Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	Explain what a text explicitly states.	Explain literal information in informational texts and poems using pictures and working with a partner or small group.	VU	Explain
			LFC	Verb tense, verb agreement, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain answers to questions about what is explicitly stated in poetry and informational texts at the grades 3-4 text level band in L1 and /or answer questions about what is explicitly stated in non-fiction and fiction appropriately leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Explain answers to questions about what is explicitly stated in poetry and informational texts at the grades 3-4 text level band in L1 and/or explain answers to wh-questions about what is explicitly stated in non-fiction and fiction appropriately leveled texts by using short phrases to complete sentence frames.	Explain answers to questions about what is explicitly stated in adapted grade level poetry and informational texts by answering in simple, related sentences with key content based grade level vocabulary.	Explain answers to questions about what is explicitly stated in poetry and informational texts at the grades 3-4 text level band by producing complete sentences with some content based vocabulary.	Explain answers to questions about what is explicitly stated in grade level poetry and informational texts by producing detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Word Wall L1 support Pictures/Photographs Gestures Partner Work Manipulatives Choice questions	Word Wall L1 support Sentence Frames Manipulatives Partner Work Pictures/Photographs	Word Wall Templates Triads or Small Groups	Triads or Small Groups	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.1; RI.4.1 WIDA: 2 Reading Speaking	Draw inferences from a text referring to details and examples.		Draw inferences from details and examples from text using graphic organizers.		VU	Inferences, draw conclusions, details
					LFC	Verb tense, verb agreement
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 inferences from details and examples in grade 3-4 level texts in L1 and/or answer wh- questions about what is inferred in appropriately leveled texts by using short phrases to complete sentence frames.	Draw inferences from details and examples from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Draw inferences from details and examples in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Draw inferences from details and examples in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
Learning Supports		Graphic Organizers Word Bank Choice questions L1 support Partner Work	Graphic Organizers Word Bank Choice questions L1 support Partner Work	Graphic Organizers Word Bank	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.2 WIDA: 2 Reading Speaking	Identify the theme of the story, drama, or poem using details from the text.	Identify central message via details from poem using graphic organizers, shared group activities.	VU	Theme, poems and details
			LFC	Modal (would, could, might), compound tenses (would, have, been)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify central message of poem 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.	Identify central message of poem in grade 3-4 level texts in L1 and/or answer wh- questions about what is inferred in appropriately leveled texts by using short phrases to complete sentence frames.	Identify central message of poem from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Identify central message of poem in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Identify central message of poem in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Graphic Organizers Word Bank Triads or Small Groups Illustrations Diagrams/Drawings Gestures L1 support Choice questions	Graphic Organizers Triads or Small Groups	Graphic Organizers Word Bank Triads or Small Groups Illustrations Diagrams/Drawings L1 support Sentence Frames	Graphic Organizers Word Bank Triads or Small Groups	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.3 WIDA: 2 Reading Speaking	Describe in depth a character using direct quotations and evidence from literature.	Describe specific details of character(s) from literature using direct	VU	Quotations, evidence and depth
			LFC	Using quotations, direct speech
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 character in detail using direct quotations and evidence from grade level text in L1 and/or identify details of characters by listing model phrases or using short sentences.	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 character in detail using direct quotations and evidence from grade 3-4 text level band. Use complete sentences of emerging complexity with some content based vocabulary.	Describe a character in detail using direct quotations and evidence from grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports		Word Bank Dialog starters Illustrations Diagrams/Drawings Pictures/Photographs Gestures L1 support Partner Work Pictures/Photographs that illustrate character traits	Word Bank Dialog starters Illustrations Diagrams/Drawings Pictures/Photographs L1 support Partner Work	Character Web Word Bank Dialog starters		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.5 WIDA: 2 Reading Speaking Writing	Explain the major differences between poems, drama, and prose.		Compare and contrast the structural elements of poems and/or drama through written or oral discussion using venn diagrams and working in groups.		VU	Prose, poems, stanza, verse
					LFC	Sentence elements of poetry and drama
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 differences of grade level poems/drama/prose in L1 and/or compare and contrast elements of poems/drama by matching key vocabulary words and phrases to illustrations.	Compare and contrast elements of poems/drama from adapted texts by producing simple sentences using key content based vocabulary.	Compare and contrast differences of poems/drama/prose at the grade 3-4 text level band using complete sentences of emerging complexity with some content based vocabulary.	Compare and contrast differences of grade level poems/drama/prose using detailed sentences of varying lengths and complexity with content
Learning Supports		Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Word sort cards	Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Word and phrase sort cards	Venn diagrams Partner Work Word Wall Word Bank	Venn diagrams	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.5 WIDA: 2 Reading Speaking	Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	Analyze structural elements of poems in oral and reading text using multimedia and teacher guided class discussions.	VU	Verse, rhythm, meter
			LFC	Sentence elements of poetry
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 structural elements of grade level poems in L1 and/or identify structural elements of poems by producing short answers in response to simple questions.	Analyze structural elements of poems at the grade 3-4 text level band using simple sentences with key content based vocabulary.	Analyze structural elements of poems at the grade 3-4 text level band using complete sentences of emerging complexity with some content based vocabulary.	Analyze structural elements of grade level poems using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Native Language Discussion Partner Work Word Wall L1 support	Native Language Discussion Partner Work Word Wall Sentence Frames L1 support	Native Language Discussion Partner Work Word Wall	Native Language Discussion Partner Work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.5 WIDA: 2 Reading Speaking	Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	Analyze structural elements of selected drama using role play, dialogue, discussions and/or speeches.	VU	Stage directions, drama, voice and mood, narrator
			LFC	Comparatives, superlatives, specific to text
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 structural elements of a drama in L1 and/or identify structural elements by describing/acting out in one word or short phrase actions or stage directions.	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 structural elements of a drama using completed sentences of emerging complexity with some content based vocabulary when role playing parts of a drama selection.	Analyze structural elements of a drama using detailed sentences of varying lengths and complexity with content based vocabulary when role playing parts of
Learning Supports	Role play Total Physical Response Pictures/Photographs L1 support Web	Role play Total Physical Response Act out dialog in pairs (Partner Work) Word Bank L1 support Pictures/Photographs	Role play Total Physical Response Write dialog in pairs (Partner Work)	Role play	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.4.6 WIDA: 2 Reading Speaking	Compare and contrast the points of view of a first person narrative versus a third person narrative		Explain differences and similarities of first person versus third person narrations using Venn diagrams and excerpts of texts.	VU	Narrative, point of view, first person, third person
				LFC	Comparatives, superlatives
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 and similarities of first person versus third person narrations in L1 and identify differences and similarities by sorting short phrases and/or completing sentence frames.	Explain the differences and similarities of first person versus third person narrations using simple sentences with key content based vocabulary.	Explain the differences and similarities of first person versus third person narrations using complete sentences of emerging complexity with some content based vocabulary.	Explain the differences and similarities of first person versus third person narrations using detailed sentences of varying lengths and complexity
Learning Supports		Venn diagrams (completed) Partner Work Word Wall L1 support Illustrations/Diagrams/Drawings	Venn diagrams Partner Work Word Wall L1 support Sentence Frames Phrase cards	Venn diagrams Partner Work Word Wall	Venn diagrams	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.2 WIDA: 2 -5 Reading Speaking	Determine the main idea of grade level text.	Identify the main idea of grade level text using a story map.	VU	Theme, main idea
			LFC	Subject-verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea of grade-level informational text in L1 and/or identify the main idea by answering with short answers.	Identify the main idea of grade-level informational text in L1 and/or identify the main idea by answering wh-questions with short answers.	Identify the main idea of adapted grade level informational texts using simple sentences with key content based vocabulary.	Identify the main idea of informational texts at grade 3-4 text level band using complete sentences of emerging complexity with some content based vocabulary.	Identify the main idea of grade-level informational text using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Story Map Word Wall L1 support Partner Work Illustrations Diagrams/Drawings Gestures	Story Map Word Wall L1 support Sentence Frames Partner Work	Story Map Word Wall	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.2 WIDA: 2-5 Reading Speaking	Explain how key details from the text support the main idea.	Explain how details support the main idea of informational texts using graphic organizers.	VU	Details, text, main idea
			LFC	Subject-verb agreement adverbs; specific to text
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 details support the main idea of grade level informational texts in L1 and /or identify how details support the main idea by answering wh-questions in short phrases or completing sentence frames.	Explain how details support the main idea of adapted grade level informational texts using simple sentences with key content based vocabulary.	Explain how details support the main idea of informational texts at the grade 3-4 text level band, using complete sentences of emerging complexity with some content based vocabulary.	Explain how details support the main idea of grade level informational texts using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Graphic Organizers Partner Work Word Wall L1 support Bold Faced/Highlighted Words Cloze sentence Illustrations/Diagrams/Drawings Key words	Graphic Organizers Partner Work Word Wall L1 support Bold Faced/Highlighted Words Sentence Frames Key phrases	Graphic Organizers Partner Work Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RF.4.3.a WIDA: 2 Reading Speaking	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.		Apply phonics and syllabication rules to decode multisyllabic words using word pattern charts and syllabication rules poster.	VU	Phonemic awareness
				LFC	Syllabication rules
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply phonics and syllabication rules to decode high frequency multisyllabic words in context with pictures that demonstrate mastery of appropriately leveled texts.	Apply phonics and syllabication rules to decode common multisyllabic words in context that demonstrate mastery of appropriately leveled texts.	Apply phonics and syllabication rules to decode multisyllabic words in context that demonstrate mastery of adapted texts at the grade 3-4 text level band.	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate mastery of reading and writing at the grade 3-4 text level band.	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/Diagrams/Drawings Total Physical Response Partner Work L1 support	Adapted Text Guided practice Word pattern charts	Adapted Text Word pattern charts	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.a WIDA: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade level text with a purpose and comprehension using prior knowledge and graphic organizers.		VU	Purpose, comprehension
					LFC	Sentence structure at ELP level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and identify key words associated with pictures, answer yes/no or either/or questions with single word answers.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension using short phrases with sentence frames and answering wh-questions in phrases and short sentences.	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 at the grade 3-4 text level band and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
Learning Supports	Graphic Organizers Word Wall L1 support Partner Work Pictures/Photographs	Graphic Organizers Word Wall L1 support Partner Work	Graphic Organizers Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.4.b WIDA: 2 Reading Speaking	Read prose and poetry with fluency and expression	Read prose and poetry texts with fluency and appropriate expression using a partner and technology.	VU	Fluency, expression
			LFC	Sentence structure and specific vocabulary, rhythm
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read prose and poetry orally in L1 and/or single words from an appropriately leveled text or repeat rhyming fluency and expression.	Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text in English with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted or appropriate leveled texts.	Read prose and poetry orally with fluency and accuracy in grades 3-4 grade level text band.	Read grade level prose and poetry orally with fluency, accuracy and
Learning Supports		Partner Work Triads or Small Groups L1 support Teacher modeling Highlighted letter patterns Songs/Chants Choral Reading Illustrations Diagrams/Drawings	Partner Work Triads or Small Groups L1 support Teacher modeling Highlighted letter patterns Songs/Chants Choral Reading	Partner Work Triads or Small Groups	Recording devices (Technology)	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.c WIDA: 2 Reading Speaking	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.		Use context to self-correct when necessary using a checklist.		VU	Content clues, self-correct
					LFC	Sentence structure with context clues, cognates, synonym
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in a grades 3-4 text band level by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.
Learning Supports		Bilingual Dictionary L1 support Word Wall Teacher model Checklist	Bilingual Dictionary L1 support Word Wall Checklist	Bilingual Dictionary Word Wall Paraphrasing Checklist	Bilingual Dictionary Paraphrasing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.1.a WIDA: 2 Writing	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).	Write an opening statement to express a personal opinion connected to the author's purpose through the use of graphic organizers (e.g. Venn diagrams and story webs).	VU	Vocabulary, opinion, author's purpose, opening statement, point of view
			LFC	Introductory statements expressing opinions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an opening statement to express a personal opinion connected to the author's purpose in L1 and/or choose an opening statement and complete cloze sentences with key single words.	Write an opening statement to express a personal opinion connected to the author's purpose in L1 and/or write an opening statement to express a personal opinion by completing sentence frames with short phrases or choosing an opening statement.	Write an opening statement to express a personal opinion connected to the author's purpose using simple sentences with key content based grade level vocabulary and language associated with opinion (i.e. "I believe that…").	Write an opening statement to express a personal opinion connected to the author's purpose using complete sentences of emerging complexity with some content based grade level vocabulary.	Write an opening statement to express a personal opinion connected to the author's purpose using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Graphic Organizers Partner Work Word Wall L1 support Cloze sentences	Graphic Organizers Partner Work Word Wall L1 support Sentence Frames	Graphic Organizers Partner Work Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.1.b WIDA: 2 Writing	State reasons that support the thesis statement (reference text when appropriate).		State reasons that support the thesis statement by creating lists and using outlines.		VU	Thesis, opinion, support
					LFC	Statements that express reasons
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	State reasons that support the thesis statement and express their opinions in L1 and/or by identifying words or phrases that support a thesis statement.	State reasons that support the thesis statement and express their opinions in L1 and/or by identifying short phrases with key content based vocabulary.	State reasons that support the thesis statement and express their opinions using simple sentences with key content based grade level vocabulary.	State reasons that support the thesis statement and express their opinions using complete sentences of emerging complexity with some content based grade level vocabulary.	State reasons that support the thesis statement and express their opinions using complex declarative sentences with content based grade level vocabulary.
Learning Supports	Outlines Triads or Small Groups Word Wall L1 support Cloze sentences List of phrases	Outlines Triads or Small Groups Word Wall L1 support Sentence Frames List of phrases	Outlines Triads or Small Groups Word Wall	Teacher model	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.3.a WIDA: 2 Writing	Develop a narrative including an introduction of a narrator and/or characters.		Develop a beginning to a narrative by introducing narrator and/or characters using template, story chart, character analysis chart, and word bank.		VU	Narrative/narrator, introduction
					LFC	Examples of introductions
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story using phrases or short sentences with key content based vocabulary words.	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 beginning of a narrative story to introduce narrator or character using complete sentences of emerging complexity with some content based grade level vocabulary.	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 Supports	Story Elements Worksheet Triads or Small Groups Partner Work Word Bank L1 support	Story Elements Worksheet Triads or Small Groups Partner Work Word Bank L1 support Sentence Frames	Story Elements Worksheet Triads or Small Groups Word Bank	Story Elements Worksheet	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.3.b,e WIDA: 2 Writing	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using story maps, comic strips and timelines .	VU	Quotation marks, sequence
			LFC	Prepositional phrases, adverbs of time, relative clauses, dialogue tags
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end in L1 and/or create a sequence of events and descriptions of characters by using one word/ short phrases.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end in L1 and/or create a sequence of events and descriptions of characters by formulating short phrases and simple sentences.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using simple sentences with key content based grade level vocabulary.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using complete sentences of emerging complexity with some content based grade level vocabulary.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports		Story Map Timelines Word Banks L1 support Labeled drawings Student generated	Story Map Timelines Prepared comic (Cartoons) strips Student generated dialogs	Model narrative Shared writing Story Map Pictures/Photographs Timelines Word Banks	Model narrative Shared writing Story Map Word Banks L1 support Timelines	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.4 WIDA: 2 Writing	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.	Write to demonstrate clear and coherent writing that will convey ideas to audience with organization suitable to task, purpose and audience using a model, an outline and a word bank.	VU	Task, purpose, audience, narrative, coherent
			LFC	Sentence level grammar and syntax, vivid verbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 coherent narrative that addresses task, purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	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.	Write a coherent narrative that addresses task, purpose and audience in complete sentences with some content based grade level vocabulary	Write a coherent narrative that addresses task, purpose and audience in detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Word Wall Word Bank Completed Outlines Pictures/Photographs/	Word Bank Outlines (parts completed) Pictures/Photographs Sentence Frames	Outlines Word Wall Word Bank	Outlines	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.5 WIDA: 2 Writing	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.		Write a clear and coherent composition applying the steps of the writing process (planning, revising, and editing) to develop and strengthen writing skills using a graphic organizer and guidance from a teacher or peer.		VU	Peer editing, writing process, drafts, revising
					LFC	Sentence structure, verb forms, subject-verb agreement
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 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 short phrases with key content based vocabulary in sentence frames.	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 clear and coherent composition applying the steps of the writing process with complete sentences of emerging complexity and some content based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning Supports		Partner Work Template Word Wall Pictures/Photographs L1 support Cloze sentences	Partner Work Template Word Wall Pictures/Photographs L1 support Sentence Frames	Partner Work Template Word Wall	Partner Work	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.10 WIDA: 2-5 Writing	Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences.		Complete short narrative writing tasks routinely over short and extended time frames (research, plan, write, reflect and revise) for a range of discipline-specific tasks, purposes and audiences using model responses and word banks.		VU	Narrative, reflection
					LFC	Capitalization, punctuation, noun-verb agreement
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete short narrative writing over different time frames with words and short phrases.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete short narrative writing routinely over different time frames with phrases and simple sentences.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using simple, related sentences with key content based grade level vocabulary.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using complete sentences of emerging complexity and some content based grade level vocabulary.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using detailed sentences of varying lengths and complexity and content based grade level vocabulary.
	Learning Supports	Word Bank Partner Work Illustrations/Diagrams/Drawings Pictures/Photographs L1 support	Word Bank Partner Work Illustrations/Diagrams/Drawings L1 support Sentence Frames	Word Bank Partner Work		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.1.a WIDA: 2-5 Speaking Listening	Create questions and talking points to facilitate discussions after reading required material.		Formulate questions and talking points to engage in-class discussion through oral interviews and/or role play activity.		VU	Specific to text
					LFC	Grammar, syntax in academic conversations
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Formulate questions and talking points on specific topic using grade level text in L1 and/or formulate "who and where" questions and talking points.	Formulate questions and talking points on specific topic using grade level text in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play.	Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary.	Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content based grade level vocabulary.	Formulate questions and talking points on specific topic using grade level text using detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning Supports	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Prompts Partner Work L1 support Manipulatives Role Play Total Physical Response	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Prompts Partner Work L1 support Manipulatives Role Play Total Physical Response	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Role Play Total Physical Response	Graphic Organizers Key vocabulary Video Clips/Films Role Play Total Physical Response	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.1.b WIDA: 1-5 Listening Speaking	Identify various roles and follow agreed-upon rules in small and whole group discussions.		Identify and develop various roles and follow agreed-upon rules to engage in class discussion through role plays and whole group discussions.		VU	Teacher created roles
					LFC	Grammar, syntax in academic conversations
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other student read aloud dialogues to identify various roles and respond with short phrase responses.	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.	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of emerging complexity with some content based grade level vocabulary.	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning Supports		Role play Manipulatives L1 support Pictures/Photographs Choice Questions Devices to listen to read	Role play Manipulatives L1 support Technology Illustrations Diagrams/Drawings	Use of simple scripts Role play Manipulatives	Role play	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.2. WIDA: 2 Speaking Listening	Paraphrase portions of a text read aloud or from information presented in diverse media		Paraphrase presented oral information through the use of visuals, technology (recordings and other media) and text.		VU	Paraphrase
					LFC	Academic conversations
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Paraphrase information presented in diverse media in L1 and/or list key words that relate to information read aloud.	Paraphrase information presented in diverse media in L1 and/or match information presented to key phrases.	Paraphrase information presented in diverse media using simple sentences with key content based grade level vocabulary.	Paraphrase information presented in diverse media using complete sentences emerging complexity with some content based grade level vocabulary.	Paraphrase information presented in diverse media using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Triads or Small Groups Word Wall Template L1 support Word cards	Triads or Small Groups Word Wall Template L1 support Phrase cards	Triads or Small Groups Word Wall Template		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.1.f WIDA: 2 Writing	Construct complete sentences.	Construct complete sentences through the use of sentence strips, list of parts of speech, and word cards.	VU	Parts of speech
			LFC	Grammar, syntax and punctuation in complete sentence
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Construct complete, complex sentences using proper syntax, grammar, and punctuation in L1 and/or complete simple sentences with single words.	Construct complete, complex sentences using proper syntax, grammar, and punctuation in L1 and/or complete simple sentences with short phrases or choose examples of complete sentences.	Construct complete, simple sentences using proper syntax, grammar, and punctuation.	Construct complete compound sentences using proper syntax, grammar, and punctuation as presented in text and/or writer's notebook at grade 3-4 text level band.	Construct complete, complex sentences using proper syntax, grammar, and punctuation as presented in text and/or writer's notebook at grade level.
Learning Supports	Triads or Small Groups L1 support	Triads or Small Groups L1 support	Triads or Small Groups Sentence strips Word/picture cards Cloze activity	Sentence strips	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.1.f WIDA: 2 Writing	Recognize and correct inappropriate sentence fragments and run-ons.		Identify and edit sentence fragments and run-ons using sentence strips and writing reference chart.		VU	Edit, fragments, run-ons
					LFC	Grammar, syntax and punctuation
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and edit sentence fragments and run-ons in L1 and/or choose fragments using appropriately leveled text with simple sentences.	Identify and edit sentence fragments and run-ons in L1 and/or identify fragments and run-ons using appropriately leveled text with simple sentences.	Identify and edit sentence fragments and run-ons using adapted text with simple sentences.	Identify and edit sentence fragments and run-ons using grade 3-4 text.	Identify and edit sentence fragments and run-ons using grade level text.
Learning Supports	Word Wall L1 support	Word Wall L1 support	Sentence strips Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.4.2.a,b,d WIDA: 2 Writing	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.		Produce a writing piece using proper mechanics in spelling and grammar through the use of references (dictionaries, writers' journals).	VU	Reference materials
				LFC	Grammar, syntax and punctuation
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 writing piece using detailed sentences of varying lengths and complexity with proper mechanics in spelling and grammar in L1 and/or produce a writing piece using proper mechanics in spelling and grammar of short phrases.	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 writing piece with complete sentences with emerging complexity using proper mechanics in spelling and grammar in response to grade3-4 level text using writing resources and references.	Produce a writing piece using detailed sentences of varying lengths and complexity with proper mechanics in spelling and grammar in response to grade level text using writing resources and references.
Learning Supports		Bilingual Dictionary Glossary L1 support Writer's journal Pictures/Photographs	Bilingual Dictionary Glossary L1 support Writer's journal Pictures/Photographs	Bilingual Dictionary Glossary Word Wall Writer's journal	Bilingual Dictionary Glossary	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.4.5.c WIDA: 2 Reading Writing	Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.		Identify antonyms and synonyms through the use of reference materials such as thesaurus, dictionaries, pictures and word walls.	VU	Synonyms and antonyms
				LFC	Grammar, syntax and punctuation
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify high frequency antonyms and synonyms.	Identify common antonyms and synonyms by sorting words.	Identify antonyms and synonyms from grade 3-4 level text.	Identify and use antonyms and synonyms from grade 3-4 level text.	Identify and correctly use of antonyms and synonyms from grade level text.
Learning Supports	Bilingual Dictionary Glossary Word Wall Match game L1 support Pictures/Photographs Manipulatives	Bilingual Dictionary Glossary Word Wall Match game L1 support Pictures/Photographs Manipulatives	Bilingual Dictionary Glossary Word Wall	Bilingual Dictionary Glossary	Bilingual Dictionary Glossary

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.1; RI.4.1 WIDA ELDS: 2 -5 Reading Speaking	Refer to details and examples in a text when explaining what the text says explicitly.		Explain literal information in texts using pictures and working with a partner or small group.		VU	Explicitly
					LFC	Referential phrases
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 answers to questions about what is explicitly stated in grade-level texts in L1 and/or explain answers to wh-questions about what is explicitly stated by using short phrases with formulaic grammatical structures.	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 answers to questions about what is explicitly stated in texts at grades 3-4 complexity level using content-based vocabulary in complex sentences with varying grammatical structures.	Explain answers to questions about what is explicitly stated in grade level texts by producing multiple, complex sentences of varying grammatical structures with precise, content-based vocabulary.
Learning Supports	Word/picture wall L1 support Pictures/Photographs Gestures Partner Work Manipulatives Choice questions	Word/picture wall L1 support Sentence Frames Manipulatives Partner Work Pictures/Photographs	Word Wall Triads or Small Groups	Triads or Small Groups	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.1; RI.4.1 WIDA ELDS: 2-5 Reading Speaking	Refer to details and examples in a text when drawing inferences from the text.	Cite details and examples from text when making inferences by marking the text and using think-alouds.	VU	Inferences
			LFC	Reported speech
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Cite details and examples from text when making inferences using L1 and/or using pictures, gestures or high-frequency, content-related single words in phrases with formulaic patterns that represent key ideas.	Cite details and examples from text when making inferences using L1 and/or using pictures or general, content-based vocabulary in phrases with formulaic patterns that represent key ideas.	Cite details and examples from text when making inferences using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Cite details and examples from text when making inferences using content-based vocabulary in complex sentences with a variety of grammatical structures.	Cite details and examples from text when making inferences using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Think-alouds Marking the text Word/picture bank Choice questions L1 support Partner Work	Think-alouds Marking the text Word/picture bank Sentence frames L1 support Partner Work	Think-alouds Marking the text Word Bank	Think-alouds	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.4.2 WIDA ELDS:	Determine the theme of a story, drama, or poem from details in the text.		Identify theme via details from story using graphic organizers and teacher modeling.	VU	Theme
				LFC	Subject-verb agreement
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 theme in grade-level texts in L1 and/or answer wh-questions about the theme in leveled texts by using short phrases with formulaic patterns that represent the key theme.	Identify theme of story from adapted texts by answering in simple sentences with repetitive, grammatical structures and key content-based vocabulary.	Identify theme of story in texts within grades 3-4 complexity level by producing complex sentences with varying grammatical structures and content based vocabulary.	Identify theme of story in grade level texts by producing multiple, complex sentences of varying grammatical structures with precise, content-based vocabulary.
Learning Supports	Teacher modeling Graphic organizers Word/picture bank Illustrations/Drawings Gestures L1 support Choice questions	Teacher modeling Graphic organizers Word/picture bank Illustrations/Diagrams Drawings L1 support Sentence Frames	Teacher modeling Graphic Organizers Word Bank	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.2 WIDA ELDS: 2 Reading Speaking	Summarize the text of a story, drama, or poem using details from the text.		Summarize the text of a story using a story map and word wall.		VU	Summarize
					LFC	Transitional phrases
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize the text of a story using L1 and/or pictures, gestures or high-frequency, content-related single words or answering yes/no or either/or questions.	Summarize the text of a story using L1 and/or pictures or answer wh- questions with general, content-based vocabulary in phrases and formulaic grammatical structures.	Summarize the adapted text of a story using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Summarize the text of a story within grades 3-4 complexity level using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Summarize the text of a grade-level story using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Story map Word/picture wall L1 support Choice questions	Story map Word/picture wall L1 support Sentence frames	Story map Word wall	Story map	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.4.2 WIDA ELDS: 2-5 Reading Speaking	Determine the main idea of a text.		Identify main idea from story using graphic organizers and teacher modeling.	VU	Main idea
				LFC	Subject-verb agreement
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 idea in grade-level texts in L1 and/or answer wh-questions about the main idea in leveled texts by using short phrases with formulaic patterns that represent the key theme.	Identify the main idea of story from adapted texts by answering in simple sentences with repetitive, grammatical structures and key content-based vocabulary.	Identify main idea of story in texts within grades 3-4 complexity level by producing complex sentences with varying grammatical structures and content based vocabulary.	Identify main idea of story in grade level texts by producing multiple, complex sentences of varying grammatical structures with precise, content-based vocabulary.
Learning Supports	Teacher modeling Graphic organizers Word/picture bank Illustrations/Drawings Gestures L1 support Choice questions	Teacher modeling Graphic organizers Word/picture bank Illustrations/Diagrams Drawings L1 support Sentence Frames	Teacher modeling Graphic Organizers Word Bank	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.4.2 WIDA ELDS: 2 – 5 Reading Speaking	Explain how the main idea is supported by key details in the text.		Explain how the main idea is supported by key details in an informational text using graphic organizer, word wall and peer support.		VU	Support, details
					LFC	Embedded clauses
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 choice questions.	Explain how the main idea is supported by key details in the grade-level informational text using L1 and/or using pictures, and general, content-based vocabulary in phrases with formulaic grammatical structures.	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 the main idea is supported by key details in the informational text within grades 3-4 complexity level using content-based vocabulary in complex sentences with a variety of grammatical structures.	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 structures.
Learning Supports	Graphic organizer Word/picture wall Partner L1 support Choice questions Pictures	Graphic organizer Word/picture wall Partner L1 support Sentence frames Pictures	Graphic organizer Word Wall Partner	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.4.2 WIDA ELDS: 2-5 Reading Speaking	Summarize an informational text, referring to the main idea and key details.		Summarize an informational text, referring to the main idea and key details using a graphic organizer and word wall.		VU	Summarize
					LFC	Transitional phrases
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 an informational text using L1 and/or pictures or answer wh- questions with general, content-based vocabulary in phrases and formulaic grammatical structures.	Summarize an adapted informational text using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Summarize an informational text within grades 3-4 complexity level using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Summarize a grade-level informational text using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Story map Word/picture wall Template (completed) L1 support Choice questions	Story map Word/picture wall Template (completed) L1 support Sentence frames	Story map Word wall Template	Story map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.4.3 WIDA ELDS: 2, 5 Reading Speaking	Explain events in historical text including what happened and why, based on specific information in the text.		Explain specific events from historical text with the aid of Cornell notes.		VU	Quotations, evidence and depth
					LFC	Modals
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 specific events in L1 and/or using leveled text, such as what happened and why by listing model phrases/short sentences.	Explain specific events from adapted texts such as what happened and why by writing a simple sentences for the specific event.	Explain specific events from text within grades 3-4 complexity level such as what happened and why by writing an informative paragraph with expanded and complex sentences.	Explain specific events from grade-level text such as what happened and why by writing an informative clear and coherent paragraph with multiple, complex sentences.
Learning Supports	Timeline Word/picture bank Visuals L1 support	Timeline Word/picture bank Visuals L1 support	Timeline Word bank	Timeline	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.4.4 WIDA ELDS: 2-5 Reading Speaking	Determine meaning of general academic words or phrases in a text relevant to a grade 4 topics or subject area.		Define words and phrases in informational texts through use of pictures, synonyms, translation dictionaries and/or context clues.		VU	Academic word list
					LFC	Nouns, comparative adjectives
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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.	Define academic words and phrases in L1 and/or define general, content-based words in English from leveled texts using phrases and pictures.	Define key, academic words and phrases in adapted, informational text using simple sentences.	Define academic words and phrases in informational texts within grades 3-4 complexity level using expanded sentences.	Define precise, academic words and phrases in informational, grade-level text using complex sentences.
Learning Supports		Bilingual Dictionary Glossary Picture Dictionary Personal dictionary L1 support Pictures Gestures	Bilingual Dictionary Glossary Picture Dictionary Personal dictionary L1 support Pictures	Dictionary Glossary Bold Faced/highlighted words	Dictionary Glossary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.4 WIDA ELDS: 2-5 Reading Speaking	Determine meaning of domain-specific words or phrases in a text relevant to a grade 4 topics or subject area.	Define words and phrases of domain specific words in informational texts through use of pictures, synonyms, translation dictionaries and/or context clues.	VU	Content-based words
			LFC	Word analysis; asking for clarification, asking questions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Define content-based words and phrases in L1 and/or define high-frequency, content-based words in English from leveled texts using single words, gestures and pictures.	Define content-based words and phrases in L1 and/or define general, content-based words in English from leveled texts using phrases and pictures.	Define key, content-based words and phrases in adapted, informational text using simple sentences.	Define content-based words and phrases in informational texts within grades 3-4 complexity level using expanded sentences.	Define precise, content-based words and phrases in informational, grade-level text using complex sentences.
Learning Supports	Bilingual Dictionary Glossary Picture Dictionary L1 support Pictures Gestures	Bilingual Dictionary Glossary Picture Dictionary L1 support Pictures	Dictionary Glossary Bold Faced/highlighted words	Dictionary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.6 WIDA ELDS: 2-5 Reading Speaking	Compare and contrast a firsthand and a secondhand account of the same event or topic.	Explain differences and similarities between primary and secondary sources of the same event or topic using graphic organizers (ie. Venn diagram s) and phrase citations.	VU	Point of view, firsthand account, secondhand account
			LFC	Comparatives, superlatives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain differences and similarities between primary and secondary sources in L1 and/or restate similarities and differences using high-frequency, content-related single words or answer yes/no questions and/or use pictures and gestures.	Explain differences and similarities between primary and secondary sources in L1 and/or answer wh-questions about the similarities and differences using general, content-based vocabulary in phrases with formulaic structures and with pictures.	Explain the differences and similarities between primary and secondary sources using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Explain the differences and similarities between primary and secondary sources using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Explain the differences and similarities between primary and secondary sources using precise, content-based vocabulary in complex sentences with a variety of grammatical structures.
Learning Supports	Venn diagram Leveled text L1 support Word/picture bank Partner Work Pictures/Photographs Gestures Choice questions	Venn diagram Leveled text L1 support Word/picture bank Partner Work Pictures Sentence frames	Venn diagram Adapted text Partner Work Sentence Starters	Venn diagram	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.4.6 WIDA ELDS: 2-5 Reading Speaking	Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic.		Describe differences in focus and information provided in a firsthand account and a secondhand account of the same event or topic using a Venn diagram and word/phrase bank.	VU	Point of view, primary source
				LFC	Comparatives, superlatives
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe the differences in focus and information in L1 and/or state the differences by answering yes/no or either/or questions with high-frequency, content-related single words, pictures or gestures.	Describe the differences in focus and information in L1 and/or identify the differences by answering wh-questions with general, content-based vocabulary in phrases with formulaic structures and pictures.	Describe the differences in focus and information using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Describe the differences in focus and information using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe the differences in focus and information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Leveled text Venn Diagram Word/picture bank L1 support Pictures Choice questions	Leveled text Venn Diagram Word/picture bank L1 support Pictures Sentence frames	Adapted text Venn Diagram Sentence starters Word/phrase bank	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.3a WIDA ELDS: 2 Reading Speaking	Use combined knowledge of all letter-sound correspondences to read accurately multisyllabic words in and out of context.	Apply phonics to decode multisyllabic words using sound/symbol and syllabication charts and pictures.	VU	Syllables, sound/symbol
			LFC	Syllabication rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply phonics skills to decode high-frequency, multisyllabic (separated by syllable), familiar words from leveled texts in English.	Apply phonics skills to decode multisyllabic, content-based, familiar words from leveled texts in English.	Apply phonics skills to decode, key, multisyllabic, content-based words from an adapted text.	Apply phonics skills to decode multisyllabic, content-based words from texts within grades 3-4 complexity level.	Apply phonics skills to decode multisyllabic, content-based words from grade level texts.
Learning Supports	Word/picture wall L1 support Teacher support	Word/picture wall L1 support Teacher support	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.3.a WIDA ELDS: 2 Reading Writing	Use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Decode unknown, multisyllabic words using word analysis skills by using word pattern flip charts, affix chart and word walls.	VU	Syllables, roots, prefix, suffix, affixes
			LFC	Subject-verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode multisyllabic words (matched to pictures) in leveled texts by recognizing common root words and affixes.	Decode general, content-based, multisyllabic words(matched to pictures) in leveled text by recognizing common root words and affixes.	Decode unknown, key, content-based, multisyllabic words in adapted text by recognizing roots and affixes.	Decode unknown, multisyllabic, content-based words in texts within grades 3-4 complexity level by recognizing roots and affixes.	Decode unknown, multisyllabic, content-based words in grade-level text by recognizing roots and affixes.
Learning Supports	Word/picture wall L1 support Pictures	Word/picture wall L1 support	Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade level text with a purpose and comprehension using schema and graphic organizers.		VU	Purpose, comprehension
					LFC	Sentence structure at ELP level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose and identify key words associated with pictures, answer yes/no or either/or questions with single word answers.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and state the purpose and demonstrate comprehension using short phrases with sentence frames and answer wh- questions in phrases and short sentences or with pictures.	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.	Read texts at the grades 3-4 text level band and orally explain the purpose and demonstrate comprehension using expanded sentences with varying structures and content-based vocabulary.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using complex sentences of varying structures and precise, content-based vocabulary.
Learning Supports	Graphic organizer Word/picture wall L1 support Teacher support Pictures/illustrations	Graphic organizer Word/picture wall L1 support Teacher support	Graphic organizer Teacher support Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.b WIDA ELDS: 2 Reading Speaking	Read grade–level prose and poetry orally with accuracy, rate, and expression.		Read prose and poetry texts with fluency and appropriate expression using a partner and recording devices.		VU	Prose, poetry, fluency
					LFC	Sentence structure and rhythm
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read prose and poetry orally in L1 and/or single words from a leveled text or repeat rhyming words with accuracy, fluency and expression.	Read prose and poetry orally in L1 and/or phrases from a leveled text in English with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within grades 3-4 complexity level text band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports		Partner Recording devices L1 support Teacher modeling Highlighted letter patterns Chants/Choral readings Pictures/illustrations	Partner Recording devices L1 support Teacher modeling Highlighted letter patterns Chants/Choral readings	Partner Recording devices Teacher modeling	Recording devices	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.c WIDA ELDS: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Use context to self-correct when necessary using a checklist.		VU	Context, self-correct
					LFC	Sentence structure with context clues, cognates, synonym
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from a leveled text by using sentence-level context clues, cognates and schemata.	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.	Use context to confirm the meaning of unknown content-based words in a text within grades 3-4 complexity level by using sentence and paragraph level, context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade-level text by using sentence and paragraph level, context clues, cognates and schemata.
Learning Supports	Bilingual and picture dictionary L1 support Word/picture wall Teacher model Checklist	Bilingual and picture dictionary L1 support Word/picture wall Checklist	Bilingual dictionary Word wall Rephrasing Checklist	Dictionary Rephrasing Checklist	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.2.a WIDA ELDS: 2-5 Writing	When writing, introduce a topic clearly and group related information in paragraphs and sections.		Write to produce a coherent written topic sentence to explain a topic clearly using word bank, teacher modeling and L1 support.		VU	Topic sentence
					LFC	Verb forms
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 clear and coherent topic sentences in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Produce multiple, related topic sentences using key content-based vocabulary in simple sentences with repetitive structures.	Produce organized topic sentences using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Produce clear and coherent topic sentences using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports		L1 support Graphic Organizers Teacher modeling Word/picture bank Pictures	L1 support Graphic Organizers Teacher modeling Word/picture bank Sentence frames	Graphic Organizers Teacher modeling Word bank	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.4.2.a WIDA ELDS: 1-5 Writing	When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		When composing text, include formatting, graphics, and multimedia to enhance comprehension using a word wall and L1 support.	VU	Format, multimedia, charts, tables
				LFC	Headings, captions, quotations
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 composing text include multiple, complex sentences with a variety of grammatical structures in L1 and/or compose phrases and short sentences with formulaic sentence patterns; include features to enhance comprehension.	When composing text include simple sentences with repetitive structures that represent related ideas, formatting, multimedia and illustrations to enhance comprehension.	When composing text include expanded and some complex sentences, formatting, multimedia and illustrations to enhance comprehension.	When composing text include complex sentences, formatting, multimedia and illustrations to enhance comprehension.
Learning Supports	Technological resources L1 support Visualizations Word/picture wall Pictures/diagrams Cartoons	Technological resources L1 support Word/picture wall Sentence Frames Pictures/diagrams Cartoons	Technological resources Word wall Pictures/diagrams Illustrations Diagrams/drawings	Technological resources Illustrations Diagrams/drawings	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.2.b WIDA ELDS: 2-5 Writing	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.		Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations, or examples by using graphic organizers and shared writing.		VU	Topic, facts, concrete details
					LFC	Quotations, citations
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Develop and organize writing topic with relevant facts, details, or examples in L1 and/or in pictures, drawings or high-frequency, content-related single words or phrases that represent key ideas.	Develop and organize writing topic with relevant facts, details, or examples in L1 and/or in phrases and short sentences that represent key ideas using formulaic sentence patterns.	Develop and organize the topic for writing with facts, details and examples using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Develop and organize the topic for writing with facts, details and examples using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Develop and organize the topic for writing with facts, details and examples using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Graphic organizer Shared writing Word wall L1 support Illustrations Drawings	Graphic organizer Shared writing Word wall L1 support Sentence Frames	Graphic organizer Shared writing Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.e WIDA ELDS: 2-5 Writing	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	Write a conclusion statement that follows from the information or explanation presented using a graphic organizer, shared writing and L1 support.	VU	Conclusion, explanation
			LFC	Transitional phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion statement that follows from the information presented in L1 and/or in pictures, drawings or high-frequency, content-related single words that represent key ideas.	Write a conclusion statement that follows from the information presented in L1 and/or in phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Write a conclusion statement that follows from the information presented in simple sentences with repetitive grammatical structures that represent multiple, related ideas using key, content-based vocabulary.	Write a conclusion statement that follows from the information presented in expanded and some complex sentences with a variety of grammatical structures and using content-based vocabulary.	Write a conclusion statement that follows from the information presented in multiple, complex sentences with a variety of grammatical structures and using precise, content-based vocabulary.
Learning Supports	Graphic organizer Shared writing L1 support Pictures Drawings	Graphic organizer Shared writing L1 support Sentence frames	Graphic organizer Shared writing Sentence Starters	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	Complete writing tasks routinely over extended time frames (research, reflect and revise) for a range of discipline-specific tasks, purposes and audiences using templates, shared writing and word banks.	VU	Time frame, research, revisions
			LFC	Capitalization, punctuation, various verb forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing using drawings and/or content-based vocabulary in phrases and short sentences with formulaic structures.	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 writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using content-based vocabulary in expanded and some complex sentences of varying grammatical structures.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports	Word banks L1 support Sentence frames Drawings Pictures	Word banks L1 support Sentence frames Drawings	Word banks		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Complete writing tasks routinely over short time frames (plan, write) for a range of discipline-specific tasks, purposes and audiences using templates, shared writing and word banks.	VU	Plan, time frame
			LFC	Capitalization, punctuation, various verb forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 over short time frames with drawings, pictures and/or high-frequency, content-related single words and phrases.	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 and/or general, content-based vocabulary in simple sentences with formulaic structure.	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.	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Word banks L1 support Sentence frames Drawings Pictures	Word banks L1 support Sentence frames Drawings	Word banks		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.1.c WIDA ELDS: 1-5 Speaking Listening	Pose and respond to specific questions to clarify or follow up on information, in one-on one discussion and group discussions and link to the remarks of others.	Formulate and respond to questions to clarify and follow up on information using cue cards, question stems and word walls with a partner.	VU	Pose, clarify
			LFC	Questions (formal and informal structures)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 and respond to questions to clarify and follow up on information using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	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 and respond to questions to clarify and follow up on information using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Formulate and respond to questions to clarify and follow up on information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Partner Cue cards Word wall L1 support Manipulatives Pictures/Photographs	Partner Cue cards Word wall L1 support Pictures/Photographs Sentence Frames	Partner Cue cards Word wall	Partner Cue cards	Partner

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.2 WIDA ELDS: Speaking Listening	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Paraphrase presented oral information through the use of visuals, technology (recordings and other media) and text.		VU	Paraphrase
					LFC	Academic conversations
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Paraphrase information presented in diverse media in L1 and/or repeat key, high-frequency words and phrases that relate to information read aloud.	Paraphrase information presented in diverse media in L1 and/or state information presented using general, content-based vocabulary in key phrases or short sentences.	Paraphrase information presented in diverse media using simple sentences with repetitive structures and key, content-based vocabulary.	Paraphrase information presented in diverse media using expanded sentences with varying grammatical structures and content-based vocabulary.	Paraphrase information presented in diverse media using complex sentences of varying grammatical structures with content-based, grade-level vocabulary.
Learning Supports		Video Clips/Films Triads or Small Groups Word/picture Wall L1 support Word cards Teacher modeling	Video Clips/Films Triads or Small Groups Word/picture Wall L1 support Phrase cards Teacher modeling	Video Clips/Films Triads or Small Groups Word Wall Teacher modeling	Video Clips/Films	Video Clips/Films

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.2.d WIDA ELDS: 2 Writing	Spell grade-appropriate words correctly when writing.		Demonstrate accurate spelling using a dictionary and technology (spellcheck) for support.		VU	Spell, accurate
					LFC	Apply conventional spelling rules
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high-frequency, content-related vocabulary words.	Demonstrate command of English spelling conventions for general, content-based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary within grades 5-6 complexity level.	Demonstrate command of English spelling conventions for content-based vocabulary within grades 5-6 complexity level.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
Learning Supports	Word wall Picture dictionary Personal dictionary L1 support	Word wall Picture dictionary Personal dictionary L1 support	Word wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.2.d WIDA ELDS: Reading Writing	Consult references as needed when spelling grade 4 words.	Consult reference materials to check spelling of grade 4 words using print and digital, picture and personal dictionaries.	VU	Reference materials
			LFC	Definition genre
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Consult reference materials to check spelling of high-frequency, content-related, grade 4 words.	Consult reference materials to check spelling of common, content-based, grade 4 words.	Consult reference materials to check spelling of familiar, content-based, grade 4 words.	Consult reference materials to check spelling of key, content-based, grade 4 words.	Consult reference materials to check spelling of content-based, grade 4 words.
Learning Supports	Word wall Picture dictionary Personal dictionary L1 support	Word wall Picture dictionary Personal dictionary L1 support	Word wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.4.a WIDA ELDS: 2-5 Reading Speaking	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Determine and clarify meaning of unknown words and phrases within grade 4 text by using context clues with support from think-alouds, word walls and pictures.	VU	Context clues, definition, restatement, example
			LFC	Capitalization and punctuation
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 and clarify meaning of unknown, content-based words and phrases through context clues in L1 and/or common, content-based words and phrases using sentence level context clues from a leveled text in English.	Determine and clarify the meaning of unknown, key, content-based words or phrases using sentence and paragraph level context clues in adapted texts.	Determine and clarify the meaning of unknown, content-based words and phrases using sentence and paragraph level context clues in texts within grades 3-4 complexity level.	Determine and clarify the meaning of unknown, content-based, grade-level words and phrases using sentence and paragraph level, context clues.
Learning Supports		Think-aloud Word Wall L1 support Pictures/Photographs L1 support Gestures	Think-aloud Word Wall L1 support Pictures/Photographs	Think-aloud Word Wall	Think-aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.4.a WIDA ELDS: 2-5 Reading Speaking Listening Writing	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).	Accurately use general academic and domain- specific vocabulary words and phrases to signal precise actions, emotions, or states of being through the use of a content specific word wall and teacher/peer support.	VU	Academic, domain-specific
			LFC	Apply content area vocabulary appropriately
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases in L1 and/or high-frequency, general academic and content-related words.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases in L1 and/or general academic and key, domain-specific words and phrases.	Acquire and use accurately general academic and key, domain-specific words and phrases.	Acquire and use accurately grade-appropriate academic and domain-specific words and phrases.	Acquire and use accurately precise, grade-appropriate, academic and domain-specific words and phrases.
Learning Supports	Leveled text L1 support Word/picture wall Illustrations/Diagrams Drawings Gestures	Leveled text L1 support Word/picture wall Sentence Frames Pictures	Adapted text Word Wall Triads or Small Groups	Word Wall Partner Work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.1 WIDA ELDS: 2 Reading Speaking	Refer to details and examples in a text when explaining what the text says explicitly.	Explain literal information in texts using pictures and working with Partner work.	VU	Explain, main idea, supporting details
			LFC	Verb tense, verb agreement, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain answers to questions about what is explicitly stated in texts in L1 and /or answer Choice questions with pictures, Gestures and single words and memorized phrases.	Explain answers to questions about what is explicitly stated in texts in L1 and/or explain answers to wh- questions about what is explicitly stated in leveled texts by using phrases and short sentences with formulaic structures.	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 answers to questions about what is explicitly stated texts within grades 3-4 complexity level band by producing expanded and some complex sentences with key, content-based vocabulary.	Explain answers to questions about what is explicitly stated in grade level texts by producing multiple, complex sentences of varying lengths with precise, content-based vocabulary.
Learning Supports	Word/Picture Wall L1 support Pictures and Photographs Gestures Partner work Choice questions	Word/Picture Wall L1 support Sentence Frame Partner work Pictures and Photographs	Word Wall Partner work	Partner work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.1 WIDA ELDS: 2-5 Reading Speaking	Refer to details and examples in a text when drawing inferences from the text.	Draw inferences from details and examples from text using Teacher Modeling and Word Bank.	VU	Inferences, draw conclusions, details
			LFC	Verb tense, verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw 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 inferences from details and examples in L1 and/or answer wh- questions about what is inferred in leveled texts by using short phrases.	Draw inferences from details and examples from adapted texts by answering in simple, related sentences with key, content-based vocabulary.	Draw inferences from details and examples in texts within grade 3-4 complexity level by producing expanded and some complex sentences with key, content based vocabulary.	Draw inferences from details and examples in grade level texts by producing multiple, complex sentences of varying lengths with precise, content-based vocabulary.
Learning Supports	Teacher Modeling Word Bank Choice questions L1 support Partner work	Teacher Modeling Word Bank L1 support Partner work Sentence Frame	Teacher Modeling Word Bank	Teacher Modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.2 WIDA ELDS: 2 Reading Speaking	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Identify and summarize the central message of a story, drama, or poem using Graphic Organizers, Word Wall and Marking the Text.	VU	Theme, summarize
			LFC	Modal (would, could, might), compound tenses (would, have, been)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify central message of texts in L1 and /or answer Choice questions about main idea by pointing to picture and using pictures, Gestures and high-frequency, content-related, single words or memorized phrases.	Identify central message of texts in L1 and/or answer wh-questions about main idea using general, content-based vocabulary in short phrases to complete Sentence Frame.	Identify and summarize central message of texts by using key, content-based vocabulary in simple, related sentences with repetitive structures.	Identify and summarize the central message of a story, drama, or poem using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Identify and summarize the central message of a story, drama, or poem using precise, content-based vocabulary in multiple and complex sentences with varying grammatical structures.
Learning Supports	Graphic Organizers Word/Picture Wall Illustrations/diagrams Drawings Gestures L1 support Choice questions	Graphic Organizers Word/Picture Wall Illustrations/diagrams Drawings L1 support Sentence Frame	Graphic Organizers Marking the Text Word Wall	Graphic Organizers Marking the Text	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.3 WIDA ELDS: 2 Reading Speaking	Describe **in** depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe specific details of character(s) from literature drawing on specific details in the text with the aid of a character web and Word Wall.	VU	Quotations, evidence and depth
			LFC	Using quotations, direct speech
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 character in detail with evidence from grade level text in L1 and/or identify details of characters by listing model phrases or using short sentences.	Describe a character in detail with evidence from an adapted text using key content based vocabulary in simple, related sentences with repetitive structures.	Describe a character in detail with evidence from texts within grade 3-4 complexity level band using key, content-based vocabulary in expanded and some complex sentences of emerging complexity.	Describe a character in detail with evidence from grade level text using multiple, complex sentences of varying lengths and grammatical structures with precise, content-based vocabulary.
Learning Supports	Web Word Bank Illustrations/drawings Gestures L1 support Pictures and Photographs	Web Word Bank Illustrations/drawings Pictures and Photographs L1 support	Web Word Bank	Web	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		Define words and phrases that allude to significant characters found in mythology using cartoons, Think Alouds and Marking the Text.		VU	Figurative, connotative
					LFC	Sentences with figurative language
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Define words that allude to significant characters found in mythology from leveled texts by matching objects/pictures to words.	Define words and phrases that allude to significant characters found in mythology from leveled text by matching phrases to Visuals.	Define words and phrases that allude to significant characters found in mythology from adapted texts.	Define words and phrases that allude to significant characters found in mythology in texts within grade 3-4 complexity level band.	Define words and phrases that allude to significant characters found in grade-level mythology.
Learning Supports		Think Alouds Pictures and Photographs Marking the Text L1 support Cartoons	Think Alouds Marking the Text L1 support Cartoons	Think Alouds Marking the Text Cartoons	Marking the Text Cartoons	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.7 WIDA ELDS: 2 Reading Speaking	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch it through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures and/or use single words to complete Venn Diagram; and answer yes/ or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or use short phrases to answer "wh" questions and match images and pictures to phrases and short sentences; and/or complete Venn Diagram with phrases.	Use key, content-based vocabulary in simple, related sentences with repetitive structures to compare and contrast the live version to the written version of the text.	Use key, content-based vocabulary in expanded and some complex sentences with emerging complexity to compare and contrast the live version to the written version of the text.	Use precise, content-based vocabulary in multiple, complex sentences of varying lengths and complexity with to compare and contrast the experience of reading a story versus a multi-media version.
Learning Supports		Venn diagram Word/Picture Wall Pictures and Photographs Video clips/films Word Sort Cards	Venn diagram Word/Picture Wall Pictures and Photographs Video clips/films Sentence Frame	Venn diagram Word Wall Sentence Starter	Venn diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.9 WIDA ELDS: 2 Reading Speaking	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	Compare and contrast the treatment of similar themes and topics through the use of a Venn Diagram.	VU	Theme, literary analysis, compare, contrast
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 similar themes and topics in L1 and/or use phrases to answer "wh" questions and match to images and pictures; and/or complete Venn Diagram with phrases.	Compare and contrast the treatment of similar themes and topics using short simple sentences with key content based vocabulary.	Compare and contrast the treatment of similar themes and topics using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast the treatment of similar themes and topics using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports		Venn diagram Word/Picture Wall L1 support Pictures and Photographs Choice questions	Venn diagram Word/Picture Wall L1 support Pictures and Photographs Sentence Frame	Venn diagram Word Wall Sentence Starter	Venn diagram	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.4.2 WIDA ELDS: 2-5 Reading Speaking	Summarize a text, referring to the main idea and key details.		Summarize an informational text, referring to the main idea and key details using a Story Map and Word Wall.	VU	Summarize
				LFC	Transitional phrases
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 an informational text using L1 and/or pictures or answer wh- questions with general, content-based vocabulary in phrases and formulaic grammatical structures.	Summarize an adapted informational text using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent related ideas.	Summarize an informational text within grades 3-4 complexity level using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Summarize a grade-level informational text using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Story Map Word/Picture Wall Template L1 support Choice questions	Story Map Word/Picture Wall Template L1 support Sentence Frame	Story Map Word Wall Template	Story Map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.4.3 WIDA ELDS: 2, 5 Reading Speaking	Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.		Explain specific information in text with the aid of Cornell Notes, a Word Wall and a Template.		VU	Quotations, evidence and depth
					LFC	Modals
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 specific information in text in L1 and/or list model phrases/short sentences such as what happened and why from a leveled text.	Explain specific information in text from adapted texts such as what happened and why by writing simple, related sentences for the specific event.	Explain specific information in text within grades 3-4 complexity level such as what happened and why by writing an informative paragraph with expanded and some complex sentences.	Explain specific information from grade-level text such as what happened and why by writing an informative clear and coherent paragraph with multiple, complex sentences.
Learning Supports	Cornell Notes Word Bank Visuals L1 support	Cornell Notes Word Bank Visuals L1 support	Cornell Notes Word Bank	Cornell Notes	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.4.4 WIDA ELDS: 2-5 Reading Speaking	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade **4** topic or subject area.		Define words and phrases in informational texts through use of pictures, glossaries, dictionaries and/or Think Alouds about using context clues.		VU	Academic word list
					LFC	Nouns, comparative adjectives
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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.	Define academic words and phrases in L1 and/or define general, content-based words in English from leveled texts using phrases and pictures.	Define key, academic words and phrases in adapted, informational text using simple, related sentences.	Define academic words and phrases in informational texts within grades 3-4 complexity level using expanded and some sentences with emerging complexity.	Define precise, academic words and phrases in informational, grade-level text using multiple, complex sentences.
Learning Supports		Bilingual dictionary Glossary Picture Dictionary Personal Dictionary L1 support Gestures Think Alouds	Bilingual dictionary Glossary Picture Dictionary Personal Dictionary L1 support Pictures Think Alouds	Dictionary/Glossary Think Alouds	Dictionary/Glossary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.5 WIDA ELDS 2 - 5 Reading Speaking	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Read and analyze how the overall structure contributes to the development of ideas in an informational text by using an outline or web and Marking the Text.	VU	Structure
			LFC	Complex sentences with various verb forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or identify overall structure of an informational leveled text using phrases and short sentences with formulaic structures.	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 analyze how the overall structure contributes to the development of ideas from informational text within grades 3-4 complexity level using key, content-based vocabulary in expanded and sentences of emerging complexity.	Read and analyze how the overall structure contributes to the development of ideas from grade-level informational text using precise, content-based vocabulary in multiple, complex sentences of varying lengths and complexity.
Learning Supports	Outline Web L1 support Pictures and Photographs Word/Picture Wall	Outline Web L1 support Sentence Frame Word/Picture Wall	Outline Web Word Wall Highlight/mark text	Outline Web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.3.a WIDA ELDS: 2 Reading Speaking	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context	Apply phonics to decode multisyllabic words using sound/symbol and syllabication Charts/Posters and pictures.	VU	**S**yllables, sound/symbol
			LFC	Syllabication rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply phonics skills to decode high-frequency, multisyllabic (separated by syllable), familiar words from leveled texts in English.	Apply phonics skills to decode multisyllabic, content-based, familiar words from leveled texts in English.	Apply phonics skills to decode, key, multisyllabic, content-based words from an adapted text.	Apply phonics skills to decode multisyllabic, content-based words from texts within grades 3-4 complexity level.	Apply phonics skills to decode multisyllabic, content-based words from grade level texts.
Learning Supports	Sound/Symbol Chart Syllabication Chart Word/Picture Wall L1 support Teacher Support	Sound/Symbol Chart Syllabication Chart Word/Picture Wall L1 support Teacher Support	Sound/Symbol Chart Syllabication Chart Word Wall	Sound/Symbol Chart Syllabication Chart	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade level text with a purpose and comprehension using Graphic Organizers.		VU	Purpose, comprehension
					LFC	Sentence structure at ELP level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level texts, orally explain the purpose and 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-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and state the purpose using short phrases with Sentence Frame and demonstrate comprehension by answering wh-questions in phrases and short sentences or with pictures.	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.	Read texts at the grades 3-4 complexity level band, orally explain the purpose and demonstrate comprehension using key, content-based vocabulary in expanded and some complex sentences with varying structures.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise, content-based vocabulary in multiple, complex sentences of varying structures.
Learning Supports	Graphic Organizers Word/Picture Wall L1 support Teacher Support Illustrations/diagrams/drawings	Graphic Organizers Word/Picture Wall L1 support Teacher Support	Graphic Organizers Teacher Support Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		Read prose and poetry texts with fluency and appropriate expression using Partner work and Recorded or Live Production.		VU	Prose, poetry, fluency
					LFC	Sentence structure and rhythm
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or single words from a leveled text or repeat rhyming words with accuracy, fluency and expressions.	Read prose and poetry orally in L1 and/or phrases from a leveled text in English with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within grades 3-4 complexity level text band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	Partner work Recorded or Live Production L1 support Teacher Modeling Highlighted Words/Boldface Words Patterns Choral Reading Illustrations/diagrams/drawings	Partner work Recorded or Live Production L1 support Teacher Modeling Highlighted Words/Boldface Words Patterns Choral Reading	Partner work Recorded or Live Production Teacher Modeling	Recorded or Live Production	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4.c WIDA ELDS: 2 Reading Speaking	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.		Apply context clues to confirm or self-correct when necessary using Think Alouds and a Checklist.		VU	Context, self-correct
					LFC	Sentence structure with context clues, cognates, synonym
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 context clues to confirm the meaning of unknown words in a grade-level text in L1 and/or use selected phrases from a leveled text by using sentence-level clues and schemata.	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.	Apply context clues to confirm the meaning of unknown content-based words in a text within grades 3-4 complexity level by using cognates, schemata, and sentence- and paragraph-level context clues.	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 Supports	Bilingual dictionary Picture Dictionary Teacher Modeling L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dictionary Picture Dictionary L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dictionary Word Wall Checklist Think Alouds	Dictionary Checklist	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.3.a WIDA ELDS: 2 Writing	Write a narrative creating an introduction that introduces a narrator and/or character.		Write to demonstrate organization by creating an introduction that introduces a narrator and/or character using a graphic organizer, Word Wall and Shared Writing.		VU	Narrative, task, purpose
					LFC	Complex sentences
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 narrative essay demonstrating organization by creating an introduction that introduces a narrator and/or character in L1 and/or by using general, content-based vocabulary in phrases with formulaic structures.	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 narrative essay demonstrating organization by creating an introduction that introduces a narrator and/or character using key, content-based vocabulary in expanded sentences with emerging complexity.	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 Supports		Graphic Organizer Shared Writing Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizer Shared Writing Word/Picture Wall L1 support Sentence Frame	Graphic Organizer Shared Writing Word Wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.3.b WIDA ELDS: 2 Writing Speaking	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.		Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a Story Map and/or character web.		VU	Dialogue, characters, quotations
					LFC	Using quotation marks
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or visual representations, single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	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 actions, thoughts and feelings and use dialogue to show characters' responses by using key, content-based vocabulary and by producing expanded sentences with emerging complexity.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using precise, content-based vocabulary and producing multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Character web Story Map Illustrations Diagrams/drawings Shared Writing L1 support Pictures and Photographs Manipulatives/props	Character web Story Map Shared Writing Sentence Frame L1 support	Character web Story Map Shared Writing	Story map	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.4.3.c WIDA ELDS: 2 Writing Speaking	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.		Write narratives using a variety of transitional words and phrases to manage sequence using a transitional phrase Word Wall and a timeline.	VU	Transition words
				LFC	Prepositional phrases, relative clauses
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or using illustrations and high-frequency, content-related single words.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or using key, content-based vocabulary in phrases and short sentences with formulaic structures.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another using key, content-based vocabulary in simple, related sentences with repetitive structures.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another using key, content-based vocabulary in expanded sentences of emerging complexity.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another using precise, content-based vocabulary in multiple, complex sentences of varying lengths and structures.
Learning Supports	Transitional phrase Word Wall Gestures Cloze sentences L1 support	Transitional phrase Word Wall Visuals Sentence Frame L1 support	Transitional phrase Word Wall	Transitional phrase Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.3.d WIDA ELDS: 1-5 Writing	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.	Develop and organize the topic with relevant facts, precise words and sensory details using graphic organizer, Teacher Modeling and Partner work.	VU	Fact, opinion, supporting details, main idea
			LFC	Sentences with transitional phrases and conjunctions
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 organize the topic with relevant facts, concrete words and sensory details in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	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 and organize the topic with relevant facts, concrete words and sensory details by producing expanded sentences with emerging complexity.	Develop and organize the topic with relevant facts, precise words and sensory details by producing multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Graphic organizer Template Word/Picture Wall Visuals L1 support Cloze sentences	Graphic organizer Template Word/Picture Wall Visuals L1 support Sentence frames	Graphic organizer Template Word Wall Partner work	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.3.a WIDA ELDS: 2 Writing	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences providing a conclusion that follows naturally from the sequence of events to produce a written narrative.		Compose a conclusion statement that follows from the sequence of events presented to produce a written narrative using a Story Map, Template and L1 support.		VU	Conclusion
					LFC	Transitional phrases, various verb forms
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 statement that follows from the sequence of events presented in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key, concluding ideas.	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 an organized conclusion statement that follows from the sequence of events presented, by using key, content-based vocabulary in expanded sentences with emerging complexity.	Compose a clear and coherent conclusion statement that follows from the sequence of events presented using precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Story Map Template Visuals Word/Picture Wall L1 support	Story Map Template Visuals Word/Picture Wall L1 support	Story Map Word Wall Template	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.9.a WIDA ELDS: 2 Writing Reading	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	Describe in depth a character, setting, or event in a narrative by drawing on specific character's thoughts, words, or actions using character web and think alouds.	VU	Character, narrator
			LFC	Describe people, place, things, & actions, e.g. nouns, pronouns, adjectives, adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe a character, setting, or event in a narrative in complete detailed sentences in L1 and/or use drawings, Gestures and high-frequency, content-related single words or short phrases as captions.	Describe a character, setting, or event in a narrative in complete detailed sentences in L1 and/or use key, content- based vocabulary in short, sentence-level personal narratives or captions.	Describe a character, setting, or event in a narrative using key, content-based, grade-level vocabulary in simple, related sentences with repetitive grammatical structures.	Describe a character, setting, or event in a narrative using key, content-based, grade-level vocabulary in expanded sentences of emerging complexity.	Describe a character, setting, or event in a narrative using precise, content-based grade-level vocabulary in multiple, complex sentences of varying lengths and grammatical structures.
Learning Supports	Think Aloud Character Web Word/Picture Wall L1 support Pictures and Photographs	Think Aloud Character Web Word/Picture Wall L1 support Pictures and Photographs	Think Aloud Character Web Word Wall	Think Aloud Character Web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	Complete writing tasks routinely over extended time frames (research, reflect and revise) for a range of discipline-specific tasks, purposes and audiences using Template, Shared Writing and Word Bank.	VU	Time frame, research, revisions
			LFC	Capitalization, punctuation, various verb forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing using drawings and/or content-based vocabulary in phrases and short sentences with formulaic structures.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using key, content-based vocabulary in expanded sentences of emerging complexity of grammatical structures.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports	Shared Writing Template Word Bank L1 support Sentence Frame Illustrations Diagrams/drawings	Shared Writing Template Word Bank L1 support Sentence Frame Illustrations Diagrams/drawings	Shared Writing Template Word Bank	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	Complete writing tasks routinely over short time frames (plan, write) for a range of discipline-specific tasks, purposes and audiences using Template, Shared Writing and Word Bank.	VU	Plan, time frame
			LFC	Capitalization, punctuation, various verb forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 over short time frames with drawings, pictures and/or high-frequency, content-related single words and phrases.	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 and/or general, content-based vocabulary in simple sentences with formulaic structure.	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.	Complete writing tasks over short time frames for a range of discipline-specific tasks, purposes and audiences using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Shared Writing Template Word Bank L1 support Sentence Frame Illustrations/diagrams/drawings	Shared Writing Template Word Bank L1 support Sentence Frame Illustrations/diagrams/drawings	Shared Writing Template Word Bank	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.1.a WIDA ELDS: 1-5 Speaking Listening Reading	Create questions and talking points to facilitate discussions after reading required material.	Develop questions and share ideas based on texts read using notes and Cue Cards.	VU	According to, The text states
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Develop questions and share ideas in a grade-level discussion on a previously read topic using L1 and/or use Gestures and high-frequency, content-related single words that represent key ideas.	Develop questions and share ideas in a grade-level discussion on a previously read topic in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	Develop questions and share ideas in a grade-level discussion on a previously read topic using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Develop questions and share ideas in a grade-level discussion on a previously read topic using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Develop questions and share ideas in a grade-level discussion on a previously read topic using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Cornell Notes Cue Cards Teacher Modeling Partner work Word/Picture Wall Visuals Gestures L1 support	Cornell Notes Cue Cards Teacher Modeling Partner work Word/Picture Wall Visuals Sentence frames L1 support	Cornell Notes Cue Cards Word Wall Partner work	Cornell Notes Cue Cards Partner work	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.4.1.b WIDA ELDS: 1 Listening Speaking	Identify various roles and follow agreed-upon rules in small and whole group discussion.		Speak and listen to peers to create rules for collaborative discussions using a Reference Sheet of specific discussion rules and Role Play.	VU	Goals, roles, deadlines
				LFC	Verb forms; declarative sentences
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 listen to peers to create guidelines, student roles and classroom goals in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	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 listen to peers to create guidelines for discussion, choose student roles and set classroom goals using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	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 Supports		Reference Sheet Role Play Template Word/Picture Wall L1 support Cloze sentences	Reference Sheet Role Play Template Word/Picture Wall L1 support Sentence frames	Reference Sheet Role Play Word Wall	Reference Sheet Role Play Template	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.1.c WIDA ELDS: 1-5 Speaking Listening	Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.		Formulate and respond to questions to clarify and follow up on information using Cue Cards, Question Stem Bank and Word Walls with a Partner work.		VU	Pose, clarify
					LFC	Questions (formal and informal structures)
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 and respond to questions to clarify and follow up on information using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	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 and respond to questions to clarify and follow up on information using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Formulate and respond to questions to clarify and follow up on information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Partner work Cue Cards Question Stem Bank Word/Picture Wall L1 support Pictures and Photographs	Partner work Cue Cards Question Stem Bank Word/Picture Wall L1 support Pictures and Photographs	Partner work Cue Cards Question Stem Bank Word Wall	Partner work Cue Cards	Partner work

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.1.d WIDA ELDS: 1-5 Speaking Listening	Review the key ideas expressed in a discussion.	Participate in collaborative discussion and review key ideas expressed using a graphic organizer and notes.	VU	Reflect, paraphrase
			LFC	Retelling, present/past tense verbs, comparing
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using L1 and/or use pictures, Gestures and high-frequency, content-related single words in phrase patterns or memorized phrases that represent key ideas.	Participate in collaborative discussion and review key ideas expressed in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	Participate in collaborative discussion and review key ideas expressed using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Participate in collaborative discussion and review key ideas expressed using key, content-based vocabulary in expanded and some complex sentences with a an emerging variety of grammatical structures.	Participate in collaborative discussions and review key ideas expressed using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Graphic organizer Notes in English and L1 Word/Picture Wall L1 support Choice questions	Graphic organizer Notes in English and L1 Word/Picture Wall L1 support Sentence frames	Graphic organizer Notes Word Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.1.d WIDA ELDS: 1-5 Speaking Listening	Explain own ideas and understanding in light of a discussion.		Express personal ideas and understanding in a discussion using notes and a Word Wall.		VU	Personal ideas
					LFC	Sentences with phrases which express own opinion
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use high-frequency, single words in phrase patterns or memorized phrases.	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use phrases and short sentences with formulaic patterns.	Express multiple, related, personal ideas and understanding in a discussion on grade level topics using simple sentences with repetitive structures.	Express organized personal ideas and understanding in a discussion on grade level topics using expanded sentences with emerging complexity of grammatical structures.	Express clear and coherent personal ideas and understanding in a discussion on grade level topics using multiple, complex sentences.
Learning Supports	Notes Word/Picture Wall Small group Bilingual/Picture Dictionary L1 text and/or support Pictures Gestures	Notes Word/Picture Wall Small group Bilingual/Picture Dictionary L1 text and support Sentence Frame	Notes Small group Word Wall Bilingual dictionary	Notes Small group	Notes Small group

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.4.4 WIDA ELDS: 1-5 Reading Speaking	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.		Discuss and recount an experience using evidence and descriptive details to support main ideas or themes presented using a speaking rubric / Checklist or L1 support.	VU	Retell, summarize, justify, point of view
				LFC	Affirming Sentence Frame, appropriate language, tone, voice
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss and recount experience with evidence and descriptive details in L1 and/or by using high-frequency, content -related single words in phrase patterns or memorized phrases that represent key ideas.	Discuss and recount experience with evidence and descriptive details in L1 and/or by using general, content-based vocabulary in phrases and/or short sentences with formulaic sentence patterns that represent key ideas.	Discuss and recount experience with evidence and descriptive details using key, content-based vocabulary in simple, related sentences with repetitive structures.	Discuss and recount experience with evidence and descriptive details using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Discuss and recount experiences with descriptive details and evidence presented using precise, content-based vocabulary in clear and coherent, multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Checklist Speaking protocol Bilingual dictionary Visuals/ Gestures Yes / no questions	Checklist Word/Picture Wall Bilingual dictionary Visuals L1 support	Checklist Word Wall Bilingual dictionary	Checklist Speaking protocol	Checklist

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.4 WIDA ELDS: 2-5 Speaking	Speak clearly at an understandable pace when presenting.		Demonstrate a command of formal English and its conventions when speaking clearly at an understandable pace according to English language proficiency level with appropriate supports.		VU	Formal vs. informal English
					LFC	Varies by ELP level
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 a command of formal English and its conventions by producing phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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.	Demonstrate a command of formal English and its conventions by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Demonstrate a command of formal English and its conventions by producing multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports		Word/Picture Wall L1 support Gestures Pictures/Visuals	Word/Picture Wall L1 support Sentence frames Pictures/Visuals	Word Wall Template	Template	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.4.1.a WIDA ELDS: 2 Writing Speaking	Use relative adverbs (where, when, why) when writing or speaking.		Use relative adverbs appropriately using Charts/Posters and/or model sentences.	VU	Adverbs
				LFC	Sentences with various adverbs
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 adverbs appropriately in L1 and/or use common relative adverbs in phrases and short sentences.	Use relative adverbs appropriately in simple, related sentences with repetitive grammatical structures.	Use relative adverbs appropriately in expanded sentences with emerging complexity of grammatical structures.	Use relative adverbs appropriately in multiple and complex sentences with varying grammatical structures.
Learning Supports	Charts/Posters L1 support Pictures and Photographs Gestures	Charts/Posters L1 support Pictures and Photographs Sentence Frame	Charts/Posters		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.1.b WIDA ELDS: 2 Writing Speaking	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses when speaking and writing.	Form and use progressive verb tenses using Sentence Frame and pictures.	VU	Progressive verb tenses
			LFC	Sentences with progressive verb tenses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Form and use progressive verb tenses by using single words or drawings with high frequency words.	Form and use progressive verb tenses in common phrases matched with pictures.	Form and use progressive verb tenses in simple related sentences.	Form and use progressive verb tenses in expanded sentences with emerging complexity of grammatical structures.	Form and use progressive verb tenses in multiple, detailed sentences of varying lengths and grammatical structures.
Learning Supports	Verb Charts/Posters Word/Picture Wall L1 text and/or support Pictures	Verb Charts/Posters Word/picture wall L1 text and/or support Pictures Sentence Frame	Verb Charts/Posters Word Wall	Verb Charts/Posters	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.1.c WIDA ELDS: 2 Writing Speaking	Use modal auxiliaries (e.g., can, may, must) to convey various conditions in oral and written language.	Use modal auxiliaries to convey various conditions using Charts/Posterss and a Word Wall.	VU	Can, must, might
			LFC	Sentences with modals
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use modal auxiliaries to convey various conditions by using single words or drawings with high frequency modals.	Use modal auxiliaries to convey various conditions in common phrases matched with pictures.	Use modal auxiliaries to convey various conditions in simple related sentences.	Use modal auxiliaries to convey various conditions in expanded sentences with emerging complexity of grammatical structures.	Use modal auxiliaries to convey various conditions in multiple, detailed sentences of varying lengths and grammatical structures.
Learning Supports	Charts/Posters Word/Picture Wall L1 text and/or support Pictures	Charts/Posters Word/picture wall L1 text and/or support Pictures	Charts/Posters Word Wall	Charts/Posters	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.1.d WIDA ELDS: 2 Speaking Writing	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Write or speak to demonstrate command of the correct order of adjectives within sentences using a Charts/Posters, Word Wall and pictures.	VU	Descriptive adjectives
			LFC	Adjectives, parts of speech, subject/predicate
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 speak to develop an understanding of formal English in using adjectives in the correct order within sentences by matching pictures to common adjective/noun phrases and short sentences.	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.	Write or speak to demonstrate a command of formal English in using adjectives in the correct order within expanded and some complex sentences with emerging variety of grammatical structures.	Write or speak to demonstrate a command of formal English by using adjectives in the correct order within multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Charts/Posters Word/Picture Wall Pictures and Photographs L1 support	Charts/Posters Word/Picture Wall Pictures and Photographs Sentence Frame L1 support	Charts/Posters Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.2.d WIDA ELDS: 2 Speaking Writing	Spell grade-appropriate words correctly, consulting references as needed.		Demonstrate accurate spelling using a dictionary and technology (spellcheck) for support.		VU	Spell, accurate
					LFC	Apply conventional spelling rules
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Demonstrate command of English spelling conventions for high-frequency, content-related vocabulary words.	Demonstrate command of English spelling conventions for general, content-based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grades 3-4 complexity band.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
Learning Supports		Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.3.b CCSS: WIDA ELDS: 1-5 Writing	Choose punctuation for effect when writing, speaking, reading, or listening.	Apply the conventions of standard English punctuation for effect by producing, editing and revising using written examples and punctuation rules Checklist.	VU	Punctuation: comma, exclamation, dash; pause, break
			LFC	Transitional words/phrases, coordinating conjunctions, main/subordinate clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the conventions of standard English punctuation for effect by inserting commas, periods and question marks into cloze sentences or phrases.	Apply the conventions of standard English punctuation for effect by inserting commas, periods and question marks into simple Sentence Frame or short sentences with formulaic patterns.	Apply the conventions of standard English punctuation for effect by revising written examples of simple, related sentences ideas with repetitive structures.	Apply the conventions of standard English punctuation for effect by revising written examples of expanded and some complex sentences with a variety of grammatical structures.	Apply the conventions of standard English punctuation for effect by producing, editing and revising written examples at grade level using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Cloze sentences Leveled written examples Reference Sheet Visuals L1 support	Sentence Frame Leveled written examples Reference Sheet Visuals L1 support	Adapted written examples Template Reference Sheet	Reference Sheet	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.4.b WIDA ELDS: 2 Reading Speaking	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		Determine the meaning of unknown words and phrases with Greek or Latin affixes and root words using cognates, Charts/Posters and Reference Sheet.		VU	Affixes, prefixes, suffixes, root words
					LFC	Definition genre
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 clarify the meaning of unknown and multiple-meaning words and phrases based on leveled texts, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	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 or clarify the meaning of unknown and multiple-meaning words and phrases based on texts within grade 3-4 complexity band using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, using Greek or Latin affixes and roots as clues to the meaning.
Learning Supports		Charts/Posters Reference Sheet Cognates Bilingual dictionary L1 support	Charts/Posters Reference Sheet Cognates Bilingual dictionary L1 support	Charts/Posters Reference Sheet Cognates	Reference Sheet Cognates	Reference Sheet

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.5.a WIDA ELDS: 2 Speaking Writing	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Explain the meaning of simple similes and metaphors in context using Charts/Posters, reference materials and drawings.	VU	Figurative expressions
			LFC	Sentences with idioms, collocations and figurative language
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the meaning of simple similes and metaphors in texts in L1 and/or identify simple simile and metaphors in leveled texts and match to pictures or drawings.	Explain the meaning of simple similes and metaphors in texts in L1 and/or identify simple simile and metaphors in leveled texts.	Explain the meaning of simple similes and metaphors in adapted texts using simple, related sentences with repetitive grammatical structures.	Explain the meaning of simple similes and metaphors in texts within grades 3-4 complexity band using expanded and some complex sentences with varying grammatical structures.	Explain the meaning of simple similes and metaphors in grade-level texts using multiple, complex sentences with varying grammatical structures.
Learning Supports	Reference materials Charts/Posters L1 text and/or support Pictures	Reference materials Charts/Posters L1 text and/or support Pictures	Reference materials Charts/Posters	Reference materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.5.b WIDA ELDS: 2 Speaking Writing	Identify and explain the significance of common idioms.	Identify and explain the significance of common idioms using an Idiom Dictionary, pictures and Mentor Texts. .	VU	Figurative expressions, idioms
			LFC	Sentences with idioms, collocations and figurative language
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 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 meanings of common idioms and phrases in L1 and/or identify common idioms from leveled texts and match to appropriate drawings.	Identify and explain the meaning of common idioms in adapted texts using simple, related sentences with repetitive grammatical structures.	Identify and explain the significance of common idioms in texts within the grades 3-4 complexity band using expanded and some complex sentences with varying grammatical structures.	Identify and explain the significance of common idioms in grade level texts using multiple, complex 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 support Pictures Illustrations/diagrams/drawings	Idiom Dictionary Mentor Texts	Idiom Dictionary Mentor Texts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
CCSS: L.4.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Acquire and apply grade-appropriate general academic and domain-specific words and phrases that are basic to a particular topic using Word Wall, Personal Dictionary and pictures.	VU	Academic, general, domain-specific
			LFC	Embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 from leveled texts in order to produce these terms in writing and speech to complete cloze sentences or to match with pictures.	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 from leveled texts in order to produce these terms in writing and speech to complete Sentence Frame with phrases and / or short sentences.	Read and listen to acquire general, academic and domain-specific words and phrases from adapted texts in order to produce these terms writing and speech using simple, related sentences with repetitive structures.	Read and listen to acquire general, academic and domain-specific words and phrases from texts within grade 3-4 complexity band in order to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade-appropriate general, academic and domain-specific words and phrases in order to produce these terms in clear and coherent writing / speech using multiple, complex sentences.
Learning Supports	L1 text and/or support Bilingual dictionary Personal Dictionary Pictures Cloze sentences	L1 text and/or support Bilingual dictionary Personal Dictionary Pictures Sentence Frame	Word Wall Personal Dictionary		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.1; RI.4.1 WIDA ELDS: 2 -5 Reading Speaking	Refer to details and examples in a text when explaining what the text says explicitly.	Explain literal information in informational texts and poems using Pictures and Photographs and working with a Partner work or small group.	VU	Explain, main idea, supporting details; key, content-based, grade-level vocabulary
			LFC	Verb tense, verb agreement, adjectives
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Explain answers to questions about what is explicitly stated in grade-level texts in L1 and/or answer questions about what is explicitly stated by producing single word answers, pointing to Pictures and Photographs or answering yes/no.	Explain answers to questions about what is explicitly stated in grade-level texts in L1 and/or explain answers to wh-questions using Pictures and Photographs and key vocabulary in phrases and short sentences.	Explain answers to questions about what is explicitly stated in adapted grade-level texts using key vocabulary in a series of simple, related sentences.	Explain answers to questions about what is explicitly stated in texts within grades 3-4 complexity band using key vocabulary in expanded and some complex sentences.	Explain answers to questions about what is explicitly stated in grade level texts using precise vocabulary in multiple, complex sentences.
Learning Supports		Word/Picture Wall L1 support Pictures and Photographs/Photographs Gestures Partner work	Word/Picture Wall L1 support Sentence Frame Manipulatives Partner work Photographs/Photographs	Word/Picture Wall Template Triads or Small Groups	Triads or Small Groups	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.1; RI.4.1 WIDA ELDS: 2-5 Reading Speaking	Refer to details and examples in a text when drawing inferences from the text.		Cite details and examples from text when making inferences by Marking the Text and using Think Alouds.		VU	Inferences; key, content-based, grade-level vocabulary
					LFC	
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 and examples from text when making inferences using L1 and/or using Pictures and Photographs or key vocabulary in phrases and short sentences.	Cite details and examples from text when making inferences using key vocabulary in simple, related sentences.	Cite details and examples from text when making inferences using key vocabulary in expanded and some complex sentences.	Cite details and examples from text when making inferences using precise, vocabulary in multiple, complex sentences.
Learning Supports	Teacher Modeling Teacher Support Think Alouds Marking the Text Word/picture bank Choice questions L1 support Partner work	Teacher Modeling Think Alouds Marking the Text Word/picture bank Sentence Frame L1 support Partner work	Teacher Modeling Think Alouds Marking the Text Word Bank	Teacher Modeling Think Alouds	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.4.2 WIDA ELDS: 2 Reading Speaking	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		Identify and summarize the central message of a story, drama, or poem using Graphic Organizers, Word/Picture Wall and Marking the Text.	VU	Theme, summarize
				LFC	Modal (would, could, might), compound tenses (would, have, been)
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify central message of texts in L1 and/or answer Choice questions about main idea by pointing to picture and using Pictures and Photographs, Gestures and high-frequency, single words or memorized phrases.	Identify central message of texts in L1 and/or answer wh-questions about main idea using general vocabulary in short phrases to complete Sentence Frame.	Identify and summarize central message of texts by using key vocabulary in simple, related sentences.	Identify and summarize the central message of a story, drama, or poem using key vocabulary in expanded and some complex sentences.	Identify and summarize the central message of a story, drama, or poem using precise vocabulary in multiple and complex sentences.
Learning Supports	Graphic Organizers Word/Picture Wall Illustrations/diagrams/drawings Gestures L1 support Choice questions	Graphic Organizers Word/Picture Wall Illustrations/diagrams/drawings L1 support Sentence Frame	Graphic Organizers Marking the Text Word/Picture Wall	Graphic Organizers Marking the Text	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.6 WIDA ELDS: 2 Reading Speaking	Compare and contrast the point of view from which different stories are narrated, including the difference between first- person and third-person narrations.		Explain differences and similarities in the point of view from which different stories are narrated using Venn diagrams and excerpts of texts.		VU	Narrative, point of view, first person, third person; key, content-based, grade-level vocabulary
					LFC	Comparatives, superlatives
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Explain the differences and similarities in the point of view from which different stories are narrated in L1 and/or identify differences and similarities by sorting single words and/or completing cloze sentences.	Explain the differences and similarities in the point of view from which different stories are narrated in L1 and/or identify differences and similarities by sorting short phrases and/or completing Sentence Frame.	Explain the differences and similarities in the point of view from which different stories are narrated using key vocabulary in simple, related sentences.	Explain the differences and similarities in the point of view from which different stories are narrated using key vocabulary in expanded and some complex sentences.	Explain the differences and similarities in the point of view from which different stories are narrated using precise vocabulary in multiple, complex sentences.
Learning Supports		Venn diagrams Partner work Word/Picture Wall L1 support Illustrations/diagrams/drawings	Venn diagrams Partner work Word/Picture Wall L1 support Sentence Frame	Venn diagrams Partner work Word/Picture Wall	Venn diagrams	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.4.9 WIDA ELDS: 2 Reading Speaking	Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures through the use of a Venn Diagram.	VU	Theme, literary analysis, Compare, contrast; key, content-based, grade-level vocabulary
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures in L1 and/or in English use single words, to complete Venn Diagram; or answer yes/no and either/or questions.	Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures in L1 and/or in English using phrases to answer questions and match to images and Pictures and Photographs.	Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures using key vocabulary in a series of simple, related sentences.	Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures using key vocabulary in expanded and some complex sentences.	Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Word/Picture Wall L1 support Pictures and Photographs Choice questions	Venn Diagram Word/Picture Wall L1 support Pictures and Photographs Sentence Starter	Venn Diagram Word/Picture Wall Sentence Starter	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.2 WIDA ELDS: 2-5 Reading Speaking	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Explain the main idea and key details by summarizing the text using a graphic organizer, Word/Picture Wall and peer support.	VU	Main idea, support, details, summarize; key, content-based, grade-level vocabulary
			LFC	Subject-verb agreement, Embedded clauses, Transitional phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the main idea and key details by summarizing the text using L1 and/or Pictures and Photographs, Gestures and high-frequency, single words or answer yes/no or either/or questions.	Explain the main idea and key details by summarizing the text using L1 and/or using Pictures and Photographs, and key vocabulary in phrases and short sentences.	Explain the main idea and key details by summarizing the text using key vocabulary in a series of simple, related sentences.	Explain the main idea and key details by summarizing the text using key vocabulary in expanded and some complex sentences.	Explain the main idea and key details by summarizing the text using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Word/Picture Wall Partner work L1 support Choice questions	Graphic organizer Word/Picture Wall Partner work L1 support Sentence Frame	Graphic organizer Word/Picture Wall Partner work	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.4 WIDA: 2-5 Reading Speaking	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Define words and phrases in informational texts through use of Pictures and Photographs, translation dictionaries and/or context clues.	VU	Academic word list; key, content-based, grade-level vocabulary
			LFC	Nouns, comparative adjectives
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 academic words and phrases in L1 and/or define general, content-based words in English from leveled texts using phrases and Pictures and Photographs.	Define key, academic words and phrases in adapted, informational text using simple, related sentences.	Define academic words and phrases in informational texts within grades 3-4 complexity level using expanded and some sentences with emerging complexity.	Define precise, academic words and phrases in informational, grade-level text using multiple, complex sentences.
Learning Supports		Bilingual dictionary Glossary Picture Dictionary Personal Dictionary L1 support Gestures Think Alouds	Bilingual dictionary Glossary Picture Dictionary Personal Dictionary L1 support Pictures and Photographs Think Alouds	Dictionary/Glossary Think Alouds	Dictionary/Glossary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.5 WIDA ELDS: 2 - 5 Reading Speaking	Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Read and analyze how the overall structure contributes to the development of ideas in an informational text by using an outline or web.	VU	Structure; key, content-based, grade-level vocabulary
			LFC	Complex sentences with various verb forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 text.	Read and analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or identify overall structure using phrases and short sentences.	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 analyze how the overall structure contributes to the development of ideas from informational text within grades 3-4 complexity level using key vocabulary in expanded sentences with emerging complexity.	Read and analyze how the overall structure contributes to the development of ideas from grade-level informational text using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Web L1 support Pictures and Photographs Word/Picture Wall	Outline Web L1 support Sentence Frame Word/Picture Wall	Outline Web Word/Picture Wall Highlight/mark text	Outline Web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.6 WIDA ELDS: 2-5 Reading Speaking	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Describe differences in focus and information provided in a firsthand and secondhand account of the same event or topic using a Venn diagram and word/phrase bank.	VU	Point of view, firsthand account, secondhand account; key, content-based, grade-level vocabulary
			LFC	Comparatives, superlatives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain differences and similarities between primary and secondary sources in L1 and/or restate similarities and differences using high-frequency single words or answer yes/no questions and/or use Pictures and Photographs and Gestures.	Explain differences and similarities between primary and secondary sources in L1 and/or use Pictures and Photographs and answer wh- questions about the similarities and differences using key vocabulary in phrases and short sentences.	Explain the differences and similarities between primary and secondary sources using key vocabulary in simple, related sentences.	Explain the differences and similarities between primary and secondary sources using key vocabulary in expanded and some complex sentences.	Explain the differences and similarities between primary and secondary sources using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn diagram L1 support Word/picture bank Partner work Pictures and Photographs Gestures Choice questions	Venn diagram L1 support Word/picture bank Partner work Work Pictures and Photographs Sentence Frame	Venn diagram Partner work Sentence Starter	Venn diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.7 WIDA ELDS: 2-5 Reading Speaking Listening	Interpret information presented visually, orally, or quantitatively (e.g., in Charts/Posters, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Analyze what they "see" and "hear" and explain how the information contributes to an understanding of the text in which it appears through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive; key, content-based, grade-level vocabulary
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 reading a story and a multi-media version contribute to an understanding of the text in L1 and/or use short phrases to answer questions; match to images and Pictures and Photographs; or complete Venn Diagram.	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 vocabulary in expanded and some complex sentences to explain how the information from reading a story or watching a multi-media version contributes to an understanding of the text	Use precise vocabulary in multiple, complex sentences to explain how the information from reading a story or watching a multi-media version contributes to an understanding of the text.
Learning Supports	Venn Diagram Word/Picture Wall L1 support Pictures and Photographs/Photographs Video Clips/Films	Venn Diagram Word/Picture Wall L1 support Pictures and Photographs/Photographs Video Clips/Films	Venn Diagram Word/Picture Wall	Venn Diagram	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.4.4a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read excerpts from grade-level text with a purpose and comprehension using schema and Graphic Organizers.		VU	Purpose, comprehension; key, content-based, grade-level vocabulary
					LFC	Sentence structure at ELP level
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read grade level texts, and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose with key words associated with Pictures and Photographs; demonstrate comprehension by answering yes/no, either/or questions with single words.	Read grade-level texts, and orally explain the purpose and demonstrate comprehension in L1 and/or read excerpts from grade-level texts and state the purpose using short phrases with Sentence Frame and demonstrate comprehension by answering wh-questions in phrases and short sentences or with Pictures and Photographs.	Read excerpts from grade-level texts, and orally explain the purpose and demonstrate comprehension by answering questions using key vocabulary in simple, related sentences.	Read texts at the grade 3-4 complexity band and orally explain the purpose and demonstrate comprehension using key vocabulary in expanded and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise, vocabulary in multiple, complex sentences.
Learning Supports		Graphic Organizers Word/Picture Wall L1 support Teacher Support	Graphic Organizers Word/Picture Wall L1 support	Graphic Organizers Teacher Support Word/Picture Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.4b WIDA ELDS: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Read prose and poetry texts with fluency and appropriate expression using a Partner work and Recorded or Live Production.	VU	Prose, poetry, fluency; key, content-based, grade-level vocabulary
			LFC	Sentence structure and rhythm
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read prose and poetry orally in L1 and/or single words from a leveled text or repeat rhyming words with accuracy, fluency and expression.	Read prose and poetry orally in L1 and/or phrases from a leveled text in English with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within grades 3-4 complexity level text band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports		Partner work Recorded or Live Production L1 support Teacher Modeling Highlighted Words/Boldface Words Choral Reading Pictures and Photographs/ Illustrations Diagrams/drawings	Partner work Recorded or Live Production L1 support Teacher Modeling Highlighted Words/Boldface Words Choral Reading	Partner work Teacher Modeling		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.4c WIDA ELDS: 2 Reading Speaking	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	Apply context clues to confirm or self-correct when necessary using Think Alouds and a Checklist.	VU	**VU:** Context, self-correct; key, content-based, grade-level vocabulary
			LFC	Sentence structure with context clues, cognates, synonym
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 listening to the Teacher Modeling how to use sentence level context clues, cognates and schemata.	Apply context clues to confirm the meaning of unknown words in a grade-level text in L1 and/or use sentence-level context clues, cognates and schemata to confirm unknown key words in selected phrases from a leveled text.	Apply sentence and paragraph-level context clues, cognates, and schemata to confirm the meaning of unknown words in an adapted text.	Apply sentence and paragraph-level context clues, cognates, and schemata to confirm the meaning of unknown, key words in a text within grades 3-4 complexity band.	Apply sentence and paragraph-level context clues, cognates, and schemata to confirm the meaning of unknown words in a grade-level text.
Learning Supports		Bilingual dictionary and Picture Dictionary L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dictionary and Picture Dictionary L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dictionary Word/Picture Wall Checklist Think Alouds	Dictionary Checklist	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.a WIDA ELDS: 2-5 Writing	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, Illustrations/diagrams/drawings, and multimedia) when useful to aiding comprehension.	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
			LFC	Verb forms, Headings, captions, quotations
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a clear and coherent, complex topic sentence in L1 and/or produce key topic words or phrases from memorized structures and include formatting, multimedia and Illustrations/diagrams/drawings to enhance comprehension.	Produce a clear, coherent, complex topic sentence in L1 and/or compose phrases and short topic sentences which include formatting, multimedia and Illustrations/diagrams/drawings to enhance comprehension.	Produce a simple topic sentence using formatting, multimedia and Illustrations/diagrams/drawings to enhance comprehension with key vocabulary.	Produce an organized topic sentence using formatting, multimedia and Illustrations/diagrams/drawings to enhance comprehension with key vocabulary.	Produce a clear, coherent, complex topic sentence using formatting, multimedia and Illustrations/diagrams/drawings to enhance comprehension with precise, vocabulary.
Learning Supports	Technological resources L1 support Visualizations Word/Picture Wall Pictures and	Technological resources L1 support Word/Picture Wall Sentence Frame Pictures and	Technological resources Word/Picture Wall Pictures and Photographs Illustrations/ drawings	Technological resources Illustrations Diagrams/drawings	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.b WIDA ELDS: 2-5 Writing	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations, or examples by using Graphic Organizers and Shared Writing.	VU	Topic, facts, concrete details; key, content-based, grade-level vocabulary
			LFC	Quotations, citations
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize a writing topic with relevant facts, details, or examples in L1 and/or in Pictures and Photographs, drawings or high-frequency words or phrases that represent key ideas.	Develop and organize a writing topic with relevant facts, details, or examples in L1 and/or in phrases and short sentences that represent key ideas.	Develop and organize the topic for writing with facts, details and examples using key vocabulary in a series of simple, related sentences.	Develop and organize the topic for writing with facts, details and examples using key vocabulary in expanded and some complex sentences.	Develop and organize the topic for writing with facts, details and examples using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Shared Writing Word/Picture Wall L1 support Illustrations/diagrams/drawings Drawings	Graphic organizer Shared Writing Word/Picture Wall L1 support Sentence Frame	Graphic organizer Shared Writing Word/Picture Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.c WIDA ELDS: 2 Writing	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Apply specific words and phrases (e.g., another, for example, also, because) to link ideas within and across categories of information, using a Word/Picture Wall and chart that organizes those specific words and defines WHEN to use them.	VU	another, for example, also, because
			LFC	Adverbs of time, manner Placement of transition words in a sentence, clause
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply specific words to link ideas within and across categories of information using L1 and/or Pictures and Photographs, drawings, Gestures and high-frequency vocabulary in phrases that represent key ideas.	Apply specific words to link ideas within and across categories of information using L1 and/or Pictures and Photographs and key vocabulary in phrases and short sentences that represent key ideas.	Apply specific words to link ideas within and across categories of information using key vocabulary in a series of simple, related sentences.	Apply specific words to link ideas within and across categories of information using key vocabulary in expanded and some complex sentences.	Apply specific words to link ideas within and across categories of information using precise vocabulary in multiple, complex sentences.
Learning Supports	Chart Word/Picture Wall Think Alouds L1 support Cloze sentences	Chart Word/Picture Wall Think Alouds L1 support Sentence Frame	Chart Word/Picture Wall Think Alouds	Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.d WIDA ELDS: 2 Speaking Writing	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Express ideas orally and in writing using precise language and domain specific vocabulary to inform about or explain a topic, by referring to visuals or a Word/Picture Wall.	VU	Words appropriate to topic
			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	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or using key, single words from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or using key phrases from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from an adapted text using simple sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a text within grades 3-4 complexity level band using expanded and some complex sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a grade-level text using complex sentences.
Learning Supports	Visuals Word/Picture Wall L1 support Cognates	Visuals Word/Picture Wall L1 support Cognates	Visuals Word/Picture Wall	Visuals	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.e WIDA ELDS: 2-5 Writing	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	Write a conclusion statement that follows from the information or explanation presented using a graphic organizer, Shared Writing and L1 support.	VU	Conclusion, explanation
			LFC	Transitional phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion statement that follows from the information presented in L1 and/or in Pictures and Photographs, drawings or high-frequency words that represent key ideas.	Write a conclusion statement that follows from the information presented in L1 and/or using selected vocabulary in phrases and short sentences that represent key ideas.	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 Supports	Graphic organizer Shared Writing L1 support Pictures and Photographs Drawings	Graphic organizer Shared Writing L1 support Sentence Frame	Graphic organizer Shared Writing Sentence Starter	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.6 WIDA ELDS: 2 Reading Speaking	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.		Produce and publish writing as well as to interact and collaborate with others using technology, including the Internet, a peer and a Checklist.		VU	Collaborate, interact, publish
					LFC	Subject verb agreement, embedded clauses
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 written work by applying specific technology and collaborative skills using key vocabulary in expanded sentences with emerging complexity.	Publish clear and coherent written work by applying specific technology and collaborative skills using precise vocabulary in multiple, complex sentences.
Learning Supports	Publishing Checklist Technology support Template Word/Picture Wall Visuals Storyboard Cloze sentences L1 support	Publishing Checklist Technology support Template Word/Picture Wall Visuals Storyboard Sentence frames L1 support	Publishing Checklist Peer feedback Technology support Template Word/Picture Wall	Publishing Checklist Peer feedback Technology support	Technology support

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.6 WIDA ELDS: 2 Reading Speaking	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		Produce and publish writing using Microsoft Office, a peer and a Checklist.		VU	Collaborate, interact, publish
					LFC	Subject verb agreement, embedded clauses
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 work by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in key phrases and short sentences.	Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish written work by applying specific technology and collaborative skills using key vocabulary in expanded sentences with emerging complexity.	Publish written work by applying specific technology and collaborative skills using precise vocabulary in multiple, complex sentences.
Learning Supports		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	Publishing Checklist Peer feedback Technology support Template Word/Picture Wall	Publishing Checklist Peer feedback Technology support	Technology support

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.8 WIDA: 2 Reading Speaking	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		Research and take notes using several sources to first build a knowledge base, from experiences or gather relevant information from print and digital sources by investigating different aspects of a topic. Use an outline, notes and online resources (translators) as well as Bilingual dictionary/picture dictionaries for support.		VU	Main idea, supporting details, opposing opinions. Key, content-based
					LFC	Compare and contrast word patterns, conjunctions
					LC	Varies by level

		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.	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 precise vocabulary in multiple, complex sentences.
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	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	Complete writing tasks routinely over extended time frames (research, reflect and revise) for a range of disciplines using Templates, Shared Writing and Word Bank.	VU	Time frame, research, revisions
			LFC	Capitalization, punctuation, various verb forms
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 Photographs and/or key, high-frequency single words and phrases.	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 and/or selected vocabulary in key phrases and short sentences.	Complete writing tasks over extended 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 extended time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in expanded sentences of emerging complexity.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using precise, vocabulary in multiple, complex sentences.
Learning Supports		Shared Writing Templates Word/picture banks L1 support Sentence Frame Drawings/Pictures and Photographs	Shared Writing Templates Word/picture banks L1 support Sentence Frame Drawings	Shared Writing Templates Word Bank	Shared Writing	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.		Complete writing tasks routinely over short time frames (plan, write) for a range of discipline-specific tasks, purposes and audiences using Templates, Shared Writing and Word Bank.		VU	Plan, time frame
					LFC	Capitalization, punctuation, various verb forms
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 over short time frames with drawings, Pictures and Photographs and/or high-frequency, single words and phrases.	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 and/or general, selected vocabulary in simple sentences.	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 Supports	Shared Writing Templates Word Bank L1 support Sentence Frame Pictures and Photographs	Shared Writing Templates Word Bank L1 support Sentence Frame Drawings	Shared Writing Templates Word Bank	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.1.a WIDA ELDS: 1-5 Speaking Listening Reading	Create questions and talking points to facilitate discussions after reading required material.	Develop questions and share ideas based on texts read using notes and Cue Cards.	VU	According to, The text states
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop questions and share ideas in a grade-level discussion on a previously read topic using L1 and/or use Gestures and high-frequency single words in phrase patterns.	Develop questions and share ideas in a grade-level discussion on a previously read topic in L1 and/or use selected vocabulary in key phrases and short sentences.	Develop questions and share ideas in a grade-level discussion on a previously read topic using key vocabulary in a series of simple, related sentences.	Develop questions and share ideas in a grade-level discussion on a previously read topic using key vocabulary in expanded sentences with emerging complexity.	Develop questions and share ideas in a grade-level discussion on a previously read topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Cornell Notes Cue Cards Teacher Modeling Partner work Word/Picture Wall Visuals Gestures L1 support	Cornell Notes Cue Cards Teacher Modeling Partner work Word/Picture Wall Visuals Sentence frames L1 support	Cornell Notes Cue Cards Word/Picture Wall Partner work	Cornell Notes Cue Cards Partner work	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.4.1.b WIDA ELDS: 1 Reading Speaking	Identify various roles and follow agreed-upon rules in small and whole group discussion.		Speak and listen to peers to create rules for collaborative discussions using a Reference Sheet of specific discussion rules and Role Play.	VU	Goals, roles, deadlines
				LFC	Verb forms; declarative sentences
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use Gestures and high-frequency, single words in key phrase patterns or memorized phrases.	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use selected vocabulary in key phrases and short sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using key vocabulary in a series of simple, related sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals using key vocabulary in expanded sentences with emerging complexity.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using precise vocabulary in multiple, complex sentences.
Learning Supports		Reference Sheet Role Play Template Word/Picture Wall L1 support Cloze sentences	Reference Sheet Role Play Template Word/Picture Wall L1 support Sentence frames	Reference Sheet Role Play Word/Picture Wall	Reference Sheet Role Play Template	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.4.1.c WIDA ELDS: 1-5 Speaking Listening	Pose and respond to specific questions to clarify or follow-up on information in one-on one discussion and group discussion and link to the remarks of others.		Formulate and respond to questions to clarify and follow up on information using Cue Cards, Question Stem Banks and Word/Picture Walls with a Partner work.	VU	Pose, clarify
				LFC	Questions (formal and informal structures)
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 and respond to questions to clarify and follow up on information using L1 and/or using Pictures and Photographs and selected vocabulary in key short sentences.	Formulate and respond to questions to clarify and follow up on information using key vocabulary in a series of simple, related sentences.	Formulate and respond to questions to clarify and follow up on information using key vocabulary in expanded sentences with emerging complexity.	Formulate and respond to questions to clarify and follow up on information using precise vocabulary in multiple, complex sentences.
Learning Supports	Partner work Cue Cards Question Stem Bank Word/Picture Wall L1 support Pictures and Photographs	Partner work Cue Cards Question Stem Bank Word/Picture Wall L1 support Pictures and Photographs	Partner work Cue Cards Question Stem Bank Word/Picture Wall	Partner work Cue Cards	Partner work

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.4.1.d WIDA ELDS: 1-5 Reading Speaking	Review the key ideas expressed in a discussion.		Participate in collaborative discussion and review key ideas expressed using a graphic organizer and notes	VU	Reflect, paraphrase
				LFC	Retelling, present/past tense verbs, comparing
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using L1 and/or Pictures and Photographs, Gestures and high-frequency, single words in key phrase patterns or memorized phrases.	Participate in collaborative discussion and review key ideas expressed in L1 and/or use selected vocabulary in key phrases and short sentences.	Participate in collaborative discussion and review key ideas expressed using key vocabulary in a series of simple, related sentences.	Participate in collaborative discussion and review key ideas expressed using key vocabulary in expanded sentences with emerging complexity.	Participate in collaborative discussions and review key ideas expressed using precise, vocabulary in multiple, complex sentences.
Learning Supports		Graphic organizer Word/Picture Wall L1 support Choice questions	Graphic organizer Word/Picture Wall L1 support Sentence frames	Graphic organizer Word/Picture Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.1.d WIDA ELDS: 1-5 Speaking Listening	Explain own ideas and understanding in light of a discussion.	Express personal ideas and understanding in a discussion using notes and a Word/Picture Wall.	VU	Personal ideas
			LFC	Sentences with phrases which express own opinion
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use visuals and high-frequency, words in key phrase patterns or memorized phrases.	Express personal ideas and understanding in a discussion on grade-level topics in L1 and/or use visuals and key phrases and short sentences.	Express multiple, related, personal ideas and understanding in a discussion on grade-level topics using a series of simple sentences.	Express organized personal ideas and understanding in a discussion on grade-level topics using expanded sentences with emerging complexity.	Express clear and coherent personal ideas and understanding in a discussion on grade-level topics using multiple, complex sentences.
Learning Supports	Notes Word/Picture Wall Small group L1 text and/or support Pictures and Photographs Gestures	Notes Word/Picture Wall Small group L1 text and support Sentence Frame	Notes Small group Word/Picture Wall	Notes Small group	Notes Small group

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.3 WIDA ELDS: 2 Speaking Listening	Identify the reasons and evidence a speaker provides to support particular points.	Listen to information and identify the reasons and evidence a speaker provides to support particular points using notes and an outline.	VU	Interpret, identify, explain
			LFC	Present and past tense verbs, dependent and independent clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain the reasons and evidence a speaker provides to support particular points using L1 and/or use high-frequency single words in key phrase patterns.	Listen to presentation of grade level information and explain the reasons and evidence a speaker provides to support particular points in L1 and/or use selected vocabulary in key phrases and short sentences.	Listen to presentation of adapted, grade-level information and explain the reasons and evidence a speaker provides to support particular points by using key vocabulary in a series of simple, related sentences.	Listen to presentation of grade level information and explain the reasons and evidence a speaker provides to support particular points using key vocabulary in expanded sentences with emerging complexity.	Listen to presentation of grade-level information and explain the reasons and evidence a speaker provides to support particular points using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Word/picture bank L1 support Cloze sentences Pictures and Photographs Visuals	Outline Word/picture bank L1 support Sentence frames Pictures and Photographs Visuals	Outline Word bank	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.4 WIDA ELDS: 1-5 Reading Speaking	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	Discuss and recount an experience using evidence and descriptive details to support main ideas or themes presented using a speaking rubric / Checklist or L1 support.	VU	Retell, summarize, justify, point of view
			LFC	Affirming Sentence Frame, appropriate language, tone, voice
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss and recount experience with evidence and descriptive details in L1 and/or by using Pictures and Photographs and high-frequency words in key phrase patterns or memorized phrases.	Discuss and recount experience with evidence and descriptive details in L1 and/or by using selected vocabulary in key phrases and/or short sentences.	Discuss and recount experience with evidence and descriptive details using key vocabulary in a series of simple, related sentences.	Discuss and recount experience with evidence and descriptive details using key vocabulary in expanded sentences with emerging complexity.	Discuss and recount experiences with descriptive details and evidence presented using precise vocabulary in a series of clear and coherent, complex sentences.
Learning Supports	Checklist Speaking protocol Visuals Gestures Yes / no questions L1 support	Checklist Speaking protocol Word/Picture Wall Visuals L1 support	Checklist Speaking protocol (simple sentences) Word/Picture Wall	Speaking rubric Checklist Speaking protocol	Speaking rubric Checklist

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.4 WIDA ELDS: 2-5 Speaking	Speak clearly at an understandable pace when presenting.		Demonstrate a command of formal English and its conventions when speaking clearly at an understandable pace according to English language proficiency level with appropriate supports.		VU	Formal vs. informal English
					LFC	Varies by level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English and its conventions by producing key words in phrase patterns.	Demonstrate a command of formal English and its conventions by producing key phrases and short sentences.	Demonstrate a command of formal English and its conventions by using key vocabulary in a series of simple sentences.	Demonstrate a command of formal English and its conventions by using key vocabulary in expanded sentences with emerging complexity.	Demonstrate a command of formal English and its conventions by using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall L1 support Gestures Pictures and Photographs Visuals	Word/Picture Wall L1 support Sentence frames Pictures and Photographs Visuals	Word/Picture Wall Template	Template	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.1.e WIDA ELDS: 2 Speaking Writing	Form and use prepositional phrases when writing or speaking.		Form and use prepositional phrases by using verb Charts/Posters.		VU	Verb tense
					LFC	Sentences with simple verb tenses
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Form and use prepositional phrases when writing or speaking by using drawings with single high frequency words.	Form and use prepositional phrases when writing or speaking when using selected words in key phrases and short sentences.	Form and use prepositional phrases when writing or speaking using a series of simple, related sentences.	Form and use prepositional phrases when writing or speaking using expanded sentences with emerging complexity.	Form and use prepositional phrases when writing or speaking using multiple, complex sentences.
Learning Supports		Verb Chart Word/Picture Wall L1 text and/or support Pictures and Photographs	Verb Chart Word/Picture Wall L1 text and/or support Pictures and Photographs Sentence Frame	Verb Chart Word/Picture Wall	Verb Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.1.g WIDA ELDS: 2 Writing Speaking	Correctly use frequently confused words (e.g., to, too, two; there, their) when writing or speaking.	Demonstrate correct use of confused words (e.g., to, too, two; there, their) using Charts/Posters and visuals.	VU	Confused words (e.g., to, too, two; there, their)
			LFC	Describing people and actions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use frequently confused words (e.g., to, too, two; there, their) when writing or speaking with selected vocabulary matched with visuals.	Use frequently confused words (e.g., to, too, two; there, their) when writing or speaking with selected vocabulary in key phrases and short sentences.	Use frequently confused words when writing or speaking with key vocabulary and simple sentence structures.	Use frequently confused words when writing or speaking with key vocabulary and expanded language structures.	Use frequently confused words when writing or speaking with precise vocabulary and complex language structures.
Learning Supports	Chart Word/Picture Wall Cloze sentences Pictures and Photographs L1 support	Chart Word/Picture Wall Sentence frames Pictures and Photographs L1 support	Chart Word/Picture Wall	Chart	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.4.2.d WIDA ELDS: 2 Writing	Spell grade appropriate words correctly when writing.		Demonstrate accurate spelling using a dictionary and technology (spellcheck) for support.	VU	Spell, accurate
				LFC	Apply conventional spelling rules
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high-frequency, content-related vocabulary words.	Demonstrate command of English spelling conventions for selected, content-based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grades 3-4 complexity band.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
Learning Supports	Reference Sheet Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Reference Sheet Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Reference Sheet Word/Picture Wall	Reference Sheet	Reference Sheet

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.2.d WIDA ELDS: 2-5 Reading Writing	Consult references as needed when spelling Grade 4 words.		Consult Reference Sheet to check spelling of grade 4 words using dictionaries.		VU	Reference Sheet; key, grade-level, content-based vocabulary
					LFC	Definition genre
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Consult Reference Sheet to check spelling of high-frequency grade 4 words.	Consult Reference Sheet to check spelling of selected, grade 4 words.	Consult Reference Sheet to check spelling of familiar grade 4 words.	Consult Reference Sheet to check spelling of key grade 4 words.	Consult Reference Sheet to check spelling of content-based, grade 4 words.
Learning Supports	Reference Sheet Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Reference Sheet Word/Picture Wall Picture Dictionary Personal Dictionary L1 support	Reference Sheet Word/Picture Wall	Reference Sheet	Reference Sheet

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.3.a WIDA ELDS: 2-5 Reading Writing Speaking	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.		Demonstrate a command in the choice words and phrases to convey ideas precisely when writing, speaking, reading, or listening according to English language proficiency level with appropriate supports.		VU	Words, phrases in English
					LFC	Varies by level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command in the choice of words and phrases to convey ideas in L1 and/or by producing or processing key, single words in phrase patterns.	Demonstrate a command in the choice of words and phrases to convey ideas using L1 and/or using selected vocabulary in key phrases and short sentences.	Demonstrate a command in the choice of words and phrases to convey ideas by using key vocabulary in a series of simple sentences.	Demonstrate a command in the choice of words and phrases to convey ideas by using key vocabulary in expanded and some complex sentences.	Demonstrate a command in the choice of words and phrases to convey ideas by using precise vocabulary in multiple, complex sentences.
Learning Supports	Learning Supports	Reference Sheet Word/Picture Wall L1 support Cloze sentences Gestures Pictures and Photographs Visuals	Reference Sheet Word/Picture Wall L1 support Sentence frames Pictures and Photographs Visuals	Reference Sheet Word/Picture Wall Template	Reference Sheet

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.3.c WIDA ELDS: 2 Speaking Writing	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Distinguish between contexts which require formal and informal discourse and apply appropriate style using Charts/Posters and drawings.	VU	Formal English vs. Informal discourse
			LFC	Varies by level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 between contexts which require formal and informal discourse and apply appropriate style in L1 and/or use selected vocabulary in key phrases and short sentences.	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 between contexts which require formal and informal English discourse and apply appropriate style using key vocabulary in expanded sentences with emerging complexity.	Distinguish between contexts which require formal and informal English discourse and apply appropriate style using precise vocabulary in multiple, complex sentences.
Learning Supports	Charts/Posters L1 text and/or support Pictures and Photographs	Charts/Posters L1 text and/or support Pictures and Photographs	Charts/Posters	Charts/Posters	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.5.a WIDA ELDS: 2 Speaking Writing	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Explain the meaning of simple similes and metaphors in context using Charts/Posters, Reference Sheet and drawings.	VU	Figurative expressions
			LFC	Sentences with idioms, collocations and figurative language
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the meaning of simple similes and metaphors in texts in L1 and/or identify simple simile and metaphors in leveled texts and match to visual representations.	Explain the meaning of simple similes and metaphors in texts in L1 and/or identify simple simile and metaphors in leveled texts.	Explain the meaning of simple similes and metaphors in adapted texts using a series of simple, related sentences.	Explain the meaning of simple similes and metaphors in texts within grades 3-4 complexity band using expanded and some complex sentences.	Explain the meaning of simple similes and metaphors in grade-level texts using multiple, complex sentences.
Learning Supports	Reference Sheet Charts/Posters L1 text and/or support Pictures and Photographs	Reference Sheet Charts/Posters L1 text and/or support Pictures and Photographs	Reference Sheet Charts/Posters	Reference Sheet	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.5.b WIDA ELDS: 2 Speaking Writing Reading	Interpret the meaning of common adages (e.g., Never look a gift horse in the mouth. There's no such thing as a free lunch.) encountered in text.	Read to determine the meaning of common adages and their role in the text using context, visuals, and Reference Sheet.	VU	Figures of speech, euphemism
			LFC	Sentences with figurative language
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to determine the meaning of figures of speech in L1 and/or a selected adage within a leveled text.	Read to determine the meaning of figures of speech in L1 and/or a selected adage from a grad-level text.	Read to determine the meaning of figures of speech within an adapted text.	Read to determine the meaning of figures of speech within a grade 3-4 text complexity level.	Read to determine the meaning of figures of speech in grade-level text.
Learning Supports		Picture dictionaries Text in L1 Visuals L1 support Teacher Support	Picture dictionaries Visuals Text in L1 L1 support Teacher Support	Visuals		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.5.c WIDA ELDS: 2 Reading Writing	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Identify and demonstrate understanding of words by relating them to their antonyms and synonyms through the use of Reference Sheet, Pictures and Photographs and Word/Picture Walls.	VU	Content-based, grade-level synonyms and antonyms
			LFC	Grammar, syntax and punctuation
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify high frequency antonyms and synonyms.	Identify common antonyms and synonyms by sorting words.	Identify key antonyms and synonyms from grade 3-4 level text.	Identify and use antonyms and synonyms from grade 3-4 leveled text.	Identify and correctly use of antonyms and synonyms from grade-level text.
Learning Supports	Bilingual dictionary dictionary Thesaurus Word/Picture Wall Matching Word Card Game L1 support Pictures and Photographs/Photographs Manipulatives	Bilingual dictionary dictionary Thesaurus Word/Picture Wall Matching Word Card Game L1 support Pictures and Photographs/Photographs Manipulatives	Bilingual dictionary dictionary Thesaurus Word/Picture Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being	Acquire and apply grade-appropriate general, academic, and domain-specific words and phrases that are basic to a particular topic using Word/Picture Walls, Personal Dictionary and Pictures and Photographs.	VU	Academic, general, domain-specific, content-based, grade level vocabulary
			LFC	Embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 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 in phrases and/or short sentences when writing or speaking.	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 listen to acquire general, academic and domain-specific words and phrases from texts within grade 3-4 complexity band in order to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade-appropriate general, academic and domain-specific words and phrases in order to produce these terms in clear and coherent writing / speech using multiple, complex sentences.
Learning Supports	L1 text and/or support Bilingual dictionary dictionary Personal Dictionary Pictures and Photographs Cloze sentences Word/Picture Wall	L1 text and/or support Bilingual dictionary dictionary Personal Dictionary Pictures and Photographs Sentence Frame Word/Picture Wall	Word/Picture Wall Personal Dictionary		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL. 4.7 WIDA ELDS: 2 Reading Speaking	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch it through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive; content-based, grade-level vocabulary
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to Pictures and/or use single words to complete Venn Diagram; and answer yes/no or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or use short phrases to answer "wh" questions and match images and Pictures to phrases and short sentences; and/or complete Venn Diagram with phrases.	Use key vocabulary in simple, related sentences to compare and contrast the live version to the written version of the text.	Use key vocabulary in expanded and some complex sentences to compare and contrast the live version to the written version of the text.	Use precise vocabulary in multiple, complex sentences to compare and contrast the experience of reading a story versus a multi-media version.
Learning Supports	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Word Sort Cards	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Sentence Frame	Venn Diagram Word Wall Sentence Starter	Venn Diagram	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.4.10; RI 4.10 WIDA ELDS: 2-5 Reading Speaking Listening	Read increasingly complex texts, at the grade 4-5 text complexity band independently and proficiently.		Read to comprehend a variety of text in the grade 3-4 text complexity band using Teacher Support, Think -alouds, L1 support and online resources.		VU	Content-based, grade-level vocabulary
					LFC	Specific to text
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to comprehend a variety literature in L1; and/or listen to adapted text or excerpts from grade-level text, read aloud.	Read to comprehend a variety of text in L1; and/or listen to text read aloud using leveled text or excerpts from grade-level text.	Read to comprehend a variety of adapted text in the grade 3-4 text complexity band.	Read to comprehend a variety of text in the grade 3-4 text complexity band.	Read to comprehend a variety of grade level text.
Learning Supports	Online Resources Word/picture Bank L1 support Cloze sentences Graphic Organizers Teacher Support Think-aloud	Online Resources Word/picture Bank L1 support Sentence Frame Graphic Organizers Teacher Support Think -aloud	Online Resources Word Bank Graphic Organizers Think -aloud	Online Resources Think-aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.8 WIDA ELDS: 2-5 Reading Speaking	Explain how an author uses reasons and evidence to support particular points in a text.	Analyze text and identify how an author uses reasons and evidence to support textual evidence through the use of a Graphic Organizers and/or marking the text.	VU	Textual evidence; content-based, grade-level vocabulary
			LFC	Quotations, direct and reported sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze text and identify supportive textual evidence in L1 and/or by matching leveled Phrase Citations from texts, to visual representations.	Analyze text and identify supportive textual evidence in L1 and/or by matching Sentence Citations from leveled text, or excerpts from grade-level texts, to visual representations.	Analyze adapted text and identify supportive textual evidence using key vocabulary in simple, related sentences.	Analyze text within the grade-level band and identify supportive textual evidence using key vocabulary in expanded and some complex sentences.	Analyze grade-level text and identify supportive textual evidence using precise vocabulary in multiple, complex sentences.
Learning Supports	Template Partner Work L1 support Phrase Citations Pictures/Photographs Word/Picture Wall	Template Partner Work L1 support Sentence Citations Pictures/Photographs Word/Picture Wall	Template Partner Work Word Wall Bold Faced/Highlighted Words	Bold Faced/Highlighted Words	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.4.9 WIDA ELDS: 2 - 5 Reading Speaking Writing	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	Compare and contrast two texts on the same topic in order to write or speak about the subject knowledgeably by using a Graphic Organizers and L1 support.	VU	Similarities, differences, facts, fiction; content-based, grade-level vocabulary
			LFC	Simple, compound and complex sentences, word order and parallelism
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast two texts on the same topic with that of another from an informational text in L1 and/or using leveled texts or excerpts from grade-level texts, produce single words and Pictures to complete a Graphic Organizers.	Compare and contrast two texts on the same topic with that of another from an informational text in L1 and/or using a leveled text or excerpts from grade-level texts, produce Pictures and phrases or short sentences to complete a Graphic Organizers.	Compare and contrast two adapted texts on the same topic using key vocabulary in simple, related sentences.	Compare and contrast two texts within the grade-level band on the same topic using key vocabulary in expanded and some complex sentences.	Compare and contrast two grade-level texts on the same topic with that of another, using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Template L1 support Word/Picture Wall	Graphic Organizers Template L1 support Sentence frame Word/Picture Wall	Graphic Organizers Template Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.3.a WIDA ELDS: 2 Reading Speaking	Use morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in and out of context.	Apply morphology to decode multisyllabic words using sound/symbol and syllabication Charts and Pictures.	VU	Syllables, sound/symbol, roots and affix; content-based, grade-level vocabulary
			LFC	Syllabication rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply roots and affix skills to decode selected, high-frequency, multisyllabic (separated by syllable), words.	Apply roots and affix skills to decode selected multisyllabic words.	Apply roots and affix skills to decode key, multisyllabic, words from an adapted text.	Apply roots and affix skills to decode key multisyllabic words from texts within grades 3-4 grade-level band.	Apply roots and affix skills to decode multisyllabic, content-based words from grade-level texts.
Learning Supports	Sound/Symbol Charts Syllabication Charts Word/Picture Wall L1 support Teacher Support	Sound/Symbol Charts Syllabication Charts Word/Picture Wall L1 support Teacher Support	Sound/Symbol Charts Syllabication Charts Word Wall	Sound/Symbol Charts Syllabication Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.4.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.	Read grade level text with a purpose and comprehension using Graphic Organizers.	VU	Purpose, comprehension; content-based, grade-level vocabulary
			LFC	Sentence structure at ELP level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and state the purpose using phrases and short sentences and demonstrate comprehension by answering wh-questions in phrases and with Pictures.	Read adapted grade level texts, orally explain the purpose and demonstrate comprehension by answering questions using key vocabulary in simple, related sentences.	Read texts within the grade-level band, orally explain the purpose and demonstrate comprehension using key vocabulary in expanded and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Word/Picture Wall L1 support Teacher Support Pictures/illustrations	Graphic Organizers Word/Picture Wall L1 support Teacher Support	Graphic Organizers Teacher Support Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.a WIDA: 2-5 Writing	Introduce a topic clearly and group related information **in** paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.	Write to produce a coherent written topic sentence to explain a topic clearly, include formatting, graphics, and multimedia to enhance comprehension using a Word Wall and L1 support.	VU	Topic sentence, format, multimedia, Charts, tables; content-based, grade-level vocabulary
			LFC	Verb forms, Headings, captions, quotations
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Produce clear, coherent, and complex topic sentences in L1 and/or compose single words or phrases from memorized structures; include features to enhance comprehension.	Produce clear, coherent and complex topic sentences in L1 and/or compose phrases and short sentences with formulaic sentence patterns; include features to enhance comprehension.	Produce simple, related topic sentences using key vocabulary with formatting, multimedia and illustrations to enhance comprehension.	Produce organized expanded topic sentences with emerging complexity using key vocabulary in with formatting, multimedia and illustrations to enhance comprehension.	Produce clear, coherent, and complex topic sentences using precise vocabulary with formatting, multimedia and illustrations to enhance comprehension.
Learning Supports		Technological resources L1 support Word/Picture Wall Pictures/diagrams Cartoons	Technological resources L1 support Word/Picture Wall Sentence Frame Pictures/diagrams	Technological resources Word Wall Pictures/diagrams Illustrations/drawings	Technological resources Illustrations/drawings	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.b WIDA ELDS: 2-5 Writing	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations, or examples by using Graphic Organizers and Shared Writing.	VU	Topic, facts, concrete details; content-based, grade-level vocabulary
			LFC	Quotations, citations
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 organize writing topic with relevant facts, details, or examples in L1 and/or using Pictures and phrases/short sentences that represent key ideas using formulaic sentence patterns.	Develop and organize the topic for writing with facts, details and examples using key vocabulary in simple sentences.	Develop and organize the topic for writing with facts, details and examples using key vocabulary in expanded and some complex sentences.	Develop and organize the topic for writing with facts, details and examples using precise vocabulary in multiple, complex sentences.
Learning Supports		Graphic Organizers Shared Writing Word/Picture Wall L1 support Illustrations Drawings	Graphic Organizers Shared Writing Word/Picture Wall L1 support Sentence Frame	Graphic Organizers Shared Writing Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.c WIDA ELDS: 2 Writing	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Apply specific words and phrases (e.g., another, for example, also, because) to link ideas within and across categories of information, using a Think -aloud, Word Wall and Charts that organizes those specific words and defines WHEN to use them.	VU	Another, for example, also, because; content-based, grade-level vocabulary
			LFC	Adverbs of time, manner Placement of transition words in a sentence, clause
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Apply specific words to link ideas within and across categories of information using L1 and/or use Pictures, drawings, gestures and selected, high-frequency vocabulary in key phrases.	Apply specific words to link ideas within and across categories of information using L1 and/or use Pictures and selected vocabulary in phrases and short sentences with formulaic structures.	Apply specific words to link ideas within and across categories of information using key vocabulary in a series of simple, related sentences.	Apply specific words to link ideas within and across categories of information using key vocabulary in expanded and some complex sentences.	Apply specific words to link ideas within and across categories of information using precise vocabulary in multiple, complex sentences.
Learning Supports		Charts Word/Picture Wall Think -aloud L1 support Cloze sentences	Charts Word/picture wall Think -aloud L1 support Sentence Frame	Charts Word Wall Think -aloud	Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.d WIDA ELDS: 2 Speaking Writing	Use precise language and domain-specific vocabulary to inform about or clarify the topic.	Express ideas orally and in writing using precise language and domain specific vocabulary to inform about or explain a topic, by referring to visuals or a Word Wall.	VU	Words appropriate to topic; content-based, grade-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	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or use Pictures and selected single words from a leveled text or excerpts from a grade-level text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or use selected vocabulary in key phrases from a leveled text or excerpts from a grade-level text.	Express ideas orally and in writing using general language and key, domain-specific vocabulary to inform about or explain a topic from an adapted text using a series of simple, related sentences.	Express ideas orally and in writing using precise language and key, domain-specific vocabulary to inform about or explain a topic from a text within grade-level band using expanded and some complex sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a grade-level text using multiple, complex sentences.
Learning Supports	Visuals Word/Picture Wall L1 support Cognates Teacher Support	Visuals Word/Picture Wall L1 support Cognates	Visuals Word Wall	Visuals	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.2.e WIDA ELDS: 2-5 Writing	When writing, present a concluding statement or section related to the information or explanation presented	Write a conclusion statement that follows from the information or explanation presented using a Graphic Organizers, Shared Writing and L1 support.	VU	Conclusion, explanation; content-based, grade-level vocabulary
			LFC	Transitional phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion statement that follows from the information presented in L1 and/or use Pictures, drawings and selected high-frequency words that represent key ideas.	Write a conclusion statement that follows from the information presented in L1 and/or use selected vocabulary in phrases and short sentences.	Write a conclusion statement that follows from the information presented using key vocabulary in a series of simple, related sentences.	Write a conclusion statement that follows from the information presented using key vocabulary in expanded and some complex sentences.	Write a conclusion statement that follows from the information presented using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Shared Writing L1 support Pictures Drawings	Graphic Organizers Shared Writing L1 support Sentence Frame	Graphic Organizers Shared Writing Sentence Starter	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.6 WIDA ELDS: 2 Reading Speaking	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others	Produce and publish writing as well as interact and collaborate with others using technology, including the Internet, a peer and a checklist.	VU	Collaborate, interact, publish; content-based, grade-level vocabulary
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish written work to apply technology and collaborative skills and using L1 and/or use Pictures, drawings and selected single words.	Publish written work by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in phrases and short sentences.	Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish written work by applying specific technology and collaborative skills using key vocabulary in expanded and some complex sentences.	Publish clear and coherent written work by applying specific technology and collaborative skills using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist for publishing Technology support Template Word/Picture Wall Visuals/Storyboard Cloze sentences L1 support	Checklist for publishing Technology support Template Word/Picture Wall Visuals/Storyboard Sentence frames L1 support	Checklist for publishing Peer feedback Technology support Template Word Wall	Checklist for publishing Peer feedback Technology support	Technology support

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.6 WIDA ELDS: 2 Reading Speaking	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others	Produce and publish writing as well as interact and collaborate with others using technology, including the Internet, a peer and a checklist.	VU	Collaborate, interact, publish; content-based, grade-level vocabulary
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish written work to apply technology and collaborative skills and using L1 and/or use Pictures, drawings and selected single words.	Publish written work by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in phrases and short sentences.	Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish written work by applying specific technology and collaborative skills using key vocabulary in expanded and some complex sentences.	Publish clear and coherent written work by applying specific technology and collaborative skills using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist for publishing Technology support Template Word/Picture Wall Visuals/Storyboard Cloze sentences L1 support	Checklist for publishing Technology support Template Word/Picture Wall Visuals/Storyboard Sentence frames L1 support	Checklist for publishing Peer feedback Technology support Template Word Wall	Checklist for publishing Peer feedback Technology support	Technology support

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.7 WIDA ELDS: 2 – 5 Writing Reading	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Write short research projects that build knowledge through investigation using an Essay Template and cloze sentences.	VU	Research, solve, inquiry; content-based, grade-level vocabulary
			LFC	Specific to writing task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a report based on research in L1 and/or use Pictures, drawings and selected vocabulary in key phrases.	Write a report based on research in L1 and/or use Pictures and selected vocabulary in key phrases and short sentences.	Write a short report based on research using key vocabulary in a series of simple, related sentences.	Write an organized report based on research by producing key vocabulary in expanded and some complex sentences.	Write a clear and coherent report based on research using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template Cloze Sentences Word/picture Bank Partner Work Native Language Support	Essay Template Sentence Frame Sentences Starters Partner Work Word/picture Bank Native Language Support	Essay Template Online Resources Partner Work Word Bank	Essay Template	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.8 WIDA ELDS: 2 Reading Speaking Listening	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Research and take notes using oral, print and digital sources to build a knowledge base using an outline, notes and online resources (translators) as well as bilingual/picture dictionaries for support.	VU	Main idea, supporting details, opposing opinions; content-based, grade-level vocabulary
			LFC	Compare and contrast word patterns, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Research a topic and take notes using oral, print and digital sources to build a knowledge base in L1 and/or use Pictures, drawings and selected, high-frequency words in key phrases.	Research a topic and take notes using oral, print and digital sources to build a knowledge base in L1 and/or use Pictures and selected vocabulary in phrases and short sentences.	Research a topic and take notes using oral, print and digital sources to build a knowledge base. Use key vocabulary in a series of simple, related sentences.	Research a topic and take notes using oral, print and digital sources to build a knowledge base. Use key vocabulary in expanded and some complex sentences.	Research a topic and take notes using oral, print and digital sources to build a knowledge base. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Teacher Modeling Teacher Support Notes L1 support	Outline Teacher Modeling Teacher Support Notes L1 support	Outline Teacher Modeling Teacher Support Notes	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.4.9.b WIDA ELDS: 2 - 5 Writing Reading	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Write to cite evidence from informational texts to explain how an author uses reasons and evidence to support particular points in a text using a Graphic Organizers and marking the text.	VU	Cite evidence, argument; content-based, grade-level vocabulary
			LFC	Referential phrases, transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from informational texts to support particular points from L1 texts and/or use Pictures, drawings and selected words in key phrase patterns.	Write to cite evidence from informational texts to support particular points from L1 texts and/or use Pictures and selected vocabulary in phrases and short sentences.	Write to cite evidence from adapted informational texts to support particular points using key vocabulary in a series of simple, related sentences.	Write to cite evidence from informational texts to support particular points using key vocabulary in a series of simple, related sentences.	Write clearly and coherently to cite evidence from informational texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Marking the text Word/Picture Wall Visuals Cloze sentences L1 support	Graphic Organizers Marking the text Word/Picture Wall Visuals Sentence Frame L1 support	Graphic Organizers Marking the text Template Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.		Complete writing tasks routinely over extended time frames (research, reflect and revise) for a range of disciplines using Templates, Shared Writing and Word Bank.		VU	Time frame, research, revisions; content-based, grade-level vocabulary
					LFC	Capitalization, punctuation, various verb forms
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 selected, high-frequency words and phrases.	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 and/or selected vocabulary in phrases and short sentences.	Complete writing tasks over extended 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 extended time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in expanded sentences of emerging complexity.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using precise vocabulary in multiple, complex sentences.
Learning Supports		Shared Writing Templates Word/Picture Bank L1 support Sentence Frame Drawings/Pictures	Shared Writing Templates Word/Picture Bank L1 support Sentence Frame Drawings	Shared Writing Templates Word Bank	Shared Writing	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.4.10 WIDA ELDS: 2-5 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Complete writing tasks routinely over short time frames (plan, write) for a range of discipline-specific tasks, purposes and audiences using Templates, Shared Writing and Word Bank.	VU	Plan, time frame; content-based, grade-level vocabulary
				LFC	Capitalization, punctuation, various verb forms
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 over short time frames with drawings, Pictures and/or selected, high-frequency words and phrases.	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 and/or selected vocabulary in phrases and short sentences.	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 Supports		Shared Writing Template Word/Picture Bank L1 support Sentence Frame Drawings/Pictures	Shared Writing Templates Word/Picture Bank L1 support Sentence Frame Drawings	Shared Writing Templates Word Bank	Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.3 WIDA ELDS: 2 Speaking Listening	Identify the reasons and evidence a speaker provides to support particular points.	Listen to information and identify the reasons and evidence a speaker provides to support particular points using notes and an outline.	VU	Interpret, identify, explain; content-based, grade-level vocabulary
			LFC	Present and past tense verbs, dependent and independent clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain the reasons and evidence a speaker provides to support particular points using L1 and/or using Pictures, gestures and selected words in key phrase patterns.	Listen to presentation of grade level information and explain the reasons and evidence a speaker provides to support particular points in L1 and/or use selected vocabulary in key phrases and short sentences.	Listen to presentation of adapted grade level information and explain the reasons and evidence a speaker provides to support particular points using key vocabulary in a series of simple, related sentences.	Listen to presentation of grade level information and explain the reasons and evidence a speaker provides to support particular points using key vocabulary in expanded and some complex sentences.	Listen to presentation of grade level information and explain the reasons and evidence a speaker provides to support particular points using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline Notes Word/picture bank L1 support Sentence frames Pictures/Visuals	Outline Word bank	Outline Notes	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.4 WIDA ELDS: 1-5 Reading Speaking	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	Discuss and recount experiences using evidence and descriptive details to support main ideas or themes presented using a speaking rubric / checklist or L1 support.	VU	Retell, summarize, justify, point of view; content-based, grade-level vocabulary
			LFC	Affirming Sentence Frame, appropriate language, tone, voice
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	Discuss and recount experience with evidence and descriptive details in L1 and/or use selected vocabulary in key phrases and short sentences.	Discuss and recount experience with evidence and descriptive details using key vocabulary in simple, related sentences.	Discuss and recount experience with evidence and descriptive details using key vocabulary in expanded and some complex sentences.	Discuss and recount experiences with descriptive details and evidence presented using precise, vocabulary in clear and coherent, multiple, complex sentences.
Learning Supports	Speaking rubric/checklist Bilingual dictionary Yes / no questions Word/Picture Wall	Speaking rubric / checklist Word/Picture Wall Bilingual dictionary Visuals	Speaking rubric / checklist Word Wall Bilingual dictionary	Speaking rubric/checklist	Speaking rubric/checklist

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.4 WIDA ELDS: 2-5 Speaking	Speak clearly at an understandable pace when presenting.	Demonstrate a command of formal English and its conventions when speaking clearly at an understandable pace using a Template, Prompts, notes and visuals.	VU	Formal vs. informal English, content-based, grade-level vocabulary
			LFC	Varies by level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English and its conventions by using gestures, Pictures and selected vocabulary in key phrase patterns.	Demonstrate a command of formal English and its conventions by using selected vocabulary in key phrases and short sentences.	Demonstrate a command of formal English and its conventions by using key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal English and its conventions by using key vocabulary in expanded and some complex sentences.	Demonstrate a command of formal English and its conventions by using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall L1 support Gestures Pictures/Visuals Prompts Template	Word/Picture Wall L1 support Sentence frames Pictures/Visuals Prompts Template	Word Wall Template Prompts	Template	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.5 WIDA ELDS: 2-5 Speaking Listening	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Enhance an oral presentation by adding audio recordings and visuals using notes and an outline.	VU	Interpret, explain, main idea, theme; content-based, grade-level vocabulary
			LFC	Present and past tense verbs, dependent and independent clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Enhance an oral presentation by adding audio recordings and visuals in L1 and/or use selected vocabulary in key phrase patterns.	Enhance an oral presentation by adding audio recordings and visuals in L1 and/or use using selected vocabulary in key phrases and short sentences.	Enhance an oral presentation by adding audio recordings and visuals using key vocabulary in a series of simple, related sentences.	Enhance an oral presentation by adding audio recordings and visuals using key vocabulary in expanded and some complex sentences.	Enhance an oral presentation by adding audio recordings and visuals using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline Notes Word/picture bank L1 support Sentence frames Pictures/Visuals	Outline Notes Word bank	Outline Notes	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.4.6; L.4.3.c WIDA ELDS: 1-5 Speaking Listening	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Demonstrate a command of formal and informal English and its appropriate usage using Template, Word Wall and a Partner work.	VU	Formal vs. informal English; content-based, grade-level vocabulary
			LFC	Varies by level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal and informal English and its appropriate usage by producing selected vocabulary in key phrase patterns.	Demonstrate a command of formal and informal English and its appropriate usage by producing selected vocabulary in phrases and short sentences.	Demonstrate a command of formal and informal English and its appropriate usage by producing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal and informal English and its appropriate usage by producing key vocabulary in expanded and some complex sentences.	Demonstrate a command of formal and informal English and its appropriate usage by producing precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall L1 support Cloze sentences Gestures Pictures/Visuals Template Partner work	Word/Picture Wall L1 support Sentence frames Pictures/Visuals Template Partner work	Word Wall Template	Partner work	Partner work

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.4.6 WIDA ELDS: 2 Speaking Listening	Use formal English when appropriate to task and situation.		Demonstrate a command of formal English appropriate to task and situation using a Word Wall, Template and Charts.		VU	Formal; content-based, grade-level vocabulary
					LFC	Varies by level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English appropriate to task and situation by producing selected high-frequency words in phrase or memorized patterns.	Demonstrate a command of formal English appropriate to task and situation by producing selected vocabulary in key phrases and short sentences.	Demonstrate a command of formal English appropriate to task and situation by producing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal English appropriate to task and situation by producing key vocabulary in expanded sentences with emerging complexity.	Demonstrate a command of formal English appropriate to task and situation by producing precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall L1 support Gestures Pictures/Visuals Template Charts	Word/Picture Wall L1 support Pictures/Visuals Template Charts	Word Wall Template Charts	Charts	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.2.a WIDA ELDS: 2 Writing	Demonstrate correct capitalization in writing.		Produce a writing piece using correct capitalization in writing through the use of references and Charts.		VU	Reference materials; content-based, grade-level vocabulary
					LFC	Capitalization, syntax and punctuation
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a writing piece using precise vocabulary in multiple, complex sentences of varying lengths with correct capitalization in L1 and/or identify selected words that need capitalization.	Produce a writing piece using precise vocabulary in multiple, complex sentences of varying lengths with correct capitalization in L1 and/or produce a writing piece using correct capitalization of selected vocabulary in phrases and short sentences.	Produce a writing piece using key vocabulary in a series of with simple, related sentences using correct capitalization.	Produce a writing piece using key vocabulary in expanded and some complex sentences with correct capitalization.	Produce a writing piece using precise vocabulary in multiple, complex sentences of varying lengths with correct capitalization.
Learning Supports	Bilingual dictionary L1 support Charts Pictures/Photographs	Bilingual dictionary L1 support Charts Pictures/Photographs	Bilingual dictionary Word Wall Charts	Bilingual dictionary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.2.d WIDA ELDS: 2-5 Reading Writing	Consult references as needed when spelling Grade 4 words.	Consult reference materials to check spelling of grade 4 words using print and digital, picture and personal dictionaries.	VU	Reference materials; content-based, grade-level vocabulary
			LFC	Definition genre
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Consult reference materials to check spelling of high-frequency grade 4 words.	Consult reference materials to check spelling of common grade 4 words.	Consult reference materials to check spelling of familiar grade 4 words.	Consult reference materials to check spelling of key grade 4 words.	Consult reference materials to check spelling of content-based, grade 4 words.
Learning Supports	Word/Picture Wall Picture dictionary Personal Dictionary L1 support	Word/Picture Wall Picture dictionary Personal Dictionary L1 support	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.3.a WIDA ELDS: 2-5 Reading Writing Speaking	Choose words and phrases to convey ideas precisely when writing and speaking.	Demonstrate a command in the choice of words and phrases to convey ideas precisely when writing and speaking using a thesaurus.	VU	Words, phrases in English; content-based, grade-level vocabulary
			LFC	Synonyms with intensity of meaning
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 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 a command in the choice of selected words and phrases to convey ideas by producing phrases and short sentences.	Demonstrate a command in the choice of key words and phrases to convey ideas by producing a series of simple, related sentences.	Demonstrate a command in the choice of key words and phrases to convey ideas by producing or processing expanded and some complex sentences.	Demonstrate a command in the choice of precise words and phrases to convey ideas by producing multiple, complex sentences.
Learning Supports	Thesaurus Dictionary Word/Picture Wall L1 support Cloze sentences Gestures Pictures/Visuals	Thesaurus Dictionary Word/Picture Wall L1 support Sentence frames Pictures/Visuals	Thesaurus Dictionary Word Wall Template	Thesaurus Dictionary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.4.3.b WIDA ELDS: 1-5 Writing Speaking Reading	Choose and/or identify punctuation for effect.	Choose and/or identify punctuation for effect using written examples and punctuation rules Reference Sheet.	VU	Punctuation: comma, exclamation, dash; pause, break
			LFC	Transitional words/phrases, coordinating conjunctions, main/subordinate clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Choose and/or identify punctuation for effect by inserting commas, periods and question marks into cloze sentences or phrases.	Choose and/or identify punctuation for effect by inserting commas, periods and question marks into simple Sentence Frame or short sentences.	Choose and/or identify punctuation for effect when using or reading a series of simple, related sentences.	Choose and/or identify punctuation for effect when using or reading expanded and some complex sentences.	Choose and/or identify punctuation for effect when using or reading multiple, complex sentences.
Learning Supports	Cloze sentences Leveled written examples Reference Sheet Visuals L1 support	Sentence Frame Leveled written examples Reference Sheet Visuals L1 support	Adapted written examples Template Reference Sheet	Reference Sheet	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.4.4.c WIDA ELDS: 2 Writing Speaking	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		Read to determine the pronunciation and determine or clarify the precise meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content using multiple resources.		VU	Pronunciation, meaning; content-based, grade-level vocabulary
					LFC	Varies with reading task
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the pronunciation and determine or clarify the meaning of unknown and multiple-meaning words and phrases in L1 and/or of selected words from excerpts of grade-level texts or leveled texts.	Read to determine the pronunciation and determine or clarify the meaning of unknown and multiple-meaning words and phrases in L1 and/or of selected multiple-meaning words from excerpts of grade-level texts.	Read to determine the pronunciation and determine or clarify the meaning of key, unknown and multiple-meaning words and phrases based on excerpts and adaptations of texts within the grade-level band.	Read to determine the pronunciation and determine or clarify the meaning of key, unknown and multiple-meaning words and phrases form texts within the grade-level band.	Read to determine the pronunciation and determine or clarify the precise meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.
Learning Supports	Reference Sheets Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Reference Sheets Checklist of strategies Word/picture bank L1 support Visuals Native language text	Reference Sheets Checklist of strategies Word bank	Reference Sheets	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.4.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and those that are basic to a particular topic.		Acquire and apply grade-appropriate general academic and domain-specific words and phrases that are basic to a particular topic using Word Walls, Personal Dictionary and Pictures.	VU	Academic, general, domain-specific
				LFC	Embedded clauses
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read and listen to acquire general, academic and domain-specific words and phrases in order to use in writing and speech in L1 and/ or from leveled texts in order to produce these terms in writing and speech to complete cloze sentences or to match with Pictures.	Read and listen to acquire general academic and domain-specific words and phrases in order to use in writing and speech in L1 and/ or from leveled texts in order to produce these terms in writing and speech to complete Sentence Frame with phrases and short sentences.	Read and listen to acquire general, academic and key, domain-specific words and phrases from adapted texts to use in writing and speech using simple, related sentences.	Read and listen to acquire general, academic and key, domain-specific words and phrases from texts within grade-level band in order to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade-appropriate general, academic and precise domain-specific words and phrases in order to produce these terms in clear and coherent writing / speech using multiple, complex sentences.
Learning Supports		L1 text and/or support Bilingual dictionary Personal Dictionary Pictures Cloze sentences	L1 text and/or support Bilingual dictionary Personal Dictionary Pictures Sentence Frame	Word Wall Personal Dictionary		

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