Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.5.1; RI.5.1 WIDA: 2 Reading Speaking	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.		Explain what the text says explicitly and inferentially by referring to direct quotes by using pictures and graphic organizers.	VU	Quotes, inferences, drawing conclusions
				LFC	How to use quotation marks
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts in L1 and/or identify single words from direct quotes that connect to appropriately leveled explicit text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts L1 and/or identify direct quotes that connect to explicit text from appropriately leveled text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use simple related sentences with key content based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from approaching grade level texts. Use complete sentences and some content based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use detailed sentences of varying lengths with embedded clauses and content based vocabulary.
Learning Supports		Graphic Organizer Words from quotes L1 support Word Wall Partner Work Pictures/Photographs	Graphic Organizer Sentence strips L1 support Word Wall Partner Work Pictures/Photographs	Graphic Organizer Word Wall Partner Work	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.2 WIDA: 2 Reading Speaking	Identify a theme of a poem.	Identify the theme of a poem using graphic organizers and pictures.	VU	Verb forms
			LFC	Synonyms, moral, theme, main idea, plot
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem. Use single words to match pictures or answer yes/no or either/or questions.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem by using short phrases to complete sentence frames with matching pictures or answer wh-questions.	Identify the theme of an appropriate leveled poem by drawing conclusions from explicit and implicit text. Use key content based vocabulary and simple related sentences which may include errors that do not obscure meaning.	Identify the theme of an approaching grade level poem by drawing conclusions from explicit and implicit text. Use a complete sentence with some content based vocabulary.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text. Use detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Triads or Small Groups L1 support Word Wall Choice questions	Triads or Small Groups L1 support Word Wall Sentence Frames	Triads or Small Groups Word Wall	Triads or Small Groups	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.5.2 WIDA: 2 Reading Speaking	Determine how characters respond to challenges or how the speaker in a poem reflects upon a topic.		Explain how the speaker in a poem reflects upon a topic using a word wall and semantic web.	VU	Reflect
				LFC	Poem stanzas
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how the speaker in a poem reflects upon a topic in L1 and/or in English, complete cloze sentences with key single words.	Explain how the speaker in a poem reflects upon a topic in L1 and/or in English, complete sentence frames with key short phrases.	Explain how the speaker in a poem reflects upon a topic. Use key, content based, grade level vocabulary and simple, related sentences which may include errors that do not interfere with comprehension.	Explain how the speaker in a poem reflects upon a topic. Use complete sentences with some content based grade level vocabulary.	Explain how the speaker in a poem reflects upon a topic Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Native Language Discussion Semantic Web Word Wall L1 support Cloze sentences Pictures/Photographs	Native Language Discussion Semantic Web Word Wall L1 support Sentence Frames Pictures/Photographs	Native Language Discussion Semantic Web Word Wall	Native Language Discussion Semantic Web	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.5.2 WIDA: 2 Reading Speaking Writing	Summarize the text.		Summarize text using pictures, diagrams, and/or graphic organizers	VU	Conclusion, summary
				LFC	Modals, compound tenses (i.e. have been)
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize a grade level text in L1 and/or an appropriately leveled text in English by using single words to complete cloze sentences; drawing a summary of text; or answering yes/no or either/or questions.	Summarize a grade level text in L1 and/or an appropriately leveled text in English using short phrases with key content based vocabulary to complete sentence frames or story map.	Summarize an adapted text using key content based grade level vocabulary in simple related sentences which may include errors that do not obscure meaning.	Summarize a text approaching grade level using complete sentences with some content based grade level vocabulary.	Summarize a grade level text using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Story Map Word Wall Bilingual Dictionary Cloze sentences Pictures/Photographs Choice questions Illustrations/Diagrams/Drawings	Story Map Word Wall Bilingual Dictionary Sentence Frames Pictures/Photographs	Story Map Word Wall Bilingual Dictionary		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.5 WIDA: 2 Reading Speaking	Justify how the parts of a text contribute to the overall meaning of a work regarding the order of chapters, scenes or stanzas.	Describe the sequence of events in a poem and explain how the sequence of stanzas contribute to the meaning of the poem using graphic organizer and think alouds.	VU	Stanzas, sequence
			LFC	Poem sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe, in L1, the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. And/or in English, identify single words or icons to describe events and place the words or icons in sequential order or use the words to complete cloze sentences.	Describe, in L1, the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. And/or in English, identify short phrases to describe events and place the phrases in sequential order or use the phrases to complete sentence frames.	Describe the sequence of events in an appropriately leveled poem and explain how the sequence of stanzas contributes to the meaning of the poem. Use key content based vocabulary in simple, related sentences to describe each event. The sentences may include errors but they do not obscure meaning.	Describe the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. Use detailed sentences of varying lengths with content based grade level vocabulary.	Describe the sequence of events in a poem and explain how the sequence of stanzas contributes to the meaning of the poem. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Think Aloud Graphic Organizers Word Wall Reference materials (print and digital) Pictures/Photographs Cloze sentences L1 support	Think Aloud Graphic Organizers Word Wall Reference materials (print and digital) Pictures/Photographs Sentence Frames L1 support	Think Aloud Graphic Organizers Word Wall Reference materials (print and digital)	Think Aloud Graphic Organizers	Think Aloud

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.5.6 WIDA: 2 Reading Speaking	Describe the point of view of the speaker or narrator.		word wall and pictures. Describe the point of view of the speaker or narrator of a text using a	VU	Point of view, speaker, narrator
				LFC	Subject – verb agreement
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe the point of view of speaker or narrator in L1 and/or answer choice questions using single words, pictures or gestures to identify the speaker's point of view or narrator.	Describe the point of view of speaker or narrator in L1 and/or answer questions using short phrases with key content based vocabulary to identify the speaker's point of view.	Describe the point of view of speaker or narrator using key content based grade level vocabulary in simple related sentences which may include errors that do not obscure meaning.	Describe the point of view of speaker or narrator using complete sentences and some content based grade level vocabulary.	Describe the point of view of speaker or narrator using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports		L1 support Word Wall Gestures Pictures/Photographs Partner Work Choice questions	L1 support Word Wall Pictures/Photographs Partner Work Wh- questions	Word Wall Partner Work	Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.5.6 WIDA: 2 Reading Speaking Listening	Speculate how point of view influences the description of the events in a text.		Speculate how the point of view (POV) of the author influences the description of events in a text using a graphic organizer (i.e. T-chart) and think alouds.		VU	Speculate, infer, guess, influence
					LFC	Modals, future tense, compound tenses (i.e. would have been)
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe how the point of view of the author or narrator influences the description of events by using L1 and/or in English, by answering Yes/no or either/or questions or using single words to complete T-chart.	Describe how the point of view of the author or narrator influences the description of events in L1 and/or in English, by using short phrases to complete the T-chart or to answer questions.	Describe how the point of view of the author influences the description of events by answering simple analytical questions using adapted text. Use key content based grade level vocabulary in simple sentences which may include errors. The errors should not obscure meaning.	Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author's point of view. Use complete sentences with some content based grade level vocabulary.	Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author's point of view. Use detailed sentences of varying lengths with content based grade-level vocabulary.
Learning Supports		T-chart (POV/event) Think Aloud Word Wall Pictures/Photographs Gestures Partner Work Choice questions	T-chart (POV/event) Think Aloud Word Wall Sentence strips Pictures/Photographs L1 support	Teacher created partially completed T-chart (POV/event) Think Aloud Word Wall	T-chart comparing POV/ event Think Aloud	T-chart comparing POV/event

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.5.8 WIDA: 2 Reading Speaking	Explain how an author uses evidence to support specific points.		Explain how an author uses evidence to support the central idea using graphic organizers.		VU	Evidence, central idea, details, purpose
					LFC	Subject verb agreement, embedded clauses
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain, in L1, how an author uses evidence to support the central idea and/or in English, identify main ideas and details from an appropriately leveled test. Use single words and/or gestures to answer choice questions.	Explain, in L1, how an author uses evidence to support the central idea and/or in English, identify main ideas and details from an appropriately leveled text. Use short phrases with key content based vocabulary to answer wh- questions.	Identify how an author uses details to support the central idea from an adapted text. Use with key content based vocabulary in simple sentences which may include errors that do not interfere with meaning.	Explain how an author uses evidence to support the central idea from grade 4-5 text level band. Use complete sentences with some content based grade level vocabulary.	Explain how an author uses evidence to support the central idea from grade-level text. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Graphic Organizers Word Wall Illustrated text Sentence Frames L1 support Gestures Choice questions	Graphic Organizers Word Wall Illustrated text Sentence Frames L1 support	Graphic Organizers Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.8 WIDA: 2 Reading Speaking	Identify what evidence supports each point.	Identify details in informational text using adapted text, graphic organizers, and pictures.	VU	Evidence, supporting details
			LFC	Subject-verb agreement, compound or complex sentences with embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify details to support each point in L1 and/or in English from illustrated, appropriately leveled text. Answer yes/no and either/or questions with single words of key content based vocabulary, pictures or gestures.	Identify details to support each point in L1 and/or in English from illustrated, appropriately leveled text. Answer wh-questions with short phrases and key content based vocabulary.	Identify details to support each point in adapted informational texts. Use key content based vocabulary in simple related sentences which may include errors that do not obscure meaning.	Identify details to support each point in informational grade 4-5 grade level texts. Use complete sentences with some content based vocabulary.	Identify details to support each point in informational grade level text. Use detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Word Wall Pictures/Photographs Gestures L1 support Choice questions	Sentence Frames Word Wall L1 support Sentence strips Wh- questions	List for details Word Wall Adapted Text Reference materials	List for details	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.3a WIDA: 2 Reading Speaking	Demonstrate the ability to decode unknown grade-level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multi-syllabic words in grade 5 text in and out of context.	Decode unknown words by breaking them into syllables, and applying the patterns of consonant and vowel sounds within each syllable using word pattern charts, word trees, and word walls.	VU	Phonics, decode, syllables, roots, affixes
			LFC	Varies by level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns.	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns and word morphology.	Decode double syllabic unknown words in adapted text by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 4-5 text level band by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 5 text in and out of context.
Learning Supports	Highlight patterns Word Wall Teacher created word pattern charts Word trees Pictures/Photographs	Highlight patterns Word Wall Teacher created word pattern charts Word trees	Highlight patterns Word Wall Teacher created word pattern charts	Highlight patterns Teacher created word pattern charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.4b WIDA: 2 Reading Speaking Listening	Use accuracy, appropriate rate, and expression when reading grade-level prose and poetry.	Read grade-level prose and poetry with accuracy, appropriate rate and expression using partners and supplemental aids (i.e. microphone, recordings).	VU	Expression, fluency
			LFC	Dependent upon the selection, punctuation rules
			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 with accuracy, 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, accuracy and expression in grades 4-5 grade level text band.	Read grade level prose and poetry on grade level with accuracy, fluency and expression.
Learning Supports	Partner Work Manipulatives (Technology) L1 support Pictures/Photographs	Partner Work Manipulatives (Technology) L1 support Pictures/Photographs	Partner Work Manipulatives (Technology)	Partner Work Manipulatives	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.4.c WIDA: 2 Reading Speaking Listening	Apply context clues and self-correction strategies when recognizing and understanding grade 5 level words, rereading as necessary.	Use context to self-correct when necessary using a checklist.	VU	Context clues, self-correction
			LFC	Sentence structure with context clues, cognates; affixes; suffixes; root words; 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 L1and/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 4-5 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	Bilingual Dictionary L1 support Word Wall	Bilingual Dictionary Word Wall	Bilingual Dictionary	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.5.3.a Writing	Write a narrative creating an introduction that introduces a narrator and/or character.		Write the beginning of a narrative introducing a narrator and/or character using a story map, character web, and word bank.		VU	Narrator, character, introduction
					LFC	Examples of high quality 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 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 with content based grade level vocabulary
Learning Supports		Triads or Small Groups Word Bank Illustrations/Diagrams/Drawings L1 support Story Map	Triads or Small Groups Word Bank Sentence Frames L1 support Story Map	Triads or Small Groups Word Bank Story Map		

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.5.3.b WIDA: 2 Writing	Apply narrative techniques such as dialogue, description, and pacing; develop experiences and events and produce responses of narrator and/or characters to situations.		Describe in writing the events and details in a story using narrative techniques of dialogue and description using story maps and word wall	VU	Dialogue, description, pacing, situation, response
				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	Describe in writing the events and details in a story using narrative techniques of dialogue and description in L1 and/or draw pictures with corresponding key single words or phrases and dramatize dialogue.	Describe in writing the events and details in a story using narrative techniques of dialogue and description in L1 and/or using key short phrases in sentence frames to complete a narrative and dramatize dialogue.	Describe in writing the events and details in a story using narrative techniques of dialogue and description. Use key content based grade level vocabulary in simple sentences which may include errors which do not interfere with meaning.	Describe in writing the events and details in a story using narrative techniques of dialogue and description. Use complete sentences with some content based grade level vocabulary.	Describe in writing the events and details in a story using narrative techniques of dialogue and description. Use detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Word Wall Word Bank Story Map Pictures/Photographs Manipulatives L1 support	Word Wall Word Bank Story Map Sentence Frames Manipulatives L1 support	Word Wall Word Bank Story Map	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.4 WIDA: 2 Writing	Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.	Construct a clear and coherent narrative that addresses task, purpose and audience using cooperative groups, a model and word bank.	VU	Task; Purpose; Audience
			LFC	Formulaic expressions, simple, compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Construct a coherent narrative that addresses task, purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Construct 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.	Construct 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.	Construct a coherent narrative that addresses task, purpose and audience in complete sentences with some content based grade level vocabulary	Construct a coherent narrative that addresses task, purpose and audience in detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs L1 support Reference materials	Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames	Model writing Shared writing Word Wall Word Bank Outline Reference materials	Model writing Shared writing Reference materials	Reference materials

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.5.1a WIDA: 1-5 Speaking Listening	Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.		Ask and answer questions about a specific topic during a group discussion using a speaking protocol and word wall.	VU	Conversational connectors
				LFC	Transitional phrases referring to speakers (as _ said, I agree…)
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Ask and answer questions about a specific topic during a discussion in L1 and/or ask and answer simple questions with key single words, or yes/no or either/or questions about a specific topic during a discussion.	Ask and answer questions about a specific topic during a discussion, in L1 and/or ask and answer simple wh-questions about a specific topic with short phrases.	Ask and answer questions about a specific topic during a discussion, using key content based grade level vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Ask and answer questions about a specific topic during a discussion, using complete sentences with some content based grade level vocabulary.	Ask and answer questions about a specific topic during a discussion, using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports		Triads or Small Groups Word Wall Word Bank Picture cards Word Bank L1 support Gestures Choice questions	Triads or Small Groups Word Wall Word Bank Picture cards Word Bank L1 support	Triads or Small Groups Word Wall Word Bank	Triads or Small Groups	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.4.c WIDA: 2 Reading Speaking	Locate key words and phrases using print and digital dictionaries, glossaries and thesauruses, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Decode, pronounce, and define words from text using print and digital dictionaries, digital translators, glossaries and thesauruses.	VU	Sound-symbol-spelling correspondence, multiple meaning of words
			LFC	Definition genre
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Pronounce appropriately leveled vocabulary and match the vocabulary word to illustrations of the word.	Pronounce appropriately leveled vocabulary and match the vocabulary word to illustrations of the word.	Pronounce adapted level vocabulary and match literal meanings of this vocabulary to illustrations of the word	Pronounce approaching grade level vocabulary and be able to identify multiple meanings of words in the context of grade 4-5 text level band.	Pronounce grade level vocabulary and be able to identify precise meanings as well as multiple meanings of words in the context of grade level text.
Learning Supports	Bilingual Dictionary Pictures/Photographs L1 support	Bilingual Dictionary Pictures/Photographs L1 support	Bilingual Dictionary Glossary	Bilingual Dictionary Glossary	Bilingual Dictionary Glossary

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.3 WIDA ELDS: 2 Reading Writing	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	Compare and contrast characters, the setting or the events in a story by referring to specific details from the text and organizing the information with graphic organizers.	VU	Same, different, character traits
			LFC	Adjectives, comparison forms of adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in short phrases.	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast characters, the setting or the events by referring to specific details from an adapted text using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Compare and contrast characters, the setting or the events by referring to specific details from the text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast characters, the setting or the events by referring to specific details from the grade level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizers Word/picture wall Teacher modeling L1 support Pictures Drawings Gestures	Graphic organizers Word/picture wall Teacher modeling L1 support Sentence frames	Graphic organizers Word wall Teacher modeling	Graphic organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	Read and demonstrate understanding of words and phrases, including figurative language, such as metaphors and similes that are used in a text by associating the given word or phrase with an understandable definition or picture.	VU	Simile, metaphor, figurative language,
			LFC	Construction: as…as, like
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in phrases with formulaic structures that represent key ideas.	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Read and demonstrate understanding of words and phrases, including figurative language, from an adapted text using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Reference materials Word wall Personal dictionary Sentence frames Pictures	Reference materials Word wall Personal dictionary Sentence	Reference materials Word wall Personal dictionary	Reference materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.7 WIDA ELDS: 2 Speaking Reading	Analyze how the graphics or the media in a multi media presentation help the reader to understand more about the meaning, tone, or beauty of a text.	Analyze how the graphics or the media in a multi media presentation help the reader to understand more about the meaning, tone, or beauty of a text by separating the elements into a graphic organizer and using a word wall.	VU	Meaning, tone, beauty, message, underlying theme
			LFC	Past tense, transition words
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Analyze how graphics/media help the reader to understand the meaning, tone, or beauty in L1 and/or use pictures, graphs and/or high-frequency, content-related single words in phrases that represent key ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty in L1 and/or use pictures, graphs and/or common, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of an adapted text using key, content-based vocabulary in simple sentences with repetitive structures that represent multiple, related ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Graphic organizer Word/picture wall Sentence frames Pictures Gestures Leveled text	Graphic organizer Word/picture wall Sentence frames Leveled text	Graphic organizer Word/picture wall Sentence frames	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.9￼WIDA ELDS: 2￼Reading￼Speaking	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	Compare and contrast how stories in the same genre approach a similar theme using a Venn diagram and a word wall.	VU	Similar, different, central theme, provide details
			LFC	Repetitive grammatical structures: the mystery story has…the adventure story doesn't have
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast how stories in the same genre approach a similar theme in L1 and/or using pictures, drawings and/or high-frequency, content-related single words in phrases that represent key ideas.	Compare and contrast how stories in the same genre approach a similar theme in L1 and/or using pictures and/or common, content-based vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Compare and contrast how stories in the same genre approach a similar theme using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Compare and contrast how stories in the same genre approach a similar theme using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast how stories in the same genre approach a similar theme using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Venn diagram￼Word/picture wall￼L1 support￼Pictures￼Cloze sentences	Venn diagram￼Word/picture wall￼Sentence frames￼L1 support￼Pictures	Venn diagram￼Word wall￼Sentence starters	Venn diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.10 WIDA ELDS: 2 Reading	Read increasingly complex texts at the grades 4–5 text complexity band independently and proficiently.	Read and comprehend text proficiently at appropriate ELP level using word walls and pictures.	VU	Words applicable to level and text
			LFC	Sentence structures and grammatical patterns applicable to level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend grade-level text in L1 independently and/or read and comprehend high-frequency, content-related, single words from a leveled text in English.	Read and comprehend grade-level text in L1 independently and/or read and comprehend key content-based phrases from a leveled text in English.	Read and comprehend adapted text independently.	Read and comprehend text within grades 4-5 complexity band independently.	Read and comprehend grade-level text independently.
Learning Supports	Word/picture wall Personal dictionary L1 support Pictures	Word/picture wall Personal dictionary L1 support	Word wall Personal dictionary		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.5 WIDA ELDS: 2 Reading Speaking	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events and ideas in two or more texts.	Compare and contrast the overall structure of events and ideas in two or more appropriate texts by discussing it with a partner and using a timeline as needed.	VU	Timeline, cause, effect, consequence, problem, solution
			LFC	Use of "has" and "doesn't have". "There is and there are." Conjunctions: but, and, neither, nor
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the overall structure of events and ideas in two or more texts in L1 and/ or using pictures, drawing, gestures or high-frequency, content-related single words in phrases that represent key ideas.	Compare and contrast the overall structure of events and ideas in two or more texts in L1 and/or using pictures and common, content-based vocabulary words in phrases or short sentences with formulaic structures that represent key ideas.	Compare and contrast the overall structure of events and ideas in two or more texts using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Compare and contrast the overall structure of events and ideas in two or more texts using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Compare and contrast the overall structure of events and ideas in two or more texts using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Timeline Partner Teacher support Sentence frames L1 text and support Leveled text	Timeline Partner Teacher support Sentence frames L1 text and support Leveled text	Adapted text Timeline Partner Sentence starters Word wall	Texts within grades 4-5 complexity band Timeline Partner	Grade-level texts Timeline

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.6 WIDA ELDS: 2 - 5 Reading Speaking	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyze the point of view of multiple accounts of the same event using a graphic organizer and think alouds	VU	Point of view, different opinions, contrasting statements
			LFC	Past tense, complex / compound sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze the point of view of multiple accounts of the same event using 1 and/or pictures, gestures, drawings and high-frequency, content-related single words in phrases that represent key ideas.	Analyze the point of view of multiple accounts of the same event using L1 and/or using pictures, drawings or common, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas	Analyze the point of view of multiple accounts of the same event using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Analyze the point of view of multiple accounts of the same event using, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Analyze the point of view of multiple accounts of the same event using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Leveled text Graphic organizer Think-aloud Word wall L1 text and support Pictures Teacher support	Leveled text Graphic organizer Think-aloud Word wall L1 text and support Pictures Teacher support	Adapted text Graphic Organizer Think Aloud Word Wall Sentence Starters		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.3 WIDA ELDS: 2 Reading	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Decode unfamiliar, multisyllabic words using letter-sound correspondences, syllabication patterns and morphology knowledge with the support of schema, known vocabulary words, context clues, cognates and word walls/charts.	VU	Appropriate to text
			LFC	Knowledge of root words, meaning of prefixes and suffixes
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Decode teacher-selected, high-frequency, unfamiliar, multisyllabic, words from a leveled text using letter-sound correspondences, syllabication patterns and morphology.	Decode teacher-selected, unfamiliar, multisyllabic, general words from a leveled text using letter-sound correspondences, syllabication patterns and morphology.	Decode unfamiliar, multisyllabic, words from an adapted text using letter-sound correspondences, syllabication patterns and morphology.	Decode unfamiliar, multisyllabic words from a text within grades 4-5 complexity band using letter-sound correspondences, syllabication patterns and morphology.	Decode unfamiliar, multisyllabic words from a grade-level text using letter-sound correspondences, syllabication patterns and morphology.
Learning Supports		Charts Word/picture wall Pictures L1 support Personal dictionary Cognates	Charts Word/picture wall Pictures L1 support Personal dictionary Cognates	Charts Word wall Personal dictionary Cognates	Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.1.a WIDA ELDS: 2 Writing	Create an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose.	Write an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose using charts and teacher modeling.	VU	Statement, opinion, details, support, writer's point of view
			LFC	Present tense, subject verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose in L1 and/or using pictures, drawings or single words in phrases that represent key ideas.	Write an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose in L1 and/or using phrases in formulaic structures that represent key ideas.	Write an introduction that states an opinion in which ideas are related and grouped to support the writer's purpose using simple sentences with repetitive, grammatical structures.	Write an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose using expanded and some complex sentences with varying grammatical structures.	Write an introduction that states an opinion in which ideas are clearly and coherently grouped to support the writer's purpose using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.1.a WIDA ELDS: 2 Writing	Introduce a topic or text clearly and state an opinion.	Write an introduction to a topic or text and state an opinion using a word wall, personal dictionary, and teacher modeling.	VU	Opinion, topic, text
			LFC	First person singular. "I think...I believe that.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction to a topic or text and state an opinion in L1 and/or use pictures, drawings or high-frequency, content-related single words in phrases with formulaic structures.	Write an introduction to a topic or text and state an opinion in L1 and/or use pictures, drawings or general, content-based vocabulary in phrases or short sentences with formulaic structures.	Write an introduction to a topic or text and state an opinion using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write an introduction to a topic or text and clearly state an opinion using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write an introduction to a topic or text and clearly and coherently state an opinion using content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.1.b WIDA ELDS: 2 Writing	Provide logically ordered reasons that are supported by facts and details to support an opinion.	Write a paragraph that explains an opinion by finding the details that support the facts using charts, word walls and think-alouds.	VU	Words that refer to the topic and the details
			LFC	Use of conjunctions- (because) and transitional words (therefore, although)
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write a paragraph that explains an opinion by finding the details that support the facts in L1 and/or using drawings and high-frequency vocabulary in phrases that represent key ideas.	Write a paragraph that explains an opinion by finding the details that support the facts in L1 and/or using drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Write a paragraph that explains an opinion by finding the details that support the facts using key vocabulary in simple sentences with repetitive, grammatical structures that represent multiple, related ideas.	Write an organized paragraph that explains an opinion by finding the details that support the facts using content vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent paragraph that explains an opinion by finding the details that support the facts using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Charts Word wall Think aloud Sentence frames L1 support Drawings	Charts Word wall Think aloud Sentence frames L1 support	Charts Word wall Think aloud Sentence starters	Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.1.c WIDA ELDS: 2 Writing	Link opinion and reasons using words.	Write a piece that links opinions to the reasons supporting those opinions using teacher modeling and diagrams to insert the words correctly.	VU	Realational, transitional phrases
			LFC	Proper placement of transitions in a sentence
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an opinion that links the reasons supporting the opinion in L1 and/or using drawings, gestures and high-frequency single words in phrases that represent key ideas.	Write an opinion that links the reasons supporting the opinion in L1 and/or using drawings and general vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Write an opinion that links the reasons supporting the opinion using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write an organized opinion that links the reasons supporting the opinion using content vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent opinion that links the reasons supporting the opinion using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Diagrams Word/picture wall Personal dictionary L1 support Cloze sentences	Teacher modeling Diagrams Word/picture wall Personal dictionary L1 support Cloze sentences	Teacher modeling Diagrams Word/picture wall Personal dictionary	Diagrams	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.5.1.d WIDA ELDS: 2 Writing	Write a concluding statement or section related to the opinion presented.		Write a conclusion to an opinion that has been presented, using teacher modeling, think-alouds and by reviewing the opinion with a partner.		VU	Conclusion, ending, opinion
					LFC	Past tense, first person plural (we)
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion to an opinion that has been presented using L1 and/or linking drawings and general single words in phrases that represent key ideas.	Write a conclusion to an opinion that has been presented using L1 and/or linking drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Write a conclusion to an opinion that has been presented using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write a logical conclusion to an opinion that has been presented using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent conclusion to an opinion that has been presented using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Think aloud Word/picture wall Partner L1 support Cloze sentences Drawings	Teacher modeling Think aloud Word/picture wall Partner L1 support Sentence frames Drawings	Teacher modeling Think aloud Word wall Partner	Teacher modeling Partner	Partner

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.a WIDA ELDS: 2 - 5 Writing	Introduce a topic clearly when writing informative/explanatory text.	Write a clear introduction to an informative/explanatory text using a graphic organizer, teacher modeling and word walls.	VU	Introduction, main idea, supporting details
			LFC	Different verb tenses, simple and complex sentence structures.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction to an informative /explanatory topic in L1 and/or organize pictures, drawings or high-frequency, content-related single words.	Write an introduction to an informative /explanatory topic and state an opinion in L1 and/or organize pictures, drawings or general, content-based phrases.	Write an introduction to an informative /explanatory topic using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write a clear introduction to an informative /explanatory topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent introduction to an informative /explanatory topic using content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Graphic organizer Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Graphic organizer Teacher modeling Charts Word wall Personal dictionary Sentence starters	Graphic organizer Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.a WIDA ELDS: 2 Writing	Provide a general observation and focus when writing informational/expository text.	Create a general observation and focus when writing an informational/expository text using an outline.	VU	Appropriate to text
			LFC	Verb tenses.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Create a general observation and focus when writing an informational/ expository text using L1 and/or single words in phrases that represent key ideas.	Create a general observation and focus when writing an informational/expository text using L1 and/or phrases or short sentences with formulaic structures that represent key ideas.	Create a general observation and focus when writing an informational/expository text using simple sentences with repetitive grammatical structures.	Create a general observation and focus when writing an informational/expository text using some complex sentences with a variety of grammatical structures.	Create a general observation and focus when writing an informational/expository text using complex sentences with a variety of grammatical structures.
Learning Supports	Outline Word/picture wall Cloze sentences L1 support	Outline Word/picture wall Sentence frames L1 support	Outline Word wall Sentence starters	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.b WIDA ELDS: 2 Writing	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Develop a given topic, including the facts, definition, and specific details and quotes using reference materials (digital or pictorial/visual resources- internet, dictionaries, books) and teacher modeling.	VU	Appropriate to the topic
			LFC	Varied sentence structure, vivid verbs, adjectives, use of quotations
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop a given topic, including facts, definitions, specific details and quotes in L1 and/or using pictures, drawings, gestures and high-frequency vocabulary in phrases that represent key ideas.	Develop a given topic, including facts, definitions, specific details and quotes in L1 and/or using pictures, drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Develop a given topic, including facts, definitions, specific details and quotes using key vocabulary in simple sentences with repetitive grammatical structures that represent key ideas.	Logically, develop a given topic, including facts, definitions, specific details and quotes using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Clearly and coherently develop a given topic, including facts, definitions, specific details and quotes using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Reference materials Teacher modeling Word/picture wall L1 support Cloze sentences	Reference materials Teacher modeling Word/picture wall L1 support Sentence frames	Reference materials Teacher modeling Word wall	Reference materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.c WIDA ELDS: 2 Writing	Link ideas within and across categories of information using words (e.g. especially, consequently, furthermore).	Apply specific words (e.g. especially, consequently, furthermore, etc.) to link ideas within and across categories of information, using a word wall and chart that organizes those specific words and defines WHEN to use them. Note: ELLs often need examples of when to use specifically vs. especially vs. consequently.	VU	Especially, consequently, furthermore, after all, chiefly, more specifically
			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, 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 key vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Apply specific words to link ideas within and across categories of information using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Apply specific words to link ideas within and across categories of information using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Apply specific words to link ideas within and across categories of information using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Chart Word wall Think-aloud L1 support Cloze sentences	Chart Word wall Think-aloud L1 support Sentence frames	Chart Word wall Think-aloud	Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.d WIDA ELDS: 2 Speaking Writing	Express ideas using precise language and domain-specific vocabulary to explain topic.	Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic, by referring to visuals or a word 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 explain a topic in L1 and/or using single words from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic in L1 and/or using phrases from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from a text within grades 4-5 complexity level band using expanded and some complex sentences with a variety of grammatical structures.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from a grade-level text using complex sentences with a variety of grammatical structures.
Learning Supports	Visuals Word wall L1 support Cognates	Visuals Word wall L1 support Cognates	Visuals Word wall	Visuals	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.e WIDAELDS: 2 Reading Speaking Listening	Provide a concluding statement or section related to the information or explanation presented.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text by using a chart to organize the ideas and index cards to assist when speaking.	VU	Conclusion, vocabulary related to text, transition words appropriate for an oral presentation
			LFC	First person singular, past tense, transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using high-frequency vocabulary in phrases that represent key ideas.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Chart Note cards Word/picture wall L1 support	Chart Note cards Word/picture wall L1 support	Chart Note cards Word wall	Chart Note cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W. 5.3.c WIDA ELDS: 2 Speaking Writing	Use a variety of transitional words to manage the sequence of events.	Sequence events using different transitional words by creating a timeline and inserting the words from a word wall.	VU	Therefore, first, after that, secondly, in conclusion, although, finally
			LFC	Placement of transitional words- both in sentences and clauses.
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Sequence events using different transitional words and/or use single words in phrases that represent key ideas.	Sequence events using different transitional words in L1 and/or use phrases with formulaic structures that represent key ideas.	Sequence events using different transitional words in simple sentences with repetitive grammatical structures.	Sequence events using different transitional words in expanded and some complex sentences with a variety of grammatical structures.	Sequence events using different transitional words in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Timeline Word wall L1 support Cloze sentences	Timeline Word wall L1 support Sentence frames	Timeline Word wall	Timeline	Timeline

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W. 5.3.d WIDA: 2 Speaking Writing	Use concrete words and phrases and sensory details to convey experiences and events precisely.		Use concrete words, phrases, and sensory details to describe experiences and specific events using chart, dictionaries and graphic organizers.	VU	Sensory words
				LFC	Present and past tense of verbs, descriptive adjectives
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use high-frequency, concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using single words in phrases that represent key ideas.	Use concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using phrases and short sentences with formulaic structures.	Use concrete words, phrases, and sensory details to describe experiences and specific events using single sentences with repetitive grammatical structures.	Use concrete words, phrases, and sensory details to describe experiences and specific events using expanded and some complex sentences with varying grammatical structures.	Use precise, concrete words, phrases, and sensory details to describe experiences and specific events using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Chart of sensory details Word/picture wall L1 support Sentence frames Dictionaries	Graphic organizer Chart of sensory details Word/picture wall L1 support Sentence frames Dictionaries	Graphic organizer Chart of sensory details Word wall Dictionaries	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W. 5.3.e WIDA: 2 Speaking Writing Listening	Create a conclusion that follows from the narrated experiences or events.	Write a conclusion after listening to a narrative of experiences or events, with the support of pictures, illustrations, gestures, prosody and teacher modeling.	VU	Narrator, personal experiences, series of events
			LFC	Sentence patterns for drawing conclusions.. Finally, after considering, In the end.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion after listening to a narrative of experiences or events using L 1 and/or high-frequency vocabulary in phrases that represent key ideas.	Write a conclusion after listening to a narrative of experiences or events using L1 and/or general vocabulary in phrases and short sentences formulaic structures.	Write a conclusion after listening to a narrative of experiences or events using key vocabulary in simple sentences with repetitive grammatical structures.	Write a conclusion after listening to a narrative of experiences or events using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a conclusion after listening to a narrative of experiences or events using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Pictures Word/picture wall L1 support Gestures	Teacher modeling Pictures Word/picture wall L1 support Sentence frames	Teacher modeling Pictures Word wall	Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to task, purpose, and audience.	Respond to a task, purpose and audience by writing a clear and coherent piece with the support of teacher modeling and audience and purpose planning chart.	VU	Audience, task, project, purpose, reason
			LFC	WHO (people) are you writing for. What (thing) are you writing (task). Why are you writing (reason)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond to a task, purpose and audience by writing a clear and coherent piece in L1 and/or using pictures, drawings and/or high-frequency vocabulary in phrases that represent key ideas.	Respond to a task, purpose and audience by writing a clear and coherent piece in L1 and/or using pictures and/or general vocabulary in phrases and short sentences with formulaic structures.	Respond to a task, purpose and audience using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Respond to a task, purpose and audience by writing an organized piece using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Respond to a task, purpose and audience by writing a clear and coherent piece using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Word/picture wall L1 support Gestures Pictures	Word/picture wall L1 support Sentence frames	Word wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W 5.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	Improve and strengthen writing by applying the steps of the writing process with the guidance/support of partners, teachers, and other adults. Employ graphic organizers and timelines to assist as needed.	VU	Planning, rewriting, revisiting, drafting, creating
			LFC	Use of prefixes: re Transitional words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using pictures, drawings and high-frequency, content-related single words in phrases that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using drawings and general, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Partner Work Timeline Word/picture wall Pictures L1 support Cloze sentences	Graphic organizer Partner Work Timeline Word/picture wall Pictures L1 support Sentence frames	Graphic organizer Partner Work Timeline Word wall	Graphic organizer Partner Work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.7 WIDA ELDS: 2 -5 Reading Writing	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Research a topic and take notes using several sources to first build a knowledge base, by investigating different aspects of a topic. Use an outline, notes and online resources (translators) as well as bilingual/picture dictionaries for support.	VU	Main idea, supporting details, opposing opinions. Text appropriate 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 several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use high-frequency, content-related single words in phrases that represent key ideas.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Outline L1 support	Outline L1 support	Outline	Outline Notes	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.10 WIDA ELDS: 2 Writing	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. Organize your thoughts with a template and pictures as needed.	VU	Reflection, revisit, rewrite
			LFC	Verb tenses, modals, sequential paragraphs
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Create writing tasks routinely over extended and over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or with drawings, pictures and/or high-frequency, content-related single words and phrases.	Create writing tasks routinely over extended and over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or with drawings and/or general, content-based vocabulary in simple sentences with formulaic structure.	Create writing tasks routinely over extended and 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.	Create writing tasks routinely over extended and 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.	Create writing tasks routinely over extended and 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.5.1.b WIDA ELDS: 2 Speaking Listening	Follow agreed-upon rules and assigned roles in one-on-one, small and whole group discussions.		Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using cue cards and word wall.		VU	Appropriate to discussion
					LFC	Pronouns-I, my, our, ours, mine
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion 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.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Partner Cue cards Question stems Word wall L1 support Manipulatives Pictures/Photographs	Partner Cue cards Question stems Word wall L1 support Pictures/Photographs Sentence Frames	Partner Cue cards Question stems Word wall	Partner Cue cards	Partner

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.5.2 WIDA: 2 Listening Speaking	Summarize a grade 5 written text or information read aloud presented in diverse media and formats, including visually, quantitatively, and orally.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using notes and word wall.	VU	Summarize, media
			LFC	Past tense (summarize)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Video Clips/Films Notes Word/picture wall L1 support Word cards	Video Clips/Films Notes Word/picture wall L1 support Phrase cards	Video Clips/Films Notes Word Wall	Video Clips/Films	Video Clips/Films

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL 5.4 WIDA ELDS: 2 Reading Speaking	Report on a topic or text.	Give an oral presentation on a given topic or text using note cards, pictures and props.	VU	Presentation skills, eye contact, voice control, cue cards
			LFC	Past tense, sentence patterns used in oral presentations, transitional words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Give an oral presentation on a given topic or text using L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	Give an oral presentation on a given topic or text using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Give an oral presentation on a given topic or text using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Give an oral presentation on a given topic or text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Give an oral presentation on a given topic or text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Note cards Word/picture wall L1 support Manipulatives Pictures/Photographs Props	Note cards Word/picture wall L1 support Pictures/Photographs Sentence Frames	Note cards Word wall	Note cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SLO: 30 CCSS: SL 5.4 WIDA: 2 Reading Speaking	When presenting a report, sequence ideas logically.	Present a report orally and sequence the ideas logically using timelines, note cards and/or pictures.	VU	Sequence, in order, organize, logically, emphasize
			LFC	Punctuation, transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present a report orally and sequence the ideas logically using L1 and/or using pictures and high-frequency, content-based vocabulary in phrases that represent key ideas.	Present a report orally and sequence the ideas logically using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Present a report orally and sequence the ideas logically using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Present a report orally and sequence the ideas logically using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Present a report orally and sequence the ideas logically using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Timeline Word/picture wall Note cards L1 support Pictures	Timeline Word/picture wall Note cards L1 support Pictures	Timeline Word wall Note cards	Timeline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.1.d WIDA ELDS: 2 Writing Speaking	Recognize and correct inappropriate shifts in verb tense.	Recognize and correct inappropriate shifts in verb tense with the assistance of web resources, language reference sheets and a peer evaluation.	VU	Past/future/present perfect/ irregular/regular
			LFC	Verb tenses, decide which one is appropriate
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Recognize and correct inappropriate shifts in simple verb tenses when using single words in phrases.	Recognize and correct inappropriate shifts in simple verb tenses when using phrases and short sentences with formulaic structures.	Recognize and correct inappropriate shifts in verb tense when using simple sentences with repetitive grammatical structures.	Recognize and correct inappropriate shifts in verb tense when using expanded and some, complex sentences with a variety of grammatical structures.	Recognize and correct inappropriate shifts in verb tense when using multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Web resources Partner Word/picture wall L1 support	Web resources Partner Word/picture wall L1 support	Web resources Partner Word wall	Web resources	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.2.c WIDA ELDS: 2 Writing Listening	Use a comma to set off the words yes and no (e.g., Yes, thank you).	When writing, punctuate with a comma to set off words, Yes and No using a reference sheet and by listening to a partner read with intonation (prosody) that indicates a pause.	VU	Separate, divide, set off, intonation, inflection
			LFC	Punctuation
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When writing, use a comma to set off words, Yes and No, by listening to a teacher read phrases.	When writing, use a comma to set off words, Yes and No, by listening to teacher read phrases and short sentences with formulaic structures.	When writing, use a comma to set off words, Yes and No, by listening to a partner or teacher read simple sentences with repetitive grammatical structures.	When writing, use a comma to set off words, Yes and No, by listening to a partner read expanded and some complex sentences with varying grammatical structures.	When writing, use a comma to set off words, Yes and No, by listening to a partner read multiple complex sentences with varying grammatical structures.
Learning Supports	Pictures L1 support Gestures	Pictures L1 support			

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.2.c WIDA ELDS: 2 Writing Listening	Use a comma to indicate direct address (e.g., Is that you, Steve?).	Identify a pause with punctuation of a comma indicate direct address by working with a partner or teacher reading with intonation that indicates a pause and a Punctuation Chart.	VU	Direct address
			LFC	Question formats
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify a pause with punctuation of a comma to indicate direct address when writing phrases.	Identify a pause with punctuation of a comma to indicate direct address when writing phrases and short sentences with formulaic structures.	Identify a pause with punctuation of a comma to indicate direct address when writing simple sentences with repetitive grammatical structures.	Identify a pause with punctuation of a comma to indicate direct address when writing expanded and some complex sentences with varying grammatical structures.	Identify a pause with punctuation of a comma to indicate direct address when writing multiple, complex sentences with varying grammatical structures.
Learning Supports	Punctuation Chart Teacher modeling Teacher prosody L1 support Gestures	Punctuation Chart Teacher modeling Teacher prosody L1 support	Punctuation Chart Partner	Punctuation Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.4 WIDA ELDS: 2 Reading Speaking	Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content.	In appropriately leveled texts, determine and clarify the meanings of unknown or multiple meaning words using context clues, think-alouds and visuals.	VU	Multiple meaning, context clues
			LFC	Words in opposition, synonyms, antonyms, cognates
			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/picture wall L1 support Pictures/Photographs Gestures	Think-aloud Word/picture wall L1 support Pictures/Photographs	Think-aloud Word Wall	Think-aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.6 WIDA ELDS: 2 Reading speaking	Acquire and use grade appropriate general academic and domain specific words.	Increase vocabulary, by acquiring and accurately using general academic and specific domain- words and phrases by working with a partner, using online resources and developing a word/vocabulary list.	VU	Words appropriate to the specific subject areas
			LFC	Sentence patterns, cognates
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Increase vocabulary by acquiring and accurately using grade-appropriate general academic and domain-specific words and phrases in L1 and/or high-frequency, general academic and content-related words.	Increase vocabulary by acquiring and accurately using grade-appropriate general academic and domain-specific words and phrases in L1 and/or general academic and key, domain-specific words and phrases.	Increase vocabulary by acquiring and accurately using general academic and key, domain-specific words and phrases.	Increase vocabulary by acquiring and accurately using grade-appropriate academic and domain-specific words and phrases.	Increase vocabulary by acquiring and accurately using precise, grade-appropriate, academic and domain-specific words and phrases.
Learning Supports	Online resources Leveled text L1 support Word/picture wall Personal dictionary Drawings Gestures	Online resources Leveled text L1 support Word/picture wall Personal dictionary Pictures	Online resources Adapted text Word Wall Personal dictionary	Online resources Partner	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.6 WIDA ELDS: 2 Writing Speaking	Acquire phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Use words that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) using a phrase wall of these words and a chart about their usage.	VU	However, although, therefore, overall, consequently, additionally
			LFC	Correct placement of these words in the sentence/paragraph
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use high-frequency words that signal contrast, addition and other logical relationships in cloze sentences.	Use general words that signal contrast, addition and other logical relationships in phrases and short sentences with formulaic structures.	Use specific words that signal contrast, addition and other logical relationships in simple sentences with repetitive grammatical structures.	Use specific words that signal contrast, addition and other logical relationships in expanded and some complex sentences with a variety of grammatical structures.	Use precise words that signal contrast, addition and other logical relationships in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Phrase wall Chart L1 support Cloze sentence	Phrase wall Chart L1 support Sentence frame	Phrase wall Chart	Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.6 WIDA ELDS: 2 Reading Speaking Writing	When presenting a report, use appropriate facts and relevant, descriptive details to support main ideas or themes.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes by using a graphic organizer and notes.	VU	Details, supporting, specific, main ideas
			LFC	Descriptive adjectives, Transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes in L1 and/or using pictures, drawings and high-frequency, content-related vocabulary in single words and memorized phrases that represent key ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using general, content-based vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures that represent organized ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using precise content-based vocabulary in multiple, complex sentences with varying grammatical structures that represent clear and cohesive ideas.
Learning Supports	Note cards Graphic organizer Pictures L1 support Props Gestures	Note cards Graphic organizer Pictures L1 support Sentence starters Sentence frames	Note cards Graphic organizer Pictures	Note cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.6 WIDA ELDS: 2 Speaking	Speak clearly at an understandable pace when presenting a report.	Speak clearly at an understandable pace when presenting a report. Use cue cards with or without pictures, as needed.	VU	Intonation, inflection, pausing, breathing, slowing down, eye contact
			LFC	Correct use of transition words.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak clearly at an understandable pace when presenting a report in L1 and/or using pictures, drawings and high-frequency, content-related vocabulary in single words and memorized phrases that represent key ideas.	Speak clearly at an understandable pace when presenting a report in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Speak clearly at an understandable pace when presenting a report using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Speak clearly at an understandable pace when presenting a report using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures that represent organized ideas.	Speak clearly at an understandable pace when presenting a report using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures that represent clear and cohesive ideas.
Learning Supports	Cue cards Word/picture wall Pictures L1 support Cloze sentences	Cue cards Word/picture wall Pictures L1 support Sentence frames Sentence starters	Cue cards Word wall Pictures	Cue cards	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.5.3 WIDA ELDS: Reading Speaking Writing	Compare and contrast two or more characters, the setting or events in a story or drama and compare and contrast using specific details from the text.		Orally and/or in written form, compare and contrast two or more characters, the setting or the events in a story or drama.	VU	Compare, contrast, details, drama, settings,
				LFC	Transition words
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally and/or in written form compare two characters, the setting or the events in a story in L1 and/or by using Pictures and Photographs and key, grade-level single words in memorized patterns	Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story in L1 and/or in phrases and short sentences.	Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story, using key, content-based, grade-level vocabulary in simple, related sentences and short paragraphs.	Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story or drama by using key, content-based, grade-level vocabulary in expanded and some complex sentences in sequential paragraphs.	Orally and/or in written form compare & contrast two or more characters, the setting or the events in a story or drama by preparing an essay using precise, content-based, grade level vocabulary & complex sentences with a variety of grammatical structures.
Learning Supports	Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Cartoons Posters Pictures and Photographs	Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Cartoons Posters Pictures and Photographs	Graphic Organizers Posters		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.4, L.5.5.a WIDA ELDS Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes with the aid of Illustrations/diagrams/drawings, dictionaries and Figurative Language Charts/Posters.	VU	Similes, metaphors, context clues, figurative
			LFC	Word patterns (as…as), like
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by matching the words/phrases to an illustration.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by defining those words in short phrases with an illustration as needed.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by using synonyms/antonyms to define the words.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by defining them through sentences that indicate understanding.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes in grade level text.
Learning Supports	Native language support Bilingual dictionary Picture Dictionary Illustrations Diagrams/drawings Cartoons Posters Pictures and Photographs Matching Word Card Game Figurative Language	Native language support Bilingual dictionary Picture Dictionary Illustrations Diagrams/drawings Cartoons Posters Pictures and Photographs Figurative Language	Native language support Bilingual dictionary Picture Dictionary Partner work Figurative Language Charts/Posters	Bilingual dictionary Picture Dictionary Partner work Figurative Language Charts/Posters	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.5.7 WIDA ELDS: Reading Writing	Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text.		Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using Graphic Organizers.		VU	Multimedia, film, presentation, beauty, tone, text
					LFC	Past tense of verbs, descriptive adjectives
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about a text in L1 and/or match the graphics or media to icons and list of high-frequency adjectives.	Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about a text in L1 and/or identify the key phrases and words of the media or graphics that help the reader understand the meaning and beauty of the text.	Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text, by using key, content-based, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using expanded and some complex sentences and key, content-based, grade-level vocabulary.	Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using complex sentences, and content-based vocabulary on grade level.
Learning Supports		Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Word/Picture Wall Posters Pictures	Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Word/Picture Wall Posters Pictures	Graphic Organizers Sentence Frame Word Wall	Graphic Organizers Sentence Starter	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.9 WIDA Reading Speaking	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Orally compare and contrast stories in the same genre (eg. mysteries and adventures) on their approaches to similar themes and topics using a story element Template and Illustrations/diagrams/drawings.	VU	Compare, contrast, mystery, adventure, non fiction, fiction
			LFC	Transitional words, Sentence patterns (this one/that one)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics in L1 and/or by matching objects/icons to the concept using high-frequency, grade-level single words in memorized patterns.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics in L1 and/or by completing a Graphic Organizers using key, grade level vocabulary in phrases.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics by completing a Graphic Organizers and then developing simple, related sentences using key, content-based, grade-level vocabulary.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics by summarizing the information in a Graphic Organizers and then developing expanded and some complex sentences using key, content-based, grade-level vocabulary.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics clearly and coherently using precise, content-based, grade-level vocabulary in multiple, complex paragraph (s).
Learning Supports	Native language support Graphic Organizers Illustrations Diagrams/drawings Word/Picture Wall Pictures and Photographs and Photographs	Native language support Graphic Organizers Illustrations Diagrams/drawings Word/Picture Wall Pictures and Photographs and Photographs	Graphic Organizers Post-it notes Story Elements Worksheet	Graphic Organizers Post-it notes Story Elements Worksheet	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.5.10 WIDA ELDS: 2 Reading	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.		Read to understand texts independently and proficiently using multiple resources and Highlighted Words/Boldface Words.		VU	Appropriate to text
					LFC	Appropriate to text
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to understand texts independently and proficiently in L1 and/or read to understand key, grade-level words by responding to simple comprehension questions and/or drawing their answers.	Read to understand texts independently and proficiently in L1 and/or read to understand phrases and short sentences with labeled Pictures and Photographs.	Read to understand adapted texts independently and proficiently by responding using key, content-based, grade-level vocabulary in simple sentence format.	Read to understand adapted texts independently and proficiently by responding with specific grade-level vocabulary and a more complex sentence structure.	Read to understand grade 4-5 texts independently and proficiently with detailed sentences of various length and more complex sentence/paragraph structure.
Learning Supports	Native language support Multiple resources Highlighted Words/Boldface Words Illustrations/diagrams/drawings Choice questions Word/Picture Wall	Native language support Multiple resources Highlighted Words/Boldface Words Illustrations/diagrams/drawings Wh- questions Word/Picture Wall	Multiple resources Highlighted Words/Boldface Words Word Wall	Multiple resources Highlighted Words/Boldface Words	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.5 WIDA ELDS: 2-5 Reading Writing	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of concepts or information in two or more texts.	In written form compare and contrast the overall structure of concepts or information in two or more texts using a Graphic Organizers and groups.	VU	Chronology, comparison, cause/effect, problem and solution
			LFC	Transitional comparative phrases
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		In written form, compare and contrast the overall structure of concepts or information in two or more texts in L1 and/or by matching key, high-frequency single words to Pictures and Photographs.	In written form, compare and contrast the overall structure of concepts or information in two or more texts in L1 and/or by using key, grade-level vocabulary in short sentences using formulaic structures.	In written form, compare and contrast the overall structure of concepts or information in two or more texts by using key, content-based, grade-level vocabulary in multiple, simple, related sentences with some repetitive structures.	In written form, compare and contrast the overall structure of concepts or information in two or more texts using key, content-based, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	In written form, compare and contrast the overall structure of concepts or information in two or more texts by producing detailed, paragraphs of complex sentences of varying lengths with grade-level, content-based vocabulary appropriate to the theme.
Learning Supports		Native language support Teacher Support Story Map Illustrations	Native language support Teacher Support Story Map Graphic Organizers Sentence Frame	Small group/ triads Graphic Organizers Word Bank Sentence Starter	Small group/ triads Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.6 WIDA ELDS: Reading Speaking	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Read to analyze multiple accounts of the same event or topic and discuss your conclusions with a Partner work, using Cue Cards, Language Ladders and Illustrations/diagrams/drawings, as needed.	VU	Accounts, points of view, Compare, contrast, analyze, review, events
			LFC	Personal pronouns, conjunctions, describing a point of view
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work in L1 and/or use high-frequency, grade-level vocabulary in phrases and memorized patterns and answer yes/no questions about the topic.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work in L1 and/or use key, grade-level vocabulary in phrases and short sentences with formulaic structures, labeling Pictures and Photographs, as needed.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work using key, content-based, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work using key, content-based, grade-level vocabulary in expanded sentences of emerging complexity of grammatical structures.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work using precise, content-based, grade-level vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports		Native language support Partner work work Teacher Support Choice questions Cue Cards Graphic Organizers Illustrations	Native language support Partner work work Graphic Organizerss Cue Cards Illustrations Sentence Frame Language Ladders	Partner work work Cue Cards Graphic Organizerss Language Ladders	Partner work work Cue Cards Graphic Organizerss Language Ladders	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.3.a WIDA ELDS: 2 Reading	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	Decode unfamiliar multisyllabic words in and out of context, using letter-sound correspondences, syllabication patterns, and morphology using Charts/Posters and Illustrations/diagrams/drawings.	VU	Prefixes, suffixes, root words
			LFC	Sound to letter relationships, context clues
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode high-frequency, unfamiliar, multisyllabic, key, grade-level words in context by applying known strategies.	Decode common, unfamiliar, multisyllabic, grade-level words in context by applying known strategies.	Decode unfamiliar, multisyllabic, grade-level words in context by applying known strategies.	Decode unfamiliar, multisyllabic, grade-level words in and out of context by applying known strategies.	Decode unfamiliar, multisyllabic, grade-level words in and out of context by applying known strategies.
Learning Supports	Native language support Teacher Support Charts/Posters (for rules) Word Bank Technology and Technological Resources Sound/Symbol Charts/Posters	Native language support Teacher Support Charts/Posters (for rules) Word Bank Technology and Technological Resources	Charts/Posters (for rules) Word Bank Technology and Technological Resources	Charts/Posters Technology and Technological Resources	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.5.4.a WIDA ELDS: 2 Reading Writing	Read grade-level text with purpose and understanding.		Read grade-level text and orally explain the purpose to demonstrate understanding using multiple resources, Plot Diagram and peer support.		VU	Appropriate to text (word study)
					LFC	Context clues, verb tenses
					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 to demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using Pictures and Photographs and single words in phrases.	Read grade-level texts and orally explain the purpose to demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using Pictures and Photographs and general, grade-level vocabulary in phrases and short sentences with formulaic structures.	Read adapted texts and orally explain the purpose to demonstrate comprehension using key, content-based, grade-level vocabulary in multiple, simple, related sentences with repetitive grammatical structures.	Read texts within the grade 2-3 complexity band and orally explain the purpose to demonstrate comprehension using key, content-based, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	Read grade-level texts and orally explain the purpose to demonstrate comprehension using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Illustrations Choice questions Teacher Support Multiple resources Plot Diagram	Native language support Partner work Illustrations Teacher Support Multiple resources Plot Diagram	Small group/ triads Multiple resources Plot Diagram Word Bank	Small group/ triads Multiple resources Plot Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level prose and poetry aloud with appropriate rate, expression, and accuracy	Read aloud prose and poetry with appropriate rate, expression, and accuracy by practicing with a teacher or Partner work, or some type of recording device (tablet, smartphone etc.).	VU	Poetry, prose, eye contact, breath, rate, accuracy
			LFC	Structures appropriate to prose and poetry, prosody
			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 repeat or state known, grade-level words from a leveled text.	Read prose and poetry orally in L1 and/or common and known phrases from a grade-level text with limited accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted grade-level texts.	Read prose and poetry orally with fluency and accuracy, and expression in texts within the grades 4-5 complexity band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	Native language support Partner work Simple scripts/Readers' Theater Technology and Technological Resources Word Bank Songs/Chants	Native language support Partner work Simple scripts/Readers' Theater Technology and Technological Resources Word Bank	Partner work Simple scripts/Readers' Theater Technology and Technological Resources	Partner work Simple scripts/Readers' Theater Technology and Technological Resources	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.4.c WIDA ELDS: 2 Reading	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Identify and apply context clues to confirm or self-correct word recognition and understanding when necessary using Think Alouds, a Checklist and a Partner work.	VU	Context clues, recognize, identify, reread
			LFC	Recognizing definitions of words in the sentences or phrases, verb tenses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and apply context clues to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency, grade-level words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schema.	Identify and apply context clues to confirm the meaning of unknown words in a grade level text in L1 and/or use selected, grade-level phrases from a leveled text by using sentence-level context clues, cognates and schema.	Identify and apply context clues to confirm the meaning of unknown, grade-level words in an adapted text by using sentence and paragraph level context clues, cognates and schema.	Identify and apply context clues to confirm the meaning of unknown content-based words in a text within grades 3-4 complexity level by using cognates, schema, and sentence- and paragraph-level context clues.	Identify and apply context clues to confirm the meaning of unknown words in a grade-level text by using cognates, schema, and sentence-level and paragraph-level context clues.
Learning Supports	Native language support Picture Dictionary Bilingual dictionary Partner work work Teacher Support Think Alouds	Native language support Picture Dictionary Bilingual dictionary Partner work work Checklist Think Alouds	Bilingual dictionary Small group/ triads Checklist Think Alouds	Small group/ triads Checklist Think Alouds	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.1.c WIDA ELDS: 2 Writing	Link opinion and reasons using phrases.	Write sentences that link opinions and rationale using a Web and phrase wall.	VU	Opinions, ideas, point of view, supports, reasons
			LFC	Transitional phrases to link opinions and reasons
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write sentences that link opinions and rationale in L1 and/or link opinions and rationale by matching Pictures and Photographs to key, grade-level words or short phrases.	Write sentences that link opinions and rationale in L1 and/or link opinions and rationale by listing key, grade-level phrases of details/reasons with Pictures and Photographs, when necessary.	Write sentences that link opinions and rationale that include key, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Write sentences that link opinions and rationale using key, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	Write sentences that link opinions and rationale using grade-level, vocabulary in extended discourse with a variety of complex sentences.
Learning Supports	Native language support Matching Word Card Game Word/Picture Wall Phrase wall Teacher Support Web	Native language support Web Word/Picture Wall Phrase wall	Web Phrase wall	Web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.3.a WIDA ELDS:2 Writing	Write a narrative creating an introduction that introduces a narrator and/or character.	Write a narrative that introduces the narrator and/or character with a Story Map/Web and Shared Writing activities.	VU	Narrative, characters, narrator, introduction, parts of a narrative.
			LFC	First and third person singular, verb tenses and agreement, descriptive words and phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative that introduces the narrator and/or characters in L1 and/or introduce the narrator and/or characters with visual representation and list the attributes.	Write a narrative that introduces the narrator and/or characters in L1 and/or write short phrases to introduce the narrator and characters and use basic, grade-level vocabulary.	Write a narrative that introduces the narrator and/or characters through a series of related, simple sentences that include key examples of grade-level, content-based vocabulary and some fluency.	Write a narrative that introduces the narrator and/or characters through a series of organized, expanded and some complex sentences and paragraphs that include grade-level, content-based vocabulary and fluency.	Write a narrative that introduces the narrator and characters through a series of clear and coherent, complex sentences and paragraphs that include substantial examples of grade-level, content based vocabulary and fluency.
Learning Supports	Native language support Partner work work Illustrations Word Bank Story Map Shared Writing	Native language support Partner work work Illustrations Word Bank Story Map Shared Writing	Story Map Partner work work Shared Writing Word Bank	Story Map Partner work work Shared Writing	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.5.3.b WIDA ELDS: 2 Writing	Use narrative techniques, such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.		Write a narrator's or character's response to a situation or event using narrative techniques such as dialogue, descriptions, and pacing, with the aid of a reference sheet, cartoon format and Teacher Modeling.	VU	Narrator, techniques, dialogue, responses, situations, circumstances, characters
				LFC	First and third person, verb tenses, use of quotations
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrator's or character's response to a situation using narrative techniques in L1 and/or draw a narrator's or character's response to a situation or event and label the elements using key, grade-level words in phrases or memorized patterns.	Write a narrator's or character's response to a situation using narrative techniques in L1 and/or draw a narrator's or character's response to a situation or event and label the elements using key, grade-level phrases or short sentences with formulaic structures.	Write a narrator's or character's response to a situation using one narrative technique in a series of paragraphs using key, grade-level vocabulary in related, simple sentences with some repetitive structures.	Write a narrator's or character's response to a situation using narrative techniques in an organized series of well-developed paragraphs using key, grade-level vocabulary in expanded and some complex sentences.	Write a narrator's or character's response to a situation using narrative techniques in clear and coherent, series of well-developed paragraphs using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations Word Bank Cartoons Reference Sheet Teacher Modeling	Native language support Pictures and Photographs Word Bank Cartoons Reference Sheet Teacher Modeling	Reference Sheet Teacher Modeling Word Bank	Reference Sheet	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.5.3.c WIDA ELDS: 2 Writing	Use a variety of transitional phrases to manage the sequence of events.		Write and use a variety of transitional phrases to manage the sequence of events with a timeline, phrase wall and Teacher Modeling.	VU	Transitional, phrases, events, sequences
				LFC	Transitional words (definition, usage, placement) Past tense
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When writing, use a variety of transitional phrases to manage sequence of events in L1 and/or place the appropriate transitional word or phrase at the proper juncture of visual representations of events (3-4 events).	When writing, use a variety of transitional phrases to manage sequence of events in L1 and/or place the appropriate transitional phrase at the proper juncture of a series of events (5-8) in a given process (e.g. cooking a meal).	When writing, use a variety of transitional phrases to manage the sequence of events by using a series of simple, related sentences that describe the steps of a process.	When writing, use a variety of transitional phrases to manage sequence of events in an organized paragraph with expanded and some complex sentences.	When writing, use a variety of transitional phrases to manage sequence of events in a clear and coherent paragraph using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Native language support Illustrations Phrase/picture wall Timeline Teacher Modeling	Native language support Illustrations Phrase/picture wall Timeline Teacher Modeling	Timeline Phrase wall Teacher Modeling	Timeline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.3.d WIDA ELDS: 2 Writing	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Develop the topic with concrete words and phrases and sensory details using Charts/Posters, Graphic Organizers, Teacher Modeling and Partner work.	VU	Phrases, sensory, specific details
			LFC	Descriptive words and phrases, past tense
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Develop the topic with concrete words, phrases and sensory details in L1 and/or use actions and high-frequency words to represent key ideas.	Develop the topic with concrete words, phrases and sensory details in L1 and/or use general, grade-level vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	Develop the topic with key grade-level words and sensory details by producing a series of simple, related sentences with some repetitive grammatical structures.	Develop the topic with, concrete words, phrases and sensory details using key, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	Develop the topic with concrete words, phrases and sensory details using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports		Native language support Small group/ triads Illustrations Word Bank Feelings Charts/Posters Gestures	Native language support Small group/ triads Graphic Organizerss Feelings Charts/Posters Word Bank	Small group/ triads Graphic Organizerss Word Bank	Small group/ triads Graphic Organizerss	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.5.3.e WIDA ELDS: 2 Writing Listening	Create a conclusion that follows from the narrated experiences or events.		Write a conclusion that follows from the narrated experiences or events with the aid of an Outline, notes and visuals.	VU	Appropriate to text
				LFC	Listening for a purpose
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion in a clear and coherent paragraph that follows from the narrated experiences or events in L1 and/or draw a conclusion and match it to key, grade-level words.	Write a conclusion in a clear and coherent paragraph that follows from the narrated experiences or events in L1 and/or write a conclusion using basic, grade-level vocabulary in simple phrases or short sentences with visuals.	Write a conclusion in paragraph form that follows from the narrated experiences or events and includes some key, grade-level vocabulary in a series of simple, related sentences.	Write a conclusion in an organized paragraph that follows from the narrated experiences or events and includes key, grade-level vocabulary in expanded and some complex sentences.	Write a conclusion in a clear and coherent paragraph that follows from the narrated experiences or events using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations/diagrams/drawings Word Bank Teacher Support Outline	Native language support Illustrations/diagrams/drawings Word Bank Outline	Outline Word Bank	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to task, purpose, and audience.	Develop and organize coherent writing which is appropriate to the task, purpose, and audience using a planning Charts/Posters for purpose and audience, Word Wall and Template.	VU	Task, audience, author's purpose, author's point of view, writer's style.
			LFC	Verb tenses, compound sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use drawings and high-frequency, single words in phrases that represent key ideas.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use formulaic sentence patterns that represent key ideas.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience and conveys multiple, related ideas using grade-level vocabulary in a series of simple, related sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using grade-level vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using precise, grade-level vocabulary in complex sentences.
Learning Supports	Native language support Template Illustrations Word/Picture Wall	Native language support Word/Picture Wall Template	Template Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.5.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.		Apply all phases of the writing process (planning, revising, editing, rewriting or trying a new approach) to create develop and strengthen writing using peer editing with a Checklist, Story Map, and multiple resources.		VU	Peer editing, writing process, drafts, revising, new approaches, introduction, closing, body
					LFC	Sentence and paragraph structure, indenting, punctuation
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Apply all phases of the writing process to develop, strengthen, and focus a narrative using L1 and/or use drawings and high-frequency, grade-level single words in phrases to represent key ideas.	Apply all phases of the writing process to develop, strengthen, and focus a narrative using L1 and/or use drawings and general, grade-level vocabulary in short sentences using formulaic patterns to represent key ideas.	Apply all phases of the writing process to develop, strengthen, and focus a writing task that represents multiple, related ideas using key, grade-level vocabulary in simple sentences using repetitive structures.	Apply all phases of the writing process to develop, strengthen, and focus an organized writing task using key, grade-level vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Apply all phases of the writing process to develop, strengthen, and focus a clear and coherent writing task using precise, grade-level vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Native language support Partner work Illustrations Word/Picture Wall Story Map	Native language support Partner work Illustrations Word/Picture Wall Story Map	Multiple resources Checklist for editing Partner work Story Map	Multiple resources Checklist for editing Partner work	Multiple resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.9.a WIDA ELDS: 2 Reading Writing	Apply **grade 5** Reading standards to literature, by responding to literature through writing that compares and contrasts two or more characters, setting, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact].	Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text using Venn Diagram, word and phrase walls and Teacher Modeling.	VU	Compare, contrast, setting, series of events
			LFC	Sentence structure, verb in past tense, comparative phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the various elements of grade-level literature in L1 and/or match high-frequency, grade-level words about the characters, setting or events in a story to Pictures and Photographs.	Compare and contrast the various elements of grade-level literature in L1 and/or choose two characters, settings, or events and use general, grade-level vocabulary to write simple phrases to compare and contrast them.	Compare and contrast selected elements of literature within the grade 4-5 complexity band using grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Compare and contrast various elements of literature within the grade 4-5 complexity band using grade-level vocabulary in organized paragraphs with expanded and some complex sentences.	Compare and contrast the various elements of grade-level literature using precise, grade-level vocabulary in well-developed series of paragraphs with multiple and complex sentences.
Learning Supports	Native language support Venn Diagram Teacher Modeling Word Wall Illustrations	Native language support Venn Diagram Teacher Modeling Word Wall Illustrations	Venn Diagram Teacher Modeling Word Wall Phrase wall	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.10 WIDA ELDS: 2 Writing	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Produce writing pieces routinely for specific time frames with Rubric and various Template.	VU	Reflection, research, revision
			LFC	Verb tenses, paragraph formation, punctuation
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce writing pieces routinely for specific time frames in L1 and/or using Pictures and Photographs, drawing, Gestures and high-frequency, grade-level single words in memorized patterns.	Produce writing pieces routinely for specific time frames in L1 and/or using basic, grade-level vocabulary in short sentences with formulaic structures and Illustrations, as needed.	Produce writing pieces routinely for specific time frames using key, grade-level vocabulary in simple, related sentences with some repetitive grammatical structures.	Produce writing pieces routinely for specific time frames using key, grade-level vocabulary in expanded and some complex sentences.	Produce writing pieces routinely for specific time frames using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations Pictures and Photographs Teacher Support Template Rubric	Native language support Illustrations Pictures and Photographs Teacher Support Template Rubric	Template Rubric	Template Rubric	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.5.1.c WIDA ELDS: 1 Speaking Listening	Pose and respond to specific questions by **making comments** that contribute to a discussion and elaborate on the remarks of others.		Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others by working with Partner work and using Dialogue Starters as needed.	VU	Pose, ask, answer, ponder, propose
				LFC	Question formation, Use of inflection, intonation
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others in L1 and/or answer simple everyday questions using visual supports as needed.	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others in L1 and/or ask simple everyday questions and answer simple questions with short phrases and chunks.	Ask and answer specific questions by making comments that contribute to a discussion using key, grade-level vocabulary in a series of simple, related sentences.	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others, using grade-level vocabulary in expanded sentences with emerging complexity.	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Choice questions Gestures Partner work Cue Cards Dialogue Starters Pictures and Photographs Question Stem Bank	Partner work Cue Cards Dialogue Starters Pictures and Photographs Question Stem Bank	Partner work Cue Cards Dialogue Starters Paraphrasing	Partner work Cue Cards Paraphrasing	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.5.1.b WIDA ELDS: 2 Speaking Writing	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses when writing and speaking.		Form and use the perfect verb tenses when writing and speaking using Posters and Language Reference Sheet.		VU	Perfect tense
					LFC	Modals, verb tenses, past, present, and future
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Form and use the perfect verb tenses when writing and speaking with phrases and by answering multiple-choice, questions.	Form and use the perfect verb tenses when writing and speaking using basic, grade-level vocabulary in phrases and short sentences created by the teacher.	Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of simple, related sentences.	Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of expanded and some complex sentences.	Form and use the perfect verb tenses when writing and speaking using precise, grade-level vocabulary in a series of complex sentences of varying lengths and structures.
Learning Supports		Native language support Posters Language Reference Sheet Teacher Support Word Bank Gestures Choice questions	Native language support Posters Language Reference Sheet Teacher Support Word Bank	Posters Language Reference Sheet Word Bank	Posters Language Reference Sheet	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.5.1.d WIDA ELDS: 2 Listening Writing	Recognize and correct inappropriate shifts in verb tense.		Recognize and correct inappropriate shifts in verb tenses by working with a Partner work or in a small group using Language Reference Sheet and Charts/Posters.	VU	Inappropriate, shift
				LFC	Verb tenses, words or inflections that indicate tense
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize present and regular past tense verbs by identifying them in a sentence.	Identify the correct form of the verb so that it agrees with the time frame.	Recognize and correct inappropriate shifts in verb tenses by choosing the correct tense for each simple sentence in the paragraph.	Recognize and correct inappropriate shifts in verb tenses in a texts using key, grade-level vocabulary in expanded sentences with emerging complexity.	Recognize and correct inappropriate shifts in verb tenses in a texts using grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Teacher Support Choice questions Language Reference Sheet Charts/Posters	Native language support Teacher Support Charts/Posters Language Reference Sheet	Language Reference Sheet Teacher Support Charts/Posters	Language Reference Sheet	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.1.e WIDA ELDS: 2 Writing Speaking	Use correlative conjunctions (e.g., either/or, neither/nor) when writing and speaking.	Use correlative conjunctions when writing and speaking, by highlighting them in the text and using a Charts/Posters.	VU	Conjunctions, joining words
			LFC	Conjunctions, definitions of the conjunctions, placement and usage
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify basic conjunctions with Pictures and Photographs and symbols.	List the conjunctives with their definitions/Pictures and Photographs and place in guided practices.	Use correlative conjunctions by completing simple sentences that require them.	Use correlative conjunctions in writing and speaking when using multiple, expanded sentences with emerging complexity at grade level.	Use correlative conjunctions in writing and speaking when using multiple, complex sentences at grade level.
Learning Supports	Native language support Illustrations Pictures and Photographs Charts/Posters Teacher Support Highlighted Words/Boldface Words	Native language support Illustrations Pictures and Photographs Charts/Posters Partner work Highlighted Words/Boldface Words	Highlighted Words/Boldface Words Charts/Posters Small group/ triads	Highlighted Words/Boldface Words Charts/Posters	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.2. b WIDA ELDS: 2 Writing	Use a comma to separate an introductory element from the rest of the sentence.	Write to use commas that separate an introductory element from the rest of the sentence by using a Charts/Posters and Partner work.	VU	Commas, periods, question marks
			LFC	Choose correct punctuation and placement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Put commas in teacher generated word lists to separate the words, using Illustrations as needed.	Create a short list of words, organized by topic and convert them to short phrases/sentences that require commas.	Identify the introductory element of a simple sentence and separate it from the rest of the sentence with a comma.	Use commas to separate introductory elements from the rest of the sentences in expanded and some complex sentences.	Use commas to separate an introductory element from the rest of the sentence in complex sentences.
Learning Supports	Native language support Teacher Support Word Bank Charts/Posters Partner work Gestures Illustrations	Native language support Teacher Support Word Bank Charts/Posters Partner work	Charts/Posters Teacher Modeling Partner work	Charts/Posters	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.3.a WIDA ELDS: 2 Writing	Construct sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest.	Write sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest by working with Partner work and following Teacher Modeling.	VU	Combine, reduce, expand
			LFC	Punctuation, rules for combining clauses, transitional words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write simple sentences that indicate comprehension.	Expand sentences by increasing descriptive words and phrases.	Construct sentences that are more interesting, combine two or more ideas/concepts and expand on previous ideas.	Increase linguistic complexity by constructing sentences that are longer and combine different concepts/ideas, using more content based and technical vocabulary.	Construct sentences on grade level that combine and expand ideas and reduce those as needed in order to maintain reader/listener interest over a period of time.
Learning Supports	Native language support Teacher Modeling Charts/Posters Word/Picture Wall Partner work Pictures and Photographs Gestures	Native language support Teacher Modeling Charts/Posters Word/Picture Wall Partner work Pictures and Photographs	Teacher Modeling Partner work	Partner work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.3.b WIDA ELDS: Reading Speaking	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.	Compare and contrast the varieties of English used in stories, dramas and poems by working with a small group and using technological resources (you tube videos, internet resources).	VU	Words with many meanings (polysemous) registers, dialects
			LFC	Sentence structure, elements of poetry/drama
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast examples of language varieties and explain the similarities and differences using in L1 and/or match different words to the same picture, indicating use of registers and dialects.	Compare and contrast examples of language varieties and explain the similarities and differences in L1 and/or identify key grade-level words used in stories that indicate varieties of English and multiple meanings of words.	Compare and contrast examples of different dialect/register and explain the similarities and differences using key, grade-level vocabulary in a series of simple, related sentences.	Compare and contrast examples of language varieties and explain the similarities and differences using key grade-level vocabulary in a series of expanded sentences with emerging complexity of grammatical structures.	Compare and contrast examples of language varieties and explain the similarities and differences using grade-level vocabulary in a series of complex sentences with varying lengths and grammatical structures.
Learning Supports	Native language support Teacher Support Pictures and Photographs Gestures Technology and Technological Resources	Native language support Teacher Support Pictures and Photographs Technology and Technological Resources	Technology and Technological Resources Small group/ triads	Technology and Technological Resources	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.3 WIDA ELDS: 2 Reading Writing	Select two or more characters, setting or events in a story of drama and compare and contrast using specific details from the text.	Compare and contrast two or more characters, settings or events in a story or drama using a graphic organizer and a narrative writing diamond.	VU	Compare, contrast, details
			LFC	Sentence patterns used in narratives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast two characters, the settings or the events in a story in L1 and/or by using Pictures and key words.	Compare and contrast two or more characters, the settings or the events in a story using L1 and/or short phrases, sentences and Pictures as needed.	Compare and contrast two or more characters, the settings or the events in a story, in simple, related sentences with some details from the text.	Compare and contrast two or more characters, the settings or the events in a story in expanded sentences that include at least one detail to support each statement.	Compare and contrast two or more characters, the setting or the events in a story or drama in well developed paragraphs using grade level vocabulary and including a number of specific details to support each statement.
Learning Supports	Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Cartoons Charts/Posters Pictures and Photographs Venn Diagram	Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Cartoons Charts/Posters Pictures and Photographs Venn Diagram	Graphic Organizers Partner work Narrative Writing Diamond	Graphic Organizers Partner work Narrative Writing Diamond	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.4 CCSS: WIDA ELDS: Reading Writing	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes with the aid of illustrations, dictionaries and Figurative Language Charts.	VU	Simile, metaphor, personification, figurative language; content-based, grade-level vocabulary
			LFC	Specific structures (as…as; like
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes in L1 and/or by matching the high-frequency words/phrases to an illustration.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes in L1 and/or by defining those words in short phrases with an illustration as needed.	Read to determine the meaning of figurative language, metaphors and similes in an adapted text.	Read to determine the meaning of figurative language, metaphors and similes used in a text within grades 4-5 complexity band.	Read to determine the meaning of words and phrases, including figurative language, metaphors and similes in grade level text.
Learning Supports		Native language support Figurative Language Chart Illustrations Cloze Activity	Native language support Figurative Language Chart Illustrations Sentence Frame	Partner work Figurative Language Chart	Partner work Figurative Language Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SLO: 3 CCSS: RI.5.6 WIDA ELDS: 2-5 Reading Writing Speaking	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Read to analyze multiple accounts of the same event or topic and note the similarities and differences in the point of view they represent by discussing them with a partner, using a graphic organizer and highlighting the text.	VU	Accounts, stories, events, topics, similarities, differences; content-based
			LFC	Past tenses, transitional words, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze multiple accounts of the same event or topic in L1 and/or answer yes/no questions about each one with Illustrations, as needed.	Read to analyze multiple accounts of the same event or topic in L1 and/or identify similarities and differences using phrases and short sentences.	Read to analyze multiple accounts of the same event and classify them by their similarities and differences then explain with a series of simple, related sentences.	Read to analyze multiple accounts of the same event or topic and compare them in a series of expanded sentences with emerging complexity.	Read to analyze multiple accounts of the same event or topic, in grade-level text and respond to questions that require an explanation of the different points of view using multiple, complex sentences.
Learning Supports	Phrase Citations Native language support Partner work Teacher Support Illustrations Graphic Organizers	Native language support Partner work Teacher Support Illustrations Graphic Organizers	Highlighted Words Graphic Organizers Partner work	Highlighted Words Graphic Organizers Partner work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.9 WIDA ELDS: 2-5 Writing Speaking Reading	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably using Note Cards and Cornell Notes.	VU	Question words; Content-based, grade-level vocabulary
			LFC	Transitional words, structures used to synthesize and analyze information
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Integrate information from several texts on the same topic in L1 and/or find the main idea in two adapted texts and using manipulatives, gestures, pictures and illustrations as needed, make a brief oral presentation to a small group.	Integrate information from several texts on the same topic in L1 and/or identify the main ideas in two texts using phrases and short sentences, then express them orally to a small group of students.	Integrate information from several adapted texts on the same topic writing a series of simple, related sentences and then express them orally.	Integrate information from several texts within the complexity band, and write a number of paragraphs with expanded sentences of emerging complexity, that indicate an in-depth knowledge of the subject and then express those ideas orally.	Integrate information from several grade-level texts, and write a number of paragraphs with complex sentences, that indicate an in-depth knowledge of the subject and then express those ideas orally.
Learning Supports	Native language support Small group/ triads Cornell Notes	Native language support Small group/ triads Cornell Notes	Small group/ triads Cornell Notes Note Cards	Small group/ triads Cornell Notes Note Cards	Cornell Notes Note Cards

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.10 WIDA ELDS: 2-5 Reading Speaking	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.	Read texts independently and proficiently using multiple resources and Word Wall.	VU	Content-based, grade-level vocabulary
			LFC	Appropriate to text
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read texts independently and proficiently in L1 and/or and read excerpts from grade-level text and respond simple comprehension questions with one or two word answers and/or by drawing pictures.	Read texts independently and proficiently in L1 and/or and read excerpts from grade-level text and respond with Pictures selected vocabulary in phrases or short sentences.	Read adapted texts independently and proficiently by responding with key vocabulary in a series of simple, related sentences.	Read grade 4-5 texts independently and proficiently by responding with key vocabulary in expanded sentences of emerging complexity.	Read grade level texts independently and proficiently by responding with precise vocabulary in multiple, complex sentences.
Learning Supports		Native language support Partner work Illustrations Choice questions Word/Picture Wall	Native language support Partner work Illustrations Sentence Frame Word/Picture Wall	Partner work Sentence Starter Word Wall	Partner work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.4a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.	Read text with purpose and comprehension using partner and Story Map.	VU	Purpose, understanding; content-based, grade-level vocabulary
			LFC	Sentence structure at text level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level texts and explain the purpose and demonstrate comprehension in L1 and/or read excerpts from grade-level texts and demonstrate purpose and comprehension by answering yes/no/ Choice questions, using Pictures as needed.	Read grade-level texts and explain the purpose and demonstrate comprehension in L1 and/or read excerpts from grade-level texts and demonstrate comprehension using selected vocabulary in key phrases and short sentences.	Read adapted texts and demonstrate purpose and comprehension by answering questions using key, vocabulary in a series of simple, related sentences.	Read texts at the grade 4 text level band and explain the purpose and demonstrate comprehension using key vocabulary in expanded sentences with emerging complexity.	Read grade-level texts and explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Story Map Illustrations Choice questions	Native language support Partner work Illustrations Choice questions Story Map	Partner work Story Map Word Wall	Partner work Story Map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.5.4c WIDA ELDS: 2 Reading Writing	Use context 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	Confirm, self check, self correct, recognition
					LFC	Context clues
					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 model 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 L1 support Word/Picture Wall Checklist Think Alouds	Bilingual 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.5.1.c WIDA ELDS: 2 Writing	Link opinion and reasons using clauses when writing.	Write a piece that links opinions to the reasons supporting those opinions with clauses using Teacher Modeling and Specialized Reference Materials.	VU	Main clauses, subordinate clauses
			LFC	Components of clauses, words that indicate clauses-if, because, although
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a clear and coherent opinion that links the reasons supporting the opinion in L1 and/or match an opinion to a reason for that opinion using Pictures and selected words.	Write a clear and coherent opinion that links the reasons supporting the opinion in L1 and/or use a simple clause to join two parts of a simple sentence, linking an opinion to a reason for that opinion.	Link opinion and reasons using various clauses when writing using key vocabulary in a series of simple, related sentences.	Write an organized opinion that links the reasons supporting the opinion using key vocabulary in expanded and some complex sentences.	Write a clear and coherent opinion that links the reasons supporting the opinion using precise vocabulary in multiple, complex sentences.
Learning Supports	Specialized Reference Materials Native language support Partner work Illustrations Teacher Modeling	Specialized Reference Materials Native language support Partner work Illustrations Sentence Frame Teacher Modeling	Partner work Specialized Reference Materials Teacher Modeling	Partner work Specialized Reference Materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2a WIDA ELDS: 2 Writing	Introduce a topic clearly, provide a general observation and focus, and group related information logically. When writing, include formatting (e.g., headings, Illustrations, and multimedia) when useful to aiding comprehension.	Write an introduction that provides a general observation and focus, include formatting, Illustrations and multimedia to aid comprehension using Mentor Texts and an Outline.	VU	Introduction, focus, logically, multimedia, comprehension
			LFC	Sequential and transitional words, subject/verb agreement
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Introduce a topic clearly, provide a general observation and focus, with grade-appropriate language, syntax and structure in a logical sequence in L1 and/or introduce a topic logically, and match simple phrases to Pictures.	Introduce a topic clearly, provide a general observation and focus, with grade-appropriate language, syntax and structure in a logical sequence in L1 and/or introduce a topic logically and include some formatting to aid comprehension by writing phrases and short sentences.	Write an introduction that provides a general observation and includes some formatting that aids in comprehension using specific vocabulary in a series of simple, related sentences.	Write an introduction that provides a general observation and includes formatting that aids in comprehension using some technical vocabulary, emerging varied sentence structure and formatting.	Introduce a topic clearly, provide a general observation and focus, with grade-appropriate language, syntax and structure in a logical sequence. Include formatting when useful to aiding comprehension.
Learning Supports		Native language support Picture Dictionary Shared Writing Pictures and	Native language support Shared Writing Mentor Texts Outline Sentence Frame	Small group/ triads Shared Writing Mentor Texts Outline	Small group/ triads Mentor Texts Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2b WIDA ELDS: 2 Writing	Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic with the aid of a graphic organizer and a Word Bank.	VU	Definitions, facts, details, quotations, information
			LFC	Quotation marks, structures for paraphrasing, subject/verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic in L1 and/or create a web that links the definitions, and some details to the topic. Use Illustrations as needed.	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic in L1 and/or list facts, definitions, quotations and details in phrases and short sentences.	When writing, use facts, definitions, concrete details, quotations, or other information to support a given topic using key vocabulary in a series of simple, related sentences I paragraph form.	When writing, use facts, definitions, concrete details, quotations, or other information to support a given topic using key vocabulary in expanded and some complex sentences.	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Word Bank Native language support Illustrations Phrase Citations	Word Bank Native language support Sentence Frame Phrase Citations	Word Bank Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.5.2c WIDA ELDS: 2 Writing	Link ideas within and across categories of information using phrases.		Write sentences that link ideas across categories of information using phrases with a graphic organizer and phrase wall.		VU	Link, ideas, categories, information
					LFC	Transitional words
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Link ideas within and across categories using phrases in L1 and/or list the ideas/concepts that belong in each category and match Pictures to words.	Link ideas within and across categories using phrases in L1 and/or use selected vocabulary in key phrases and short sentences.	Link ideas within and across categories using key vocabulary in a series of simple, related sentences, joined by phrases.	Link ideas within and across categories using phrases with key vocabulary in expanded sentences with emerging complexity.	Link ideas within and across categories of information by using more precise vocabulary in sentences with great complexity.
Learning Supports	Native language support Matching Word Card Game Word Bank Teacher Support Graphic Organizers Phrase wall	Native language support Graphic Organizers Phrase wall Word Bank	Graphic Organizers Phrase wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2d 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 or explain a topic, by referring to visuals or a Word Wall.	VU	Content-based, grade-level vocabulary
			LFC	Comparative forms of adjectives , all kinds of adverbs, main and subordinate clauses
			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 Wall	Visuals	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.5.2e WIDA ELDS: 2 Writing	Provide a concluding statement or section related to the information or explanation presented.		Write a concluding statement related to the information or explanation presented using Shared Writing and Graphic Organizers.		VU	Conclusion, information, explanation, facts, theories
					LFC	Past tenses, passive voice
					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 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	Native language support Pictures and Photographs Teacher Support Shared Writing Graphic Organizers	Native language support Shared Writing Illustrations/diagrams/drawings Graphic Organizers	Graphic Organizers Shared Writing	Graphic Organizers Shared Writing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W 5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to task, purpose, and audience.	Write clear and coherent pieces that are appropriate to task, purpose, and audience using a Purpose and Audience Planning Chart, Outline and Word Walls.	VU	Clear, precise, coherent, task, purpose, audience
			LFC	Appropriate to task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write clear and coherent pieces aligned to the task, purpose and audience in L1 and/or write selected words or phrases that are appropriate to task, purpose and audience. Use Pictures as needed.	Write clear and coherent pieces aligned to the task, purpose and audience in L1 and/or complete Sentence Frame that are appropriate to task, purpose and audience using selected vocabulary in key phrases and short sentences.	Write organized pieces that are appropriate to task, purpose, and audience using key vocabulary in a series of simple, related sentences.	Write clear and coherent pieces that are appropriate to task, purpose, and audience using key vocabulary in expanded and some complex sentences.	Write clear and coherent pieces aligned to the task, purpose and audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations Word/Picture Wall Outline Purpose and Audience Planning Chart	Native language support Word/Picture Wall Sentence Frame Outline Purpose and Audience Planning Chart	Outline Purpose and Audience Planning Chart Word Wall	Outline Purpose and Audience Planning Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W 5.8 WIDA ELDS: 2 Reading Listening Writing	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, 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/Picture Dictionary for support.	VU	Relevant, information, experiences, digital, summarize, paraphrase, sources, cite, plagiarizing
			LFC	Transitional words, clauses, 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 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, 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 Teacher Modeling Teacher Support	Outline Teacher Modeling Teacher Support	Outline Teacher Modeling Teacher Support	Outline Notes	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.9 WIDA ELDS: 2 Reading Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Find evidence in literary or informational texts to support analysis, reflection and research with the aid of Graphic Organizers, Marking the Text and Partner work.	VU	Evidence, literary , informational , analysis, reflection, research
			LFC	Summarizing, synthesizing, transitional words, past tense, compound tenses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Find evidence in literary or informational texts to support analysis, reflection and research in L1 and/or by matching keys words to ideas and answering yes/no questions.	Find evidence in literary or informational texts to support analysis, reflection and research in L1 and/or by completing a teacher created graphic organizer using selected vocabulary in key phrases and short sentences.	Find evidence in literary or informational texts to support analysis, reflection and research using key vocabulary in a series of simple, related sentences.	Find evidence in literary or informational texts to support analysis, reflection and research using key vocabulary in expanded and some complex sentences.	Find evidence in literary or informational texts to support analysis, reflection and research using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Word/Picture Wall Choice questions	Native language support Partner work Word/Picture Wall Graphic Organizers	Marking the Text Partner work Graphic Organizers Word Wall	Marking the Text Graphic organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.5.1a WIDA ELDS: 2-5 Reading Speaking Listening	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Ask and answer questions about material studied using Note Cards, Word Wall and Dialogue Starters.	VU	Preparation, discussion, required, explicitly, topic, explore; content-based, grade-level vocabulary
			LFC	Past tenses, conventions for speaking in the first person, transitional words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about material studied in L1 and/or study the key words and Illustrations about a topic and prepare 2 or 3 cards with simple phrases or Pictures to orally share with others.	Ask and answer questions about material studied in L1 and/or use selected vocabulary in key phrases and short sentences.	Ask and answer questions about material studied using key vocabulary in a series of simple, related sentences.	Ask and answer questions about material studied using key vocabulary in expanded sentences with emerging complexity.	Ask and answer questions about material studied using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Pictures and Photographs Dialogue Starters Note Cards	Native language support Partner work Dialogue Starters Note Cards Word/Picture Wall	Partner work Dialogue Starters Note Cards Word Wall	Partner work Dialogue Starters Note Cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.5.3 WIDA ELDS: 2 Listening Speaking	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Summarize the points a speaker makes and orally explain how each claim is supported by reasons and evidence with an Outline, notes, Prompts and Word Walls.	VU	Summarize, speaker, evidence, claim, supported, reasons
			LFC	Transitional words, past tenses, passive voice
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize the points a speaker makes and orally explain how each claim is supported by evidence in L1 and/or draw Cartoons/ Illustrations and use selected vocabulary to describe drawings.	Summarize the points a speaker makes and orally explain how each claim is supported by evidence in L1 and/or list the main ideas and attach one supporting reason. Use Pictures to explain the list using selected vocabulary in phrases and short sentences.	Summarize the points a speaker makes and orally explain how some of the claims are supported using key vocabulary in a series of simple, related sentences.	Summarize the points a speaker makes and orally explain how each claim is supported by evidence using key vocabulary in expanded and some complex sentences.	Summarize the points a speaker makes and orally explain how each claim is supported by evidence. Use grade-level vocabulary and multiple, complex sentences.
Learning Supports	Native language support Small group/ triads Outline Word/Picture Wall Prompts Teacher Modeling	Native language support Small group/ triads Outline Word/Picture Wall Prompts Teacher Modeling	Small group/ triads Outline Word Wall Prompts	Small group/ triads Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.5.5 WIDA ELDS: 2 Speaking	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using Technology.	VU	Multimedia, components, visuals, appropriate, ideas, themes, videos, films, graphics
			LFC	Past tenses, comparative forms of adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays in L1 and/or use Gestures and match icons to selected vocabulary.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays in L1 and/or use drawings/Illustrations and key vocabulary in phrases and short sentences.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using key vocabulary in a series of simple, related sentences.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using key vocabulary in expanded and some complex sentences.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Icons Technology and Technological Resources	Native language support Partner work Illustrations Technology and Technological Resources	Small group/ triads Technology and Technological Resources	Small group/ triads Technology and Technological Resources	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.5.1a WIDA ELDS: 2 Speaking Writing	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences by using reference sheets and working in small groups.		VU	Prepositions, conjunctions, interjections
					LFC	Proper placement of conjunctions, interjections, prepositions and punctuation.
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences in L1 and/or use selected vocabulary in controlled text.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences in L1 and/or by organizing a list of words into those three categories.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences using key vocabulary in a series of simple, related sentences.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences by using key vocabulary in expanded sentences with emerging complexity.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences either orally or in writing, using precise vocabulary in multiple, complex sentences.
Learning Supports		Native language support Teacher Modeling Small group/ triads Language Reference Sheet	Native language support Teacher Modeling Small group/ triads Language Reference Sheet	Teacher Modeling Small group/ triads Language Reference Sheet	Small group/ triads Language Reference Sheet	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.5.3a WIDA ELDS: 2 Writing	Expand, combine, and reduce sentences for style.		Write sentences that are expanded, combined or reduced for style using Teacher Modeling and a Checklist for editing.	VU	Expand, combine, reduce, style, run on sentences
				LFC	Punctuation, transitional words, subordinate clauses, main clauses
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write sentences that are expanded, combined or reduced for style in L1 and/or complete simple sentences with the aid of selected vocabulary and controlled text.	Write sentences that are expanded, combined or reduced for style in L1 and/or expand simple sentences by increasing selected descriptive words and phrases.	Write sentences that are expanded, combined or reduced for style using key vocabulary in multiple, simple sentences.	Write sentences that are expanded, combined or reduced for style using key vocabulary in expanded and some complex sentences.	Write sentences that are expanded, combined or reduced for style using precise vocabulary in multiple, complex sentences.
Learning Supports		Native language support Teacher Support Shared Writing Checklist Sentence Frame Cloze activities	Native language support Teacher Support Shared Writing Checklist	Teacher Modeling Checklist	Teacher Modeling Checklist for editing	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.4b WIDA ELDS: 2 Reading	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Determine the meaning of unknown words and phrases with Greek or Latin affixes and root words using Cognates, charts and reference sheets.	VU	Suffixes, prefixes, root words
			LFC	Parts of speech
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use common Greek and Latin affixes and roots by using known Cognates from L1 or by pairing up different parts of the word.	Use common Greek and Latin affixes and roots as clues to the meaning of a word. Divide the words into affixes and roots to better comprehend the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 5 reading and content, using key, 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 4-5 complexity band using key, 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 5 reading and content, using Greek or Latin affixes and roots as clues to the meaning
Learning Supports	Native language support Partner work Cognates Charts/Posters Specialized Reference Materials	Native language support Partner work Cognates Specialized Reference Materials Charts/Posters	Specialized Reference Materials Cognates Charts/Posters	Cognates Specialized Reference Materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.5b WIDA ELDS: 2 Speaking Writing	Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain the meaning of common idioms, adages, and proverbs using idiom dictionaries and Schema, and Illustrations as needed.	VU	Idioms, adages, proverbs
			LFC	Past tense, comparative forms of adjectives
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Recognize the meaning of common idioms, adages and proverbs in L1 and/or read to match a picture to a description of an idiom or proverb or explain the proverb in L1.	Recognize the meaning of common idioms, adages and proverbs in L1 and/or draw Pictures/Cartoons and/or graphics that clearly illustrate them.	Recognize the meaning of common idioms, adages and proverbs and explain each of them using key vocabulary in multiple, simple sentences.	Recognize the meaning of common idioms, adages and proverbs and explain them in detail using key vocabulary in expanded and some complex sentences.	Recognize the meaning of common idioms, adages and proverbs and explain them using precise vocabulary in multiple, complex sentences.
Learning Supports		Native language support Partner work Idiom Dictionary Schema Illustrations	Native language support Partner work Idiom Dictionary Schema Illustrations Cartoons	Partner work Schema Idiom Dictionary	Small group/ triads Schema Idiom Dictionary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.6 WIDA ELDS: 2 Reading Writing	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Acquire and use accurately general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships by using a semantic web and working with a partner.	VU	Domain specific words, contrast, logical, although, nevertheless, similarly, moreover, in addition to
			LFC	Transition words, conjunctions, clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and use accurately general academic and domain-specific words and phrases in L1 and/or by listing the words with a picture and the native language translation next to it.	Acquire and use accurately general academic and domain-specific words and phrases in L1 and/or by choosing the correct word from a short list created by the teacher.	Acquire and use accurately general academic and domain-specific words and phrases, by using those specific words in simple short sentences.	Acquire and use accurately general academic and domain-specific words and phrases, by using them correctly in a paragraph with expanded and some complex sentences.	Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, by using them correctly in complex sentences.
Learning Supports	Native language support Picture Dictionary Partner work Semantic web Teacher Modeling	Native language support Partner work Semantic web	Partner work Semantic web	Partner work Semantic web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.1 WIDA ELDS: 2 Reading Speaking	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text using sentence citations and highlighting the text.	VU	Quotations, paraphrasing, citations
			LFC	Quotation marks, punctuation
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text in L1 and/or refer to a text using illustrations and direct quotes provided by the teacher.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text in L1 and/or by highlighting the quotes and using selected phrases and short sentences	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text using key vocabulary in simple, related sentences.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text in complete using key vocabulary in expanded and some complex sentences.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Highlighting the text Teacher Modeling Illustrations Diagrams/drawings	Native language support Highlighting the text Sentence Citations	Native language support Highlighting the text Sentence Citations	Sentence citations	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.5.7 WIDA ELDS: 2 Reading Speaking	Analyze how the graphics or the media in a multimedia presentation help the reader to understand the meaning, tone, or beauty of a text.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using Graphic Organizers and Word Walls.	VU	Multimedia, film, presentation, beauty, tone, text
			LFC	Past tense of verbs, descriptive adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text in L1 and/or match the graphics or media words to icons, and list all the words associated with those and/or draw Pictures of them.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text in L1 and/or identify the key phrases and words of the media or graphics that help the reader understand the meaning and beauty of the text.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text by using key vocabulary in a series of simple, related sentences.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using key vocabulary in expanded and some complex sentences.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Graphic Organizers Word/Picture Wall Charts/Posters	Native language support Graphic Organizers Word/Picture Wall Charts/Posters	Graphic Organizers Sentence Frame Word Wall	Graphic Organizers Sentence Starter	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.5.10 WIDA ELDS: 2 Reading Speaking	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		By the end of the year, read to understand literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently using multiple resources.		VU	Comprehend, independently, proficiently
					LFC	Varies by level
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		By the end of the year read to understand grade-level texts independently and proficiently in L1 and/or read to understand key, words by responding to simple comprehension questions and/or drawing their answers.	Read to understand the high end of grade 4-5 texts independently and proficiently in L1 and/or by the end of the year understand leveled texts independently and proficiently and understand excerpts from grade-level band of texts read-aloud.	By the end of the year read to understand adapted texts independently and proficiently.	By the end of the year read to understand texts within the grade-level band independently and proficiently.	Read to understand the high end of grade 4-5 texts independently and proficiently.
Learning Supports		Native language support Native language texts Teacher Support	Native language support Native language texts Teacher Support	Multiple resources Partner work	Multiple resources Partner work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.6 WIDA ELDS: 2-5 Reading Writing	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Read to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent using Venn Diagram, other Graphic Organizers and working with a partner.	VU	Accounts, similarities, differences, represent, points of view; content-based, grade-level vocabulary
			LFC	Sentence patterns used in contrasting, transitional words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner in L1 and/or use high-frequency, selected vocabulary in phrases and memorized patterns and answer yes/no questions about the topic.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner in L1 and/or use selected vocabulary in phrases and short sentences, labeling Pictures, as needed.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner using key vocabulary in a series of simple, related sentences.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner using key vocabulary in expanded sentences of emerging complexity.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Teacher Support Choice questions Cue Cards	Native language support Partner work Graphic Organizerss Cue Cards Sentence Frame	Partner work Cue Cards Graphic Organizerss	Partner work Graphic Organizerss	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.7 WIDA ELDS: Reading Writing Speaking	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently by working with a partner and Marking the Text or using Post-it Notes.	VU	Multiple sources, print, digital, efficiently; content-based, grade-level vocabulary
			LFC	Verb tenses, comparative forms of adjectives, transitional words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently in L1 or identify key vocabulary words by marking in the text.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently in L1 or identify key vocabulary words/ phrases and sentences and marking them in the text.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently by writing the answers in simple, related sentences.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently by writing the answers in expanded and some complex sentences.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently using multiple, complex sentences.
Learning Supports	Native language texts Technology and Technological Resources Teacher Support Partner work Marking the Text	Native language texts Technology and Technological Resources Teacher Support Partner work Marking the Text	Technology and Technological Resources Partner work Marking the Text Post-it Notes	Technology and Technological Resources Post-it Notes	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.9 WIDA ELDS: Reading Writing Speaking	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably using Note Cards and Graphic Organizers.	VU	Integrate, topic, knowledgeably
			LFC	Conjunctions, clauses, transitional words, punctuation
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Integrate information from several grade-level texts, and write a number of paragraphs in L1 and/or find the main idea in two adapted texts, using manipulatives, gestures, Pictures and illustrations as needed. Make a presentation to a small group or partner using single words.	Integrate information from several grade-level texts, and write a number of paragraphs in L1 and/or identify the main ideas in two adapted texts and find at least one supporting detail. Complete a paragraph with selected vocabulary in key phrases and short sentences. Be prepared to express them orally.	Integrate information from several adapted texts on the same topic, writing a paragraph with key vocabulary in simple, related sentences. Be prepared to express them orally.	Integrate information from several texts within the grade-level band, and write a number of paragraphs with key vocabulary in expanded and some complex sentences that indicate an in depth knowledge of the subject. Be prepared to express those ideas orally.	Integrate information from several grade-level texts, and write a number of paragraphs with precise vocabulary in multiple, complex sentences that indicate an in depth knowledge of the subject. Be prepared to express those ideas orally.
Learning Supports		Native language support Small group/ triads Graphic Organizerss	Native language support Small group/ triads Graphic Organizerss	Small group/ triads Graphic Organizers Note Cards	Small group/ triads Graphic Organizers Note Cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.5.10 WIDA ELDS: Reading	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Read to understand informational texts Including history/social studies, science and technical texts, at the high end of the 4-5 text complexity band independently and proficiently using Graphic Organizers, illustrations, and Partner work.	VU	Appropriate to text; content-based, grade-level vocabulary
			LFC	Context clues, words in apposition, verb tenses
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to comprehend grade level informational texts in L1 and/or read to comprehend a leveled text or selected excerpts from grade-level texts.	Read to comprehend grade-level informational texts in L1 and/or read to comprehend a leveled text or excerpts from grade-level texts.	Read and comprehend a variety of adapted informational texts and excerpts from grade-level informational texts.	Read and comprehend a variety of informational text within the grade level band.	Read and comprehend a variety of informational grade level texts.
Learning Supports		Native language support Partner work Illustrations/Drawings Graphic Organizers	Native language support Partner work Illustrations/Drawings Graphic Organizers	Partner work Graphic Organizers	Graphic Organizerss	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.5.4.a WIDA ELDS: Reading Speaking	Read grade-level text with purpose and understanding.	Read text with purpose and comprehension using Schema and a Plot Diagrams.	VU	Purpose, understanding; content-based, grade-level vocabulary
			LFC	Verb tenses, transitional words, punctuation
			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 using Pictures and high-frequency single words in phrases and memorized patterns.	Read grade-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts or excerpts from grade-level text, explain the purpose using Pictures and selected vocabulary in phrases and short sentences.	Read adapted texts, orally explain the purpose and demonstrate comprehension using key vocabulary in multiple, simple, related sentences.	Read texts within the grade-level band, orally explain the purpose and demonstrate comprehension using key vocabulary in expanded sentences with emerging complexity.	Read grade-level texts, orally explain the purpose and demonstrate comprehension using precise grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language texts Native language support Schema Plot Diagram Word/Picture Bank	Native language support Native language texts Teacher Support Plot Diagram Word/Picture Bank	Small group/ triads Plot Diagram Word Bank Schema	Small group/ triads Plot Diagram Schema	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.5.4.c WIDA ELDS: Reading	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Identify and apply context clues to confirm or self-correct word recognition and understanding when necessary by working with a partner and using a Checklist, Cognates and Marking the Text.		VU	Self-correct, recognition, understanding, rereading
					LFC	Context clues, looking for Cognates, proper placement of adjectives
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Identify and apply context clues to confirm or self-correct word recognition in a grade level text in L1 and/or choose the correct word from a short list of known grade-level words.	Identify and apply context clues to confirm or self-correct word recognition in a grade level text in L1 and/or by highlighting sentence clues in a leveled text or selected excerpts from a grade-level text.	Identify and apply sentence –level context clues to confirm or self-correct word recognition in an adapted text.	Identify and apply sentence and paragraph level context clues to confirm or self-correct word recognition in a text within the grade-level band.	Identify and apply sentence and paragraph level context clues to confirm the meaning or self-correct word recognition in a grade-level text.
Learning Supports		Native language support Native language texts Marking the Text Cognates	Native language support Native language texts Checklist Marking the Text Cognates	Small group/ triads Checklist Marking the Text Cognates	Small group/ triads Cognates	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.2.c WIDA ELDS: Writing	Link ideas within **and across** categories of information using clauses (e.g., in contrast, especially).	Link ideas within and across categories of information using transitional words. (e.g. in contrast, especially) with Reference Sheet, multiple resources and technology/ Technology and Technological Resources.	VU	Clauses, link, categories, information
			LFC	Subordinate clause, main clauses, transitional words, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Link ideas within and across categories using transitional words in L1 and/or by highlighting selected transitional words and phrases in sentences and repeating them with a partner.	Link ideas within and across categories using transitional words in L1 and/or by completing a cloze activity with selected transitional phrases.	Link ideas within and across categories using transitional words by writing a series of simple, related sentences.	Link ideas within and across categories using transitional words by writing a series of expanded and some complex sentences.	Link ideas within and across categories using transitional words by writing a series of well-organized paragraphs with multiple, complex sentences.
Learning Supports	Native language support Partner work Teacher Support Multiple resources Teacher Modeling Technology	Native language support Partner work Teacher Support Multiple resources Teacher Modeling Technology Cloze activities	Partner work Multiple resources Technology Reference Sheet	Multiple resources Technology Reference Sheet	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to the task, purpose, and audience.	Develop and organize coherent writing which is appropriate to the task, purpose, and audience using a Purpose and Audience Planning Chart, Word Wall and Template.	VU	Clear, concise, appropriate, task , purpose, audience
			LFC	Verb tenses, subject verb agreement, organization of ideas
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use drawings and high-frequency, single words in phrases and/or memorized patterns.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use selected vocabulary in phrases and short sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience and conveys multiple, related ideas using key vocabulary in a series of simple sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using key vocabulary in expanded and some complex sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Word/Picture Wall Purpose and Audience Planning Chart Template	Native language support Word/Picture Wall Purpose and Audience Planning Chart Template	Purpose and Audience Planning Chart Template Word Wall	Purpose and Audience Planning Chart Template	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.5 WIDA ELDS:2 Writing	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach to create develop and strengthen writing using peer editing, a Checklist, Story Map, and multiple resources.	VU	Peer editing, writing process, drafts, revising, new approaches; content-based, grade-level vocabulary
			LFC	Sentence and paragraph structure, indenting, punctuation
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach in L1 and/or by writing short phrases accompanied by Pictures and then expanding.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach in L1 and/or by using drawings and selected vocabulary in short sentences.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach by completing a writing task that represents multiple, related ideas using key vocabulary in simple sentences.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach by completing an organized writing task using key vocabulary in expanded and some complex sentences.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach using precise vocabulary in multiple, complex sentences.
Learning Supports		Native language support Word/Picture Wall Story Map	Native language support Word/Picture Wall Story Map	Multiple resources Checklist for editing Partner work Story Map	Multiple resources Checklist for editing Partner work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.6 WIDA ELDS: Writing	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.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with Technology and Technology and Technological Resources and literary Reference Sheet.	VU	Internet, internet terminology, collaborate, interact
			LFC	Subject/verb agreement, verb tenses, punctuation
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Collaborate with peers to write and publish a research article in L1 and/or write and publish a series of short phrases or words by using the internet to find Pictures and assist in translating native language.	Collaborate with peers to write and publish a research article in L1 and/or write and publish a series of sentences and short phrases using the internet.	Work in a small group to write and publish shared writing (a short story with illustrations) using the internet, using key vocabulary in a series of simple, related sentences.	Collaborate with peers to write and publish a piece of writing that includes a number of well-organized paragraphs using the internet, as needed using key vocabulary in expanded and some complex sentences.	Collaborate with peers to write and publish a research article, using the internet to search for information using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Technology and Technological Resources Partner work Teacher Support	Native language support Technology and Technological Resources Small group/ triads Teacher Support	Technology and Technological Resources Small group/ triads Literary Reference Sheet Teacher Support	Technology and Technological Resources Small group/ triads Literary Reference Sheet	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.5.6 WIDA ELDS: 2 Listening Writing	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting following oral directions using Visuals, and Technology and Technology and Technological Resources.	VU	Keyboard, fingers, practice; content-based, grade-level vocabulary
			LFC	Command forms of the verb
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting in L1 and/or using clear Visuals that show where the letters are and model what to do.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting in L1 and/or by using clear Visuals and typing a series of words the teacher puts on the board within a short period of time.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting by using clear Visuals and typing a page at a time of key vocabulary in simple, related sentences.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting by using clear Visuals, and completing one page of typing with known vocabulary words in expanded and some complex sentences.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting after dictating precise vocabulary in multiple, complex sentences.
Learning Supports	Visuals Teacher Modeling Technology and Technological Resources	Visuals Teacher Modeling Technology and Technological Resources	Visuals Technology and Technological Resources	Visuals Technology and Technological Resources	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.5.5 WIDA ELDS: 2-5 Speaking	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	In speaking include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes using Graphic Organizers, and Video Clips and Films and films.	VU	Multimedia, film, presentation, graphics, text, main ideas; content-based, grade-level vocabulary
			LFC	Past tense of verbs, descriptive adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	In writing or speaking include multimedia components and visual displays in presentations in L1 and/or by watching a short video clip and identifying the main idea with a picture of a description.	In speaking, include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes in L1 and/or by watching a short video and identifying the main ideas and themes, in short sentences and phrases, accompanied by drawings, as needed.	In speaking, include multimedia components and visual displays in presentations using key vocabulary in a series of simple, related sentences.	In speaking, include multimedia components and visual displays in presentations using key vocabulary in expanded and some complex sentences.	In speaking, include multimedia components (and visual displays in presentations using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Video Clips and Films Graphic Organizers	Native language support Video Clips and Films Graphic Organizers	Video Clips and Films Graphic Organizers	Video Clips and Films Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.5.6 WIDA ELDS: 2-5 Speaking	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt social speech to a variety of context s and tasks, using formal English when appropriate to task and situation using Technology and Technology and Technological Resources.	VU	Socio-cultural language, registers, accents; content-based, grade-level vocabulary
			LFC	Formal English vs. everyday English
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt social speech to a variety of context s and tasks, using formal English when appropriate by watching a very short video that exhibits formal English and draw the people talking in Cartoons with bubbles.	Adapt social speech to a variety of context s and tasks, using formal English when appropriate by answering questions with selected vocabulary in key phrases.	Adapt social speech to a variety of context s and tasks using formal English when appropriate using key vocabulary in simple, related sentences.	Adapt social speech to a variety of context s and tasks, using formal English when appropriate using key vocabulary in expanded and some complex sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Cartoons Video Clips and Films Technology and Technological Resources	Native language support Video Clips and Films Technology and Technological Resources Visuals	Video Clips and Films Technology and Technological Resources Visuals	Video Clips and Films Technology and Technological Resources Visuals	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.5.1.c WIDA ELDS: 2-5 Writing Speaking	Use verb tense to convey various times, sequences, states, and conditions.	Apply the proper verb tense to convey various times, sequences, states and conditions by working with a partner and using a language reference sheet.	VU	Verb tenses, sequences, states, conditions
			LFC	Verb tenses, modals, subject verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the proper verb tense to convey various times, sequences, states and conditions by sequencing a series of events matching key vocabulary words to the Pictures of time related events.	Apply the proper verb tense to convey various times, sequences, states by choosing the correct form of the verb when it is presented in a sentence frame or cloze activity.	Apply the proper verb tense to convey various times, sequences, states and conditions by writing a series of simple, related sentences in different tenses.	Apply the proper verb tense to convey various times, sequences, states and conditions by using the correct form of the verb in a series of related expanded sentences that contain key vocabulary.	Apply the proper verb tense to convey various times, sequences, states and conditions by writing multiple paragraphs that correctly use at least 3 different tenses in multiple, complex sentences.
Learning Supports	Native language support Language Reference Sheet Teacher Support Partner work	Native language support Language Reference Sheet Teacher Support Partner work	Language Reference Sheet Partner work	Language Reference Sheet Partner work	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.5.4.c WIDA ELDS: 1-5 Reading Writing	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 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 using Technology and Technology and Technological Resources and multiple resources.		VU	Consult, digital, key words, clarify
					LFC	Reference skills,
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Use on line programs and watch/listen to learn pronunciation of high-frequency words and meaning through Pictures if they are provided.	Use on line programs and watch/listen to learn pronunciation of words and then find the meaning of unknown words using internet resources.	Use on line programs and watch/listen to learn pronunciation of words. Find the definition of words using any resources and write a sentence using the words.	Use reference materials both print and digital, to define words and once defined write sentences with the correct meaning of the words.	Use reference materials both print and digital, to define unknown grade-level words and once defined write sentences with the precise meaning of the words.
Learning Supports		Native language support Technology and Technological Resources Teacher Support	Native language support Technology and Technological Resources Teacher Support	Technology and Technological Resources	Technology and Technological Resources	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.5.6 WIDA ELDS: 2-5 Writing	Obtain and use correctly grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		Learn about and correctly use grade-level appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) using Word/Picture Walls and technology.		VU	However, although, nevertheless, similarly, moreover, in addition
					LFC	Punctuation, word order
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Correctly use academic and domain-specific words that signal contrast, addition and other relationships in L1 and/or by highlighting them in the text and finding the native language translation for that word.	Correctly use academic and domain-specific words that signal contrast, addition and other relationships in L1 and/or by choosing selected vocabulary from a short list and adding it to the sentence.	Correctly use academic and key domain-specific words that signal contrast, addition and other relationships in a series of simple, related sentences.	Correctly use academic and key, domain-specific words that signal contrast, addition and other relationships in a paragraph with expanded and some complex sentences.	Correctly use grade-level academic and precise domain-specific words that signal contrast, addition and other relationships in a well- organized paragraph with multiple, complex sentences.
Learning Supports		Native language support Technology and Technological Resources Highlighting the text Teacher Modeling Word/Picture Wall	Technology and Technological Resources Teacher Modeling Word/Picture Wall Native language support	Technology and Technological Resources Word Wall	Technology and Technological Resources	

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