs ïlms	Venn Diagram Word Wall Sentence Starter	Venn Diagr	am		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.4.10; RI 4.10 WIDA ELDS:	grade 4	ncreasingly complex texts 4-5 text complexity band endently and proficiently.		grade 3-4	comprehend a variety of 4 text complexity band us Support, Think -alouds, L	sing	VU		Content-based, grade-level vocabulary
2-5 Reading				and onlir	ne resources.		LFC		Specific to text
Speaking Listening							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	Р4		ELP 5
Language Obje		Read to comprehend a variety literature in L1; and/or listen to adapted text or excerpts from grade- level text, read aloud.	Read to com a variety of to and/or listen read aloud us leveled text o excerpts from level text.	ext in L1; to text sing or	Read to comprehend a variety of adapted text in the grade 3-4 text complexity band.	grade 3-4 t complexity	f text in the ext band.		to comprehend iety of grade text.
Learning Sup	ports	Online Resources Word/picture Bank L1 support Cloze sentences Graphic Organizers Teacher Support Think-aloud	Online Resou Word/picture L1 support Sentence Fra Graphic Orga Teacher Supp Think -aloud	e Bank ime inizers	Online Resources Word Bank Graphic Organizers Think -aloud	Online Res Think-alou			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.8	•	how an author uses reas		-	text and identify how an		VU		Textual
WIDA ELDS:	eviden	ce to support particular p	oints in a		sons and evidence to sup	•			evidence;
2-5	text.				vidence through the use				content-based,
Reading				Graphic	Organizers and/or mark	ing the			grade-level
Speaking				text.					vocabulary
							LFC		Quotations,
									direct and
									reported
									sentence
									structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Analyze text and	Analyze text and		Analyze adapted text	Analyze text within		Analy	/ze grade-level
		identify supportive	<i>, , , ,</i>		and identify	the grade-level band		text a	and identify
		textual evidence in L1	textual evide	nce in L1	supportive textual	and identif	У	supp	ortive textual
		and/or by matching	and/or by ma	atching	evidence using key	supportive	textual	evide	ence using
		leveled Phrase	Sentence Cita	ations	vocabulary in simple,	evidence u	sing key	preci	se vocabulary in
		Citations from texts,	from leveled	text, or	related sentences.	vocabulary	in	multi	iple, complex
		to visual	excerpts fron	n grade-		expanded a	and some	sente	ences.
		representations.	level texts, to	o visual		complex se	ntences.		
			representatio	ons.					
Learning Sup	ports	Template	Template		Template	Bold			
		Partner Work	Partner Work	K	Partner Work	Faced/High	lighted		
		L1 support	L1 support		Word Wall	Words			
		Phrase Citations	Sentence Cita		Bold				
		Pictures/Photographs	Pictures/Pho		Faced/Highlighted				
		Word/Picture Wall	Word/Picture	e Wall	Words				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.4.9	Integra	ite information from two	texts on the	Compare	and contrast two texts o	on the	VU		Similarities,
WIDA ELDS:	same t	opic in order to write or s	speak about	same top	oic in order to write or sp	eak about			differences,
2 - 5 Reading	the sub	oject knowledgeably		the subje	ect knowledgeably by using the second s	ng a			facts, fiction;
Speaking				Graphic (	Organizers and L1 suppor	t.			content-based,
Writing									grade-level
									vocabulary
							LFC		Simple,
									compound and
									complex
									sentences,
									word order and
							parallelism		
						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	mpare and		pare and
		contrast two texts on	contrast two	o texts on contrast two adapted contrast tw		o texts	contr	ast two grade-	
		the same topic with	the same topic with		texts on the same	within the	grade-level	level	texts on the
		that of another from	that of anoth	er from	topic using key	band on th	e same	same	topic with that
		an informational text	an informatio	onal text	vocabulary in simple,	topic using	key	of an	other, using
		in L1 and/or using	in L1 and/or	using a	related sentences.	vocabulary	in	preci	se vocabulary in
		leveled texts or	leveled text of	or		expanded a	and some	multi	ple, complex
		excerpts from grade-	excerpts from	n grade-		complex se	entences.	sente	ences.
		level texts, produce	level texts, p	roduce					
		single words and	Pictures and	phrases					
		Pictures to complete	or short sent	ences to					
		a Graphic Organizers.	complete a G	iraphic					
			Organizers.						
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers		
		Template	Template		Template				
		L1 support	L1 support		Word Wall				
		Word/Picture Wall	Sentence fra						
			Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RF.4.3.a	Use mo	orphology (e.g., roots and	l affixes) to	Apply mo	orphology to decode mul	tisyllabic	VU		Syllables,
WIDA ELDS:	accura	tely read unfamiliar multi	isyllabic	words us	sing sound/symbol and sy	llabication			sound/symbol,
2	words	in and out of context.		Charts ar	nd Pictures.				roots and affix;
Reading									content-based,
Speaking									grade-level
									vocabulary
							LFC		Syllabication
									rules
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Apply roots and affix	Apply roots a	nd affix	Apply roots and affix	Apply roots	s and affix	Appl	y roots and affix
		skills to decode	skills to deco	de	skills to decode key,	skills to dea	code key	skills	to decode
		selected, high-	selected mult	tisyllabic	multisyllabic, words	multisyllab	ic words	mult	isyllabic,
		frequency,	words.		from an adapted text.	from texts	within	cont	ent-based words
		multisyllabic				grades 3-4	grade-	from	grade-level
		(separated by				level band.		texts	5.
		syllable), words.							
Learning Sup	ports	Sound/Symbol Charts	Sound/Symbo	ol Charts	Sound/Symbol Charts	Sound/Sym	bol Charts		
		Syllabication Charts	Syllabication	Charts	Syllabication Charts	Syllabicatio	on Charts		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Teacher Support	Teacher Supp	ort					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RF.4.4.a WIDA ELDS: 2 Reading Speaking	•	rade-level text with purp tanding.	ose and	•	de level text with a purp nension using Graphic Or		VU LFC LC	Purpose, comprehensio content-based grade-level vocabulary Sentence structure at EL level Varies by level	
		ELP 1	ELP	2	ELP 3	FI	P 4		ELP 5
Language Obje	ctives	Read grade level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose with key words associated with Pictures; demonstrate comprehension by answering yes/no, either/or questions with single words.	Read grade-le texts, orally e the purpose demonstrate comprehensi and/or read texts and sta purpose usin phrases and sentences an demonstrate comprehensi answering w questions in and with Pict	evel explain and ion in L1 leveled te the g short id ion by h- phrases	Read adapted grade level texts, orally explain the purpose and demonstrate comprehension by answering questions using key vocabulary in simple, related sentences.	Read texts grade-leve orally expla purpose ar demonstra compreher key vocabu expanded a complex se	within the I band, ain the nd te nsion using Ilary in and some	and o purp demo comp preci mult	I grade-level texts orally explain the ose and onstrate orehension using ise vocabulary in iple, complex ences.
Learning Supp	oorts	Graphic Organizers Word/Picture Wall L1 support Teacher Support Pictures/illustrations	Graphic Orga Word/Picture L1 support Teacher Supp	e Wall	Graphic Organizers Teacher Support Word Wall	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.2.a	Introdu	ice a topic clearly and gro	oup related	Write to	produce a coherent writ	ten topic	VU		Topic sentence,
WIDA:	inform	ation <b>in</b> paragraphs and s	sections;	sentence	to explain a topic clearly	, include			format,
2-5	include	e formatting (e.g., headin	gs,	formatti	ng, graphics, and multime	edia to			multimedia,
Writing	illustra	tions, and multimedia) w	hen useful	enhance	comprehension using a V	Word Wall			Charts, tables;
	to aidir	ng comprehension.		and L1 su	upport.				content-based,
									grade-level
									vocabulary
							LFC		Verb forms,
									Headings,
									captions,
									quotations
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Produce clear,	Produce clea	r,	Produce simple,	Produce organized		Prod	uce clear,
		coherent, and	coherent and		related topic	expanded t	opic	cohe	rent, and
		complex topic	complex topi	с	sentences using key	sentences with		comp	olex topic
		sentences in L1	sentences in	L1	vocabulary with	emerging c	omplexity	sente	ences using
		and/or compose	and/or comp	ose	formatting,	using key v	ocabulary	preci	se vocabulary
		single words or	phrases and s	short	multimedia and	in with forr	natting,	with	formatting,
		phrases from	sentences wi	th	illustrations to	multimedia	and	multi	imedia and
		memorized	formulaic ser	tence	enhance	illustration	s to		rations to
		structures; include	patterns; incl		comprehension.	enhance		enha	
		features to enhance	features to e			compreher	ision.	comp	prehension.
		comprehension.	comprehensi	on.					
Learning Sup	ports	Technological	Technologica		Technological	Technologi	cal		
	resources re		resources		resources	resources			
		L1 support	L1 support		Word Wall	Illustration	s/drawings		
		Word/Picture Wall	Word/Picture		Pictures/diagrams				
		Pictures/diagrams	Sentence Fra		Illustrations/drawings				
		Cartoons Pictures/diagra							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.2.b WIDA ELDS: 2-5 Writing	concre inform	p a topic with facts, defir te details, quotations, or ation and examples relat /hen writing.	other	with rele details, c	and organize the topic fo vant facts, definitions, co Juotations, or examples b Organizers and Shared W	oncrete by using	VU LFC		Topic, facts, concrete details; content-based, grade-level vocabulary Quotations,
							LC		citations Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje		Develop and organize writing topic with relevant facts, details, or examples in L1 and/or in Pictures, drawings and selected high- frequency, words or phrases that represent key ideas.	Develop and writing topic relevant facts or examples i and/or using and phrases/ sentences tha represent key using formula sentence pat	with s, details, n L1 Pictures short at y ideas aic terns.	Develop and organize the topic for writing with facts, details and examples using key vocabulary in simple sentences.	Develop an the topic fo with facts, examples u vocabulary expanded a complex se	or writing details and using key in and some ntences.	the t with exam preci mult	lop and organize opic for writing facts, details and ples using se vocabulary in iple, complex ences.
Learning Sup	ports	Graphic Organizers Shared Writing Word/Picture Wall L1 support Illustrations Drawings	Graphic Orga Shared Writir Word/Picture L1 support Sentence Fra	ng e Wall	Graphic Organizers Shared Writing Word Wall	Graphic Or	ganizers		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.2.c	Link ide	eas within categories of i	nformation	Apply sp	ecific words and phrases	(e.g.,	VU		Another, for
WIDA ELDS:	using w	vords and phrases (e.g., a	nother, for	another,	for example, also, becau	se) to link			example, also,
2	examp	le, also, because).		ideas wit	hin and across categories	s of			because;
Writing					ion, using a Think -aloud,				content-based,
					Charts that organizes the				grade-level
				•	vords and defines WHEN	to use			vocabulary
				them.			LFC		Adverbs of
									time, manner
									Placement of
									transition
									words in a
									sentence,
									clause
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ctives	Apply specific words	Apply specifie	c words	Apply specific words	Apply spec	ific words	Appl	y specific words
		to link ideas within	to link ideas within		to link ideas within	to link ideas within			nk ideas within
		and across categories	and across ca	•	and across categories	and across	•		across categories
		of information using	of informatio	•	of information using	of informat	•		formation using
		L1 and/or use	L1 and/or use		key vocabulary in a	key vocabu	•		ise vocabulary in
		Pictures, drawings,	Pictures and		series of simple,	expanded a			iple, complex
		gestures and	vocabulary ir	•	related sentences.	complex se	ntences.	sente	ences.
		selected, high-	and short ser						
		frequency vocabulary	with formula	IC					
		in key phrases. structures.							
Learning Supp	oorts	Charts	Charts		Charts Word Wall	Charts			
		Word/Picture Wall Think -aloud	Word/picture Think -aloud	e wali	Think -aloud				
		L1 support	L1 support	mo					
		Cloze sentences	entences Sentence Fran						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.2.d	Use pre	ecise language and doma	in-specific	Express i	deas orally and in writing	using	VU		Words
WIDA ELDS:	vocabu	lary to inform about or c	larify the	precise la	anguage and domain spe	cific			appropriate to
2	topic.			vocabula	ry to inform about or exp	olain a			topic; content-
Speaking	-			topic, by	referring to visuals or a \	Nord Wall.			based, grade-
Writing									level
_									vocabulary
							LFC		Spoken use of
									first person
									singular in past
									and present.
									Comparative
									forms of
									adjectives to
									express
									differences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Express ideas orally and	Express ideas o	orally and	Express ideas orally and	Express idea	s orally and	Expre	ess ideas orally and
		in writing using precise	in writing using		in writing using general	in writing us			iting using precise
		language and domain-	language and o		language and key,	language an	• •		age and domain-
		specific vocabulary to	specific vocabu	-	domain-specific	domain-spe			fic vocabulary to
		inform about or explain	inform about o		vocabulary to inform	vocabulary t			n about or explain
		a topic in L1 and/or use Pictures and selected	a topic in L1 ar selected vocab	-	about or explain a topic from an adapted text	about or exp from a text v			ic from a grade- text using
		single words from a	key phrases fro	•	using a series of simple,	grade-level l			ple, complex
		leveled text or excerpts	leveled text or		related sentences.	expanded ar	-	sente	
		from a grade-level text.	from a grade-le	•		complex sen			
Learning Sup	ports	Visuals	Visuals		Visuals	Visuals			
	-	Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Cognates	Cognates						
		Teacher Support	Teacher Supp	ort					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.4.2.e	When	writing, present a conclu	ding	Write a c	conclusion statement that	t follows	VU		Conclusion,
WIDA ELDS:	statem	ent or section related to	the	from the	information or explanat	ion			explanation;
2-5	inform	ation or explanation pres	sented	presente	ed using a Graphic Organi	zers,			content-based,
Writing				Shared V	Vriting and L1 support.				grade-level
									vocabulary
							LFC		Transitional
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Write a conclusion	Write a concl	usion	Write a conclusion	Write a conclusion		Write a conclusion	
		statement that	statement that s		statement that	statement that		statement that	
		follows from the	follows from	the	follows from the	follows from	m the	follo	ws from the
		information	information	information information			า	infor	mation
		presented in L1	presented in L1		presented using key	presented using key		pres	ented using
		and/or use Pictures,	and/or use se	elected	vocabulary in a series	vocabulary	in	prec	ise vocabulary in
		drawings and	vocabulary in	n phrases	of simple, related	expanded a	and some	mult	iple, complex
		selected high-	and short ser	ntences.	sentences.	complex se	ntences.	sente	ences.
		frequency words that							
		represent key ideas.							
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers		
		Shared Writing	Shared Writin	ng	Shared Writing				
		L1 support	L1 support		Sentence Starter				
		Pictures	Sentence Fra	me					
		Drawings							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.4.6	With so	ome guidance and suppo	rt from	Produce	and publish writing as w	ell as	VU		Collaborate,
WIDA ELDS:	adults,	use technology, includin	g the	interact	and collaborate with oth	ers using			interact,
2	Interne	et, to produce and publis	h writing as	technolo	gy, including the Interne	t, a peer			publish;
Reading	well as	to interact and collaboration	ate with	and a ch	ecklist.				content-based,
Speaking	others								grade-level
									vocabulary
							LFC		Subject verb
									agreement,
									embedded
									clauses
						LC		Varies by level	
	ELP 1 E			2 ELP 3 ELP 4				ELP 5	
Language Obje	ectives	Publish written work	Publish writte	en work	Publish written work	Publish wri	tten work	Publish clear and	
		to apply technology			by applying specific	by applying			rent written
		and collaborative	technology a		technology and	technology		work by applying specific technology	
		skills and using L1	collaborative		collaborative skills by	collaborativ			
		and/or use Pictures,	using L1 and	•	using key vocabulary	using key v	•		collaborative
		drawings and	using selecte		in a series of simple,	in expande			using precise
		selected single words.	vocabulary ir	•	related sentences.	some comp	olex		bulary in
			and short ser	ntences.		sentences.			iple, complex ences.
Learning Sup	ports	Checklist for	Checklist for		Checklist for	Checklist fo	or	Tech	nology support
		publishing	publishing		publishing	publishing			
	Technology support Technolog		Technology s	upport	Peer feedback	Peer feedb	ack		
		Template	Template		Technology support	Technology	/ support		
		Word/Picture Wall	Word/Picture		Template				
		Visuals/Storyboard	Visuals/Story		Word Wall				
		Cloze sentences	Sentence fra	mes					
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.4.6	With so	ome guidance and suppo	rt from	Produce	and publish writing as w	ell as	VU		Collaborate,
WIDA ELDS:	adults,	use technology, includin	g the	interact a	and collaborate with othe	ers using			interact,
2	Interne	et, to produce and publisl	h writing as	technolo	gy, including the Interne	t, a peer			publish;
Reading	well as	to interact and collaboration	ate with	and a ch	ecklist.				content-based,
Speaking	others								grade-level
									vocabulary
							LFC		Subject verb
									agreement,
									embedded
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Publish written work	Publish written work P		Publish written work	Publish written work		Publish clear and	
		to apply technology	, , , , , , , ,		by applying specific	by applying	g specific	cohe	rent written
		and collaborative	technology and		technology and	technology	ology and		by applying
		skills and using L1	collaborative	skills	collaborative skills by	collaborati	ve skills	speci	fic technology
		and/or use Pictures,	using L1 and/	•	using key vocabulary	using key v	•		collaborative
		drawings and	using selecte		in a series of simple,	in expande			using precise
		selected single words.	vocabulary in		related sentences.	some comp	olex		bulary in
			and short ser	ntences.		sentences.		mult	iple, complex
									ences.
Learning Sup	ports	Checklist for	Checklist for		Checklist for	Checklist fo	or	Tech	nology support
		publishing	publishing		publishing	publishing			
	Technology support Technology		Technology s	upport	Peer feedback	Peer feedb			
		Template	Template		Technology support	Technology	/ support		
		Word/Picture Wall	Word/Picture		Template				
		Visuals/Storyboard	Visuals/Story		Word Wall				
		Cloze sentences	Sentence frai	mes					
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.7	Conduc	ct short research projects	s that build	Write sh	ort research projects tha	t build	VU		Research,
WIDA ELDS:	knowle	edge through investigatio	n of	knowled	ge through investigation	using an			solve, inquiry;
2-5	differe	nt aspects of a topic.		Essay Te	mplate and cloze sentend	ces.			content-based,
Writing									grade-level
Reading									vocabulary
							LFC		Specific to
									writing task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write a report based	Write a repoi	rt based	Write a short report	Write an o	rganized	Write a clear and	
		on research in L1	on research i	n L1	based on research	report based on		cohe	rent report
		and/or use Pictures,	and/or use Pi	ictures	using key vocabulary	research by	/	base	d on research
		drawings and	and selected		in a series of simple,	producing key		using	g precise
		selected vocabulary	vocabulary in	ı key	related sentences.	vocabulary	in	voca	bulary in
		in key phrases.	phrases and s	short		expanded a	and some	mult	iple, complex
			sentences.			complex se	ntences.	sente	ences.
Learning Sup	ports	Essay Template	Essay Templa	ite	Essay Template	Essay Temp	olate		
		Cloze Sentences	Sentence Fra	me	Online Resources				
		Word/picture Bank	Sentences Sta	arters	Partner Work				
		Partner Work	Partner Work	ĸ	Word Bank				
		Native Language	Word/picture	e Bank					
		Support	Native Langu	age					
			Support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.8		relevant information from			and take notes using or		VU		Main idea,
WIDA ELDS:	•	ences or gather relevant i		•	al sources to build a know	•			supporting
2	•	rint and digital sources; t			ng an outline, notes and o	online			details,
Reading		tegorize information, and	l provide a		s (translators) as well as				opposing
Speaking	list of s	ources.		bilingual	/picture dictionaries for s	support.			opinions;
Listening									content-based,
									grade-level
									vocabulary
							LFC		Compare and
									contrast word
									patterns,
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Research a topic and	Research a to	pic and	Research a topic and	Research a topic and		Rese	arch a topic and
		take notes using oral,	take notes using oral,		take notes using oral,	take notes using oral,		take	notes using oral,
		print and digital	print and digital		print and digital	print and digital		print and digital	
		sources to build a	sources to bu		sources to build a	sources to			ces to build a
		knowledge base in L1	knowledge b		knowledge base. Use	knowledge			vledge base. Use
		and/or use Pictures,	and/or use Pi	ictures	key vocabulary in a	key vocabu	•		ise vocabulary in
		drawings and	and selected		series of simple,	expanded a			iple, complex
		selected, high-	vocabulary in	•	related sentences.	complex se	ntences.	sente	ences.
		frequency words in	and short ser	ntences.					
		key phrases.							
Learning Supp	oorts	Outline	Outline		Outline	Outline			
		Teacher Modeling	Teacher Mod	•	Teacher Modeling				
		Teacher Support	Teacher Supp	port	Teacher Support				
		Notes	Notes		Notes				
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.9.b	Apply g	grade 4 Reading standard	ls to	Write to	cite evidence from inforr	mational	VU		Cite evidence,
WIDA ELDS:	inform	ational texts (e.g., "Expla	in how an	texts to e	explain how an author us	es reasons			argument;
2 - 5	author	uses reasons and eviden	ce to	and evid	ence to support particula	r points in			content-based,
Writing	suppor	t particular points in a te	xt").	a text us	ing a Graphic Organizers	and			grade-level
Reading				marking	the text.				vocabulary
							LFC		Referential
									phrases,
									transition
									words
						LC		Varies by level	
		ELP 1 EI		2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Write to cite evidence	Write to cite evidence		Write to cite evidence	Write to cite evidence		Write	e clearly and
		from informational	from informational		from adapted	from informational		cohe	rently to cite
		texts to support	texts to support		informational texts to	texts to sup	oport	evide	ence from
		particular points from	particular po	ints from	support particular	particular p	oints	infor	mational texts
		L1 texts and/or use	L1 texts and/	or use	points using key	using key v	ocabulary	using	g precise
		Pictures, drawings	Pictures and	selected	vocabulary in a series	in a series o	of simple,	voca	bulary in
		and selected words in	vocabulary in	n phrases	of simple, related	related sen	tences.	mult	iple, complex
		key phrase patterns.	and short ser	ntences.	sentences.			sente	ences.
Learning Sup	ports	Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers		
		Marking the text	Marking the	text	Marking the text				
		Word/Picture Wall	Word/Picture	e Wall	Template				
		Visuals	Visuals		Word Wall				
		Cloze sentences	Sentence Fra	me					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.4.10	Write r	outinely over extended t	ime frames	Complet	e writing tasks routinely	over	VU		Time frame,
WIDA ELDS:	(time f	or research, reflection, ar	nd revision)	extended	d time frames (research,	reflect and			research,
2-5	for a ra	ange of discipline-specific	tasks,	revise) fo	or a range of disciplines u	sing			revisions;
Writing	purpos	es, and audiences.		Template	es, Shared Writing and W	ord Bank.			content-based,
									grade-level
									vocabulary
							LFC		Capitalization,
									punctuation,
									various verb
									forms
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Complete writing	Complete wr	iting	Complete writing	Complete v	vriting	Complete writing	
		tasks over extended	tasks over extended		tasks over extended	tasks over	asks over extended		s over extended
		time frames for a	time frames f	or a	time frames for a	time frame	ne frames for a		frames for a
		range of discipline-	range of disci	pline-	range of discipline-	range of di	of discipline-		e of discipline-
		specific tasks,	specific tasks	,	specific tasks,	specific tas	ks,	spec	ific tasks,
		purposes and	purposes and	l	purposes and	purposes a	nd	purp	oses and
		audiences in L1	audiences in	L1	audiences using key	audiences	using key	audie	ences using
		and/or complete	and/or comp	lete	vocabulary in a series	vocabulary	in	preci	ise vocabulary in
		writing using	writing using		of simple, related	expanded s	sentences	mult	iple, complex
		drawings, Pictures	drawings and		sentences.	of emergin	g	sente	ences.
		and/or selected, high-	selected voca	•		complexity			
		frequency words and	in phrases an	d short					
		phrases.	sentences.						
Learning Sup	ports	Shared Writing	Shared Writir	ng	Shared Writing	Shared Wri	ting		
		Templates	Templates		Templates				
		Word/Picture Bank	Word/Picture	e Bank	Word Bank				
		L1 support	L1 support						
		Sentence Frame	Sentence Fra	me					
		Drawings/Pictures	Drawings						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
Standard W.4.10 WIDA ELDS: 2-5 Writing	Write r single s	outinely over shorter tim sitting or a day or two) fo ne-specific tasks, purpos	ne frames (a r a range of	time frar discipline	e writing tasks routinely on mes (plan, write) for a rar e-specific tasks, purposes es using Templates, Share	nge of and	Aca VU LFC	demio	<ul> <li>Language</li> <li>Plan, time</li> <li>frame; content-</li> <li>based, grade-</li> <li>level</li> <li>vocabulary</li> <li>Capitalization,</li> <li>punctuation,</li> <li>various verb</li> <li>forms</li> </ul>
									Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing routinely over short time frames with drawings, Pictures and/or selected, high- frequency words and phrases.	Complete wr tasks over sh frames for a discipline-spe tasks, purpos audiences in and/or comp writing routin short time fra with drawing selected voca in phrases an sentences.	ort time range of ecific ses and L1 lete nely over ames s and/or abulary	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in a series of simple, related sentences.	Complete v tasks over s frames for discipline-s tasks, purp audiences o vocabulary expanded a complex se	short time a range of pecific oses and using key in and some	task fram disci task audi prec mult	plete writing s over short time hes for a range of pline-specific s, purposes and ences using ise vocabulary in tiple, complex ences.
Learning Sup	ports	Shared Writing Template Word/Picture Bank L1 support Sentence Frame Drawings/Pictures	Shared Writin Templates Word/Picture L1 support Sentence Fra Drawings	e Bank	Shared Writing Templates Word Bank	Shared Wri	ting		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.4.3	Identif	y the reasons and eviden	ce a speaker	Listen to	information and identify	the	VU		Interpret,
WIDA ELDS:	provide	es to support particular p	oints.	reasons a	and evidence a speaker p	rovides to			identify,
2				support	particular points using no	tes and an			explain;
Speaking				outline.					content-based,
Listening									grade-level
									vocabulary
							LFC		Present and
									past tense
									verbs,
									dependent and
									independent
									clauses
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Listen to presentation	-		Listen to presentation	Listen to pr	n to presentation		n to presentation
		of grade-level			of adapted grade	of grade lev	vel	of grade level	
		information and	information a	and	level information and	informatio	n and	infor	mation and
		explain the reasons	explain the re	easons	explain the reasons	explain the	reasons	expla	ain the reasons
		and evidence a	and evidence	e a	and evidence a	and eviden	ce a	and e	evidence a
		speaker provides to	speaker prov	rides to	speaker provides to	speaker pro	ovides to	spea	ker provides to
		support particular	support part		support particular	support pa	rticular	supp	ort particular
		points using L1	points in L1 a	and/or	points using key	points usin	• •	-	ts using precise
		and/or using Pictures,	use selected		vocabulary in a series	vocabulary			bulary in
		gestures and selected	vocabulary ir	•	of simple, related	expanded a			iple, complex
		words in key phrase	phrases and	short	sentences.	complex se	ntences.	sente	ences.
		patterns.	sentences.						
Learning Sup	ports	Outline	Outline		Outline	Outline			
		Notes	Notes		Word bank	Notes			
		Word/picture bank	Word/picture	e bank					
		L1 support	L1 support						
		Cloze sentences	Sentence fra						
		Pictures/Visuals	Pictures/Visu	ials					

Standard	St	udent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
SL.4.4 WIDA ELDS: 1-5 Reading	Report recoun manne relevar	on a topic or text, tell a s t an experience in an org r, using appropriate facts It, descriptive details to s r themes.	story, or anized and	evidence main ide	and recount experiences and descriptive details t as or themes presented u rubric / checklist or L1 s	o support using a	VU	idemic	Retell, summarize, justify, point of view; content- based, grade- level
							LFC		vocabulary Affirming Sentence Frame, appropriate language, tone, voice
						1	LC		Varies by level
Language Objec	ctives	ELP 1 Discuss and recount experience with evidence and descriptive details in L1 and/or use gestures, Pictures and selected high- frequency words in phrase patterns or memorized phrases.	ELP 2 Discuss and r experience w evidence and descriptive d L1 and/or use selected voca in key phrase short sentence	ecount rith etails in e abulary is and	ELP 3 Discuss and recount experience with evidence and descriptive details using key vocabulary in simple, related sentences.	EL Discuss and experience evidence a descriptive using key v in expande some comp sentences.	with nd details ocabulary d and	expe descr and e prese preci clear mult	ELP 5 uss and recount riences with riptive details evidence ented using se, vocabulary in and coherent, iple, complex ences.
Learning Supp	oorts	Speaking rubric/checklist Bilingual dictionary Yes / no questions Word/Picture Wall	Speaking rub checklist Word/Picture Bilingual dict Visuals	e Wall	Speaking rubric / checklist Word Wall Bilingual dictionary	Speaking rubric/cheo	cklist	Spea rubri	king c/checklist

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.4.4	Speak	clearly at an understanda	ble pace	Demonst	trate a command of form	al English	VU		Formal vs.
WIDA ELDS:	when p	presenting.		and its co	onventions when speakin	g clearly at			informal
2-5				an under	standable pace using a T	emplate,			English,
Speaking				Prompts	, notes and visuals.				content-based,
									grade-level
									vocabulary
							LFC		Varies by level
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Demonstrate a	Demonstrate	а	Demonstrate a Demonstrate		te a	Dem	onstrate a
		command of formal	command of formal		command of formal	command o	of formal	com	mand of formal
		English and its	English and it	S	English and its	English and	its	Engli	sh and its
		conventions by using	conventions	by using	conventions by using	convention	s by using	conv	entions by using
		gestures, Pictures and	selected voca	•	key vocabulary in a	key vocabu			ise vocabulary in
		selected vocabulary	in key phrase		series of simple,	expanded a		mult	iple, complex
		in key phrase	short sentend	ces.	related sentences.	complex se	ntences.	sente	ences.
		patterns.							
Learning Sup	ports	Word/Picture Wall	Word/Picture	e Wall	Word Wall	Template			
		L1 support	L1 support		Template				
		Gestures	Sentence fram	nes	Prompts				
		Pictures/Visuals	Pictures/Visu	als					
		Prompts	Prompts						
		Template	Template						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.5	Add au	dio recordings and visual	displays to	Enhance	an oral presentation by a	adding	VU		Interpret,
WIDA ELDS:	presen	tations when appropriate	e to enhance	audio reo	cordings and visuals using	g notes and			explain, main
2-5	the dev	elopment of main ideas	or themes.	an outlin	e.				idea, theme;
Speaking									content-based,
Listening									grade-level
									vocabulary
							LFC		Present and
									past tense
									verbs,
									dependent and
									independent
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Enhance an oral	Enhance an c	oral	Enhance an oral	Enhance ar	n oral	Enha	nce an oral
		presentation by	presentation	by	presentation by	presentatio	on by	prese	entation by
		adding audio	adding audio		adding audio	adding aud	io	addir	ng audio
		recordings and visuals	recordings ar	nd visuals	recordings and visuals	recordings	and visuals	recor	rdings and visuals
		in L1 and/or use	in L1 and/or	use using	using key vocabulary	using key v	ocabulary	using	gprecise
		selected vocabulary	selected voca	•	in a series of simple,	in expande	d and		bulary in
		in key phrase	in key phrase	es and	related sentences.	some comp	olex	multi	iple, complex
		patterns.	short senten	ces.		sentences.		sente	ences.
Learning Supp	oorts	Outline	Outline		Outline	Outline			
		Notes	Notes		Notes	Notes			
		Word/picture bank	Word/picture	e bank	Word bank				
		L1 support	L1 support						
		Cloze sentences	Sentence fra						
		Pictures/Visuals	Pictures/Visu	ials					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language	
SL.4.6; L.4.3.c	Differe	ntiate between contexts	that call for	Demonst	trate a command of form	al and	VU		Formal vs.	
WIDA ELDS:	formal	English (e.g., presenting	ideas) and	informal	English and its appropria	te usage			informal	
1-5	situatio	ons where informal disco	urse is	using Ter	mplate, Word Wall and a	Partner			English;	
Speaking	approp	oriate (e.g., small-group d	iscussion).	work.					content-based,	
Listening									grade-level	
									vocabulary	
							LFC		Varies by level	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	<b>2</b> 4		ELP 5	
Language Obje	ectives	Demonstrate a	Demonstrate		Demonstrate a	Demonstrate a		Demonstrate a		
		command of formal	command of formal		command of formal	command o			mand of formal	
		and informal English	and informal	English	and informal English	and inform	al English	and i	nformal English	
		and its appropriate	and its appropriate		and its appropriate	and its app	•		ts appropriate	
		usage by producing	usage by pro	-	usage by producing	usage by pi	roducing	usag	e by producing	
		selected vocabulary	selected voca	abulary	key vocabulary in a	key vocabu	lary in	prec	ise vocabulary in	
		in key phrase	in phrases an	d short	series of simple,	expanded a	and some	mult	iple, complex	
		patterns.	sentences.		related sentences.	complex se	ntences.	sente	ences.	
Learning Sup	ports	Word/Picture Wall	Word/Picture	e Wall	Word Wall	Partner wo	rk	Partr	ner work	
		L1 support	L1 support		Template					
		Cloze sentences	Sentence fram	mes						
		Gestures	Pictures/Visu	als						
		Pictures/Visuals	Template							
		Template	Partner work							
		Partner work								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.4.6	Use for	rmal English when appro	oriate to task	Demonst	rate a command of form	al English	VU		Formal;
WIDA ELDS:	and sit	uation.		appropri	ate to task and situation	using a			content-based,
2				Word Wa	all, Template and Charts.				grade-level
Speaking									vocabulary
Listening							LFC		Varies by level
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate a	Demonstrate	a	Demonstrate a	Demonstra	te a	Dem	onstrate a
		command of formal command			command of formal	command	of formal	command of formal	
		English appropriate to			English appropriate to	English appropriate to		Engli	sh appropriate to
		task and situation by	task and situa	ation by	task and situation by	task and situation by		task	and situation by
		producing selected	producing se		producing key	producing	key		ucing precise
		high-frequency words	vocabulary in	•	vocabulary in a series	vocabulary			bulary in
		in phrase or	phrases and s	short	of simple, related	expanded s		mult	iple, complex
		memorized patterns.	sentences.		sentences.	with emerg complexity		sente	ences.
Learning Sup	ports	Word/Picture Wall	Word/Picture	e Wall	Word Wall	Charts			
		L1 support	L1 support		Template				
		Gestures	Pictures/Visu	ials	Charts				
		Pictures/Visuals	Template						
		Template	Charts						
		Charts							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.2.a WIDA ELDS: 2 Writing	Demor writing	istrate correct capitalizat	ion in	capitaliza	a writing piece using cor ation in writing through t es and Charts.		conten grade-l vocabu LFC Capital syntax punctu		Reference materials; content-based, grade-level vocabulary Capitalization, syntax and punctuation Varies by level
		ELP 1	ELP 2	2	ELP 3	FL	P 4		ELP 5
Language Obje	ObjectivesProduce a writing piece using precise vocabulary in multiple, complex sentences of varying lengths with correct and/or identify selected words that need capitalization.Produce a w piece using p vocabulary i multiple, complex sentences of lengths with correct and/or prod selected words that of selected vocabulary i		Produce a wr piece using p vocabulary in multiple, com sentences of lengths with capitalization and/or produ writing piece correct capita of selected vocabulary in and short ser	recise nplex varying correct in L1 uce a using alization	Produce a writing piece using key vocabulary in a series of with simple, related sentences using correct capitalization.	Produce a v piece using vocabulary expanded a complex se with correc capitalizati	; key in and some entences ct	piece voca mult sente lengt	uce a writing e using precise bulary in iple, complex ences of varying hs with correct alization.
Learning Sup	ports	Bilingual dictionary L1 support Charts Pictures/Photographs	Bilingual dict L1 support Charts Pictures/Pho	·	Bilingual dictionary Word Wall Charts	Bilingual di	ctionary		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	nic Language	
L.4.2.d WIDA ELDS: 2-5 Reading Writing		t references as needed w 4 words.	hen spelling	Consult r spelling o digital, p	VU LFC LC		Reference materials; content-based, grade-level vocabulary Definition genre Varies by level			
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Consult reference materials to check spelling of high- frequency grade 4 words.	Consult refer materials to o spelling of co grade 4 word	check mmon	Consult reference materials to check spelling of familiar grade 4 words.	Consult ref materials to spelling of l 4 words.	o check	mate spell	sult reference erials to check ling of content- ed, grade 4 words.	
Learning Sup	ports	Word/Picture Wall Picture dictionary Personal Dictionary L1 support	Word/Picture Picture dictio Personal Dict L1 support	nary	Word Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.3.a WIDA ELDS: 2-5 Reading Writing Speaking		e words and phrases to co ely when writing and spea		words ar	trate a command in the c nd phrases to convey idea iting and speaking using is.	as precisely	VU LFC		Words, phrases in English; content-based, grade-level vocabulary Synonyms with
							LC		intensity of meaning Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
	Language Objectives Demonstrate a command in the choice of selected words and phrases to convey ideas by producing single words in phrases or memorized patterns.		Demonstrate command in choice of sele words and ph convey ideas producing ph and short ser	the ected nrases to by rases	Demonstrate a command in the choice of key words and phrases to convey ideas by producing a series of simple, related sentences.	Demonstra command i choice of ke and phrase convey idea producing o processing and some o sentences.	n the ey words s to as by or expanded	comr choid word conv prod	onstrate a mand in the ce of precise ls and phrases to ey ideas by ucing multiple, plex sentences.
Learning Sup	ports	Thesaurus Dictionary Word/Picture Wall L1 support Cloze sentences Gestures Pictures/Visuals	Dictionary Dictionary Word/Picture L1 support Sentence fran Pictures/Visu	mes	Dictionary Word Wall Template	Dictionary			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Ac	ademi	c Language
L.4.3.b		e and/or identify punctua	ation for		and/or identify punctuat		VU		Punctuation:
WIDA ELDS:	effect.				ing written examples an				comma,
1-5				punctuat	tion rules Reference She	et.			exclamation,
Writing									dash; pause,
Speaking									break
Reading							LFC		Transitional
									words/phrases,
									coordinating
									conjunctions,
									main/subordinate
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Choose and/or			Choose and/or	Choose an	d/or	Choo	ose and/or identify
		identify punctuation	identify punctuation		identify punctuation	identify punctuation		punc	ctuation for effect
		for effect by inserting	for effect by inserting		for effect when using	for effect when using		when using or reading	
		commas, periods and	commas, per	iods and	or reading a series of	or reading	expanded	mult	iple, complex
		question marks into	question ma	rks into	simple, related	and some	complex	sent	ences.
		cloze sentences or	simple Sente	nce	sentences.	sentences.			
		phrases.	Frame or sho	ort					
			sentences.						
Learning Sup	ports	Cloze sentences	Sentence Fra	me	Adapted written	Reference	Sheet		
		Leveled written	Leveled writt	en	examples Template				
		examples	examples		Reference Sheet				
		Reference Sheet	Reference Sh	leet					
		Visuals	Visuals						
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
L.4.4.c	Consul	t reference materials (e.g	5.,	Read to d	determine the pronuncia	tion and	VU		Pronunciation,
WIDA ELDS:	diction	aries, glossaries, thesaur	uses), both	determir	ne or clarify the precise m	neaning of			meaning;
2	print a	nd digital, to find the pro	nunciation	unknowr	n and multiple-meaning v	vords and			content-based,
Writing	and de	termine or clarify the pre	cise	phrases l	based on grade 4 reading	and			grade-level
Speaking	meanir	ng of key words and phra	ses.	content (	using multiple resources.				vocabulary
							LFC		Varies with
									reading task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read to determine	Read to dete	rmine	Read to determine	Read to de	termine	Read	l to determine
		the pronunciation	the pronunci	ation	the pronunciation	the pronun	ciation	the pronunciation	
		and determine or	and determin	ne or	and determine or	and determine or		and	determine or
		clarify the meaning of	clarify the me	eaning of	clarify the meaning of	clarify the i	meaning of	clarify the precise	
		unknown and	unknown and	t	key, unknown and	key, unkno	wn and	mea	ning of unknown
		multiple-meaning	multiple-mea	aning	multiple-meaning multiple-m		eaning	and	multiple-meaning
		words and phrases in	words and pł	nrases in	words and phrases	words and	phrases	word	ls and phrases
		L1 and/or of selected	L1 and/or of	selected	based on excerpts	form texts	within the	base	d on grade 4
		words from excerpts	multiple-mea	aning	and adaptations of	grade-level	band.	read	ing and content.
		of grade-level texts or	words from e	excerpts	texts within the				
		leveled texts.	of grade-leve	l texts.	grade-level band.				
Learning Sup	ports	Reference Sheets	Reference Sh	eets	Reference Sheets	Reference	Sheets		
		Checklist of strategies	Checklist of s	•	Checklist of strategies				
		Word/picture Bank	Word/picture	e bank	Word bank				
		L1 support	L1 support						
		Visuals	Visuals						
		Native language text	Native langua	age text					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.4.6	Acquire	e and use accurately grad	le-	Acquire a	and apply grade-appropri	iate	VU		Academic,
WIDA ELDS:	approp	riate general academic a	nd domain-	general a	academic and domain-spe	ecific			general,
1-5	specific	c words and phrases, incl	uding those	words ar	nd phrases that are basic	to a			domain-specific
Reading	-	gnal precise actions, emo	-	•	r topic using Word Walls	, Personal	LFC		Embedded
Speaking		of being and those that a	re basic to a	Dictiona	ry and Pictures.				clauses
Writing	particu	lar topic.					LC		Varies by level
Listening									
		ELP 1	ELP 2		ELP 3	EL			ELP 5
Language Obje	ectives	Read and listen to	Read and list		Read and listen to	Read and li			and listen to
		acquire general,	acquire gene		acquire general,	acquire ger			ire grade-
		academic and	academic and	-	academic and key,	academic a			opriate general,
		domain-specific	domain-spec		domain-specific	domain-sp		academic and precis	
		words and phrases in	words and ph		words and phrases	words and	•	domain-specific	
		order to use in	order to use		from adapted texts to	from texts	-		ls and phrases in
		writing and speech in	writing and s	•	use in writing and	grade-level			r to produce
		L1 and/ or from	L1 and/ or fro		speech using simple,	order to pr			e terms in clear
		leveled texts in order	leveled texts		related sentences.	these term	•		coherent writing
		to produce these	to produce th			and speech	•		ech using
		terms in writing and	terms in writ	•		expanded a			iple, complex
		speech to complete	speech to co	•		complex se	intences.	sente	ences.
		cloze sentences or to	Sentence Fra						
		match with Pictures.	phrases and s	short					
			sentences.						
Learning Sup	ports	L1 text and/or	L1 text and/c	or	Word Wall				
		support	support		Personal Dictionary				
		Bilingual dictionary	Bilingual dict	•					
		Personal Dictionary	Personal Dict	lionary					
		Pictures	Pictures						
		Cloze sentences	Sentence Fra	me					

## **Essential Questions**

- How does the understanding of a text's structure help me better understand its meaning?
- How are sounds represented by letters?
- How di I figure out a word I do not know?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- Why conduct research?
- How do good writers express themselves?
- How do writers develop a well written product?
- 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?
- What is the media message?

## **Enduring Understandings**

- Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Words powerfully affect meaning.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- A writer selects a form based on audience and purpose.
- Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking.
- Effective listeners are able to interpret and evaluate increasingly complex messages.
- People experience the same media message differently.

## Learning Assessments

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