Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academi		Language
RL.5.1; RI.5.1	Refer t	o a text using direct quot	es to explain	Explain v	what the text says explicit	ly and	VU		Quotes,
WIDA: 2	what t	he text says explicitly and	l when	inferenti	ally by referring to direct	quotes by			inferences,
Reading	drawin	g inferences from the tex	ĸt.	using pi	ctures and graphic org	anizers.			drawing
Speaking									conclusions
							LFC		How to use
									quotation
									marks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Explain what the text	Explain what	the text	Explain what the text	Explain wh	at the text	Expl	ain what the text
		says explicitly and	says explicitly	/ and	says explicitly and	says explicitly and		says explicitly and	
		inferentially by	inferentially l	by	inferentially by	inferentiall	y by	infer	entially by
		referring to direct	referring to d	lirect	referring to direct	referring to	direct	refe	rring to direct
		quotes from grade	quotes from	-	quotes from grade	quotes fror	n	quot	es from grade
		level texts in L1	level texts L1	•	level texts. Use	approachir			l texts. Use
		and/or identify single	identify direc	t quotes	simple related	level texts.	Use		iled sentences of
		words from direct	that connect		sentences with key	complete s			ing lengths with
		quotes that connect	explicit text f	rom	content based	and some of	content		edded clauses
		to appropriately	appropriately	/ leveled	vocabulary.	based voca	based vocabulary.		content based
		leveled explicit text.	text.					voca	bulary.
Learning Sup	ports	Graphic Organizer	Graphic Orga		Graphic Organizer	Graphic Or	ganizer		
		Words from quotes	Sentence stri	ps	Word Wall				
		L1 support	L1 support		Partner Work				
		Word Wall	Word Wall						
		Partner Work	Partner Work						
		Pictures/Photographs	Pictures/Pho	tographs					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language			
RL.5.2	Identif	y a theme of a poem.			the theme of a poem usir	ng graphic	VU		Verb forms	
WIDA: 2				organize			LFC		Cymonyma	
Reading				pictures	•		LFC		Synonyms, moral, theme,	
Speaking									main idea, plot	
							LC		Varies by level	
							LC		varies by level	
	l	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Identify the theme of	Identify the t	heme of	Identify the theme of	Identify the	theme of	Iden	tify the theme of	
		a grade level poem by	a grade level	poem by	an appropriate	an approac	hing grade	a gra	ide level poem by	
		drawing conclusions	drawing cond	clusions	leveled poem by	level poem	by	draw	ing conclusions	
		from explicit and	from explicit	and	drawing conclusions	drawing co	nclusions	from	explicit and	
		implicit text in L1	implicit text i	n	from explicit and	from explic	it and impl		implicit text. Use	
		and/or identify the	L1 and/or ide	ntify the	y the implicit text. Use implicit tex		t. Use a	deta	iled sentences of	
		theme of an	theme of an	,		complete s	entence	varyi	ing lengths	
		appropriately leveled	appropriately	/	vocabulary and	with		with	content based	
		poem. Use single	leveled poem	ı by	simple related	some conte	ent based	voca	bulary.	
		words	using short		sentences which may	vocabulary				
		to match pictures or	phrases to co	mplete	include errors that					
		answer yes/no or	sentence fran	nes with	do not obscure					
		either/or questions.	matching pic	tures or	meaning.					
			answer wh-							
			questions.							
Learning Sup	ports	•		all	Triads or Small	Triads or Sr	nall			
		Groups Groups			Groups	Groups				
		L1 support	L1 support		Word Wall					
		Word Wall Word Wall								
		Choice questions	Sentence Fra	mes						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.5.2		nine how characters resp		Explain h	now the speaker in a poer	n reflects	VU		Reflect
WIDA: 2		ges or how the speaker i	n a poem	upon a t	opic using a word wall an	d semantic	1.50		De ama etamana
Reading	reflects	s upon a topic.		web.			LFC		Poem stanzas
Speaking							LC		Varies by level
	I.	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Explain how the	Explain how	the	Explain how the	Explain hov	v the	Expla	ain how the
		speaker in a poem	speaker in a p	poem	speaker in a poem	speaker in	a poem	spea	ker in a poem
		reflects upon a topic	reflects upon	a topic	reflects upon a topic.	reflects upo	on a topic.	refle	cts upon a topic
		in L1 and/or in	in L1 and/or i	in	Use key, content Use complete				detailed
		English, complete	English, com	, complete based, grade level sentences wi					ences of varying
		cloze sentences with	sentence fran	mes with	vocabulary and	content ba	sed grade	leng	ths with content
		key single words.	key short phr	ases.	simple, related	level vocab	ulary.		d grade level
					sentences which may			voca	bulary.
					include errors that do				
					not interfere with				
					comprehension.				
Learning Sup	ports	Native Language	Native Langu	age	Native Language	Native Lang	guage		
		Discussion	Discussion		Discussion	Discussion			
		Semantic Web	Semantic We	eb	Semantic Web	Semantic V	Veb		
		Word Wall	Word Wall		Word Wall				
		L1 support	L1 support						
		Cloze sentences	Sentence Fra	mes					
		Pictures/Photographs	Pictures/Pho	tographs					

Standard		Student Learning Objective (S	LO)		Language Objective		Academi		Language
RL.5.2	Sumn	narize the text.		Summari	ize text using pictures,		VU		Conclusion,
WIDA: 2				diagrams	s, and/or graphic organ	nizers			summary
Reading							LFC		Modals,
Speaking									compound
Writing									tenses (i.e.
									have been)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language		Summarize a grade level text in	Summarize a	grade	Summarize an	Summari	ze a text	Sun	nmarize a grade
Objectives	5	L1 and/or an appropriately	level text in L	.1 and/or	adapted text using	approach	ing grade	leve	el text
		leveled text in English by using	an appropria	tely	key content based	level using complete		using detailed	
		single words to complete cloze	leveled text i	n English	grade level		sen	tences of	
		sentences; drawing a summary	using short p		vocabulary in	sentence	s with		ing lengths
		of text; or answering yes/no or	with key con		simple related	some cor			n content based
		either/or questions.	based vocabi	-	sentences which	based gra		_	de level
			complete ser		may include errors	vocabula	ry.	VOC	abulary.
			frames or sto	ory map.	that do not				
					obscure meaning.				
Learning Supp	orts	Story Map	Story Map		Story Map				
		Word Wall	Word Wall		Word Wall				
		Bilingual Dictionary	Bilingual Dict		Bilingual Dictionary				
		Cloze sentences	Sentence Fra						
		Pictures/Photographs	Pictures/Pho	tographs					
		Choice questions							
		Illustrations/Diagrams/Drawings							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
RL.5.5	Justify	how the parts of a text c	ontribute to	Describe	the sequence of events	in a poem	VU		Stanzas,
WIDA: 2	the ove	erall meaning of a work r	egarding the	and expl	ain how the sequence of	stanzas			sequence
Reading	order o	of chapters, scenes or sta	nzas.	contribu	te to the meaning of the	poem	LFC		Poem sentence
Speaking				using gra	phic organizer and think	alouds.			structure
							LC		Varies by level
	l .	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Describe, in L1, the	Describe, in L	.1, the	Describe the	Describe th	ie	Desc	ribe the
		sequence of events in	sequence of	events in	sequence of events in	sequence c	of events in	sequ	ence of events in
		a poem and explain	a poem and e	explain	an appropriately	a poem and	d explain	а ро	em and explain
		how the sequence of	how the sequ	ience of	leveled poem and	how the se	quence of	how	the sequence of
			stanzas contr	ibutes to	explain how the	stanzas cor	ntributes to	stan	zas contributes to
	•		the meaning	of the	sequence of stanzas	the meanin	ng of the	the r	meaning of the
	<u> </u>		poem. And/o	r in	contributes to the	poem. Use			n. Use detailed
		English, identify	English, identify short r		meaning of the poem.	sentences of varying		sentences of varying	
		single words or icons	phrases to de		Use key content	lengths wit		_	ths with content
		to describe events	events and p	lace the	based vocabulary in	based grad	e level	base	d grade level
		and place the words	phrases in se	•	simple, related	vocabulary		voca	bulary.
		or icons in sequential	order or use		sentences to describe				
		order or use the	phrases to co	•	each event. The				
		words to complete	sentence fran	nes.	sentences may				
		cloze sentences.			include errors but				
					they do not obscure				
					meaning.				
Learning Sup	ports	Think Aloud	Think Aloud		Think Aloud	Think Alou	_	Thin	k Aloud
		Graphic Organizers	Graphic Orga	nizers	Graphic Organizers	Graphic Or	ganizers		
		Word Wall	Word Wall		Word Wall				
		Reference materials	Reference ma		Reference materials				
		(print and digital)	(print and dig		(print and digital)				
		Pictures/Photographs	Pictures/Pho						
		Cloze sentences	Sentence Fra	mes					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.5.6	Describ	oe the point of view of th	e speaker or	word wa	ll and pictures. Describe	the point	VU		Point of view,
WIDA: 2	narrato	or.		of view o	of the speaker or narrato	r of a text			speaker,
Reading				using a					narrator
Speaking							LFC		Subject – verb
									agreement
							LC		Varies by level
	l	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		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 view of speal narrator in L1 answer quest using short p with key contaked vocable identify the spoint of view	ker or I and/or tions hrases tent ulary to peaker's	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 view of special narrator used complete search and some of based grade vocabulary	eaker or sing entences content e level	view narra deta varyi cont	ribe the point of of speaker or ator using iled sentences of ing lengths with ent based grade vocabulary.
Learning Sup	ports	L1 support Word Wall Gestures Pictures/Photographs Partner Work Choice questions	L1 support Word Wall Pictures/Pho Partner Work Wh- question	<	Word Wall Partner Work	Word Wall			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language	
RL.5.6	Specul	ate how point of view inf	luences the	Speculat	e how the point of view ((POV) of	VU		Speculate,	
WIDA: 2	descrip	otion of the events in a te	xt.	the auth	or influences the descrip	tion of			infer, guess,	
Reading				events in	n a text using a graphic or	ganizer			influence	
Speaking				(i.e. T-ch	art) and think alouds.		LFC		Modals, future	
Listening									tense,	
									compound	
									tenses (i.e.	
									would have	
									been)	
						LC			Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Describe how the	Describe how	v the	Describe how the	Speculate l	now the	Speci	ulate how the	
		point of view of the	point of view	of the	point of view of the	point of vie	w of the	point	of view of the	
	author or narrator author or narrator			rrator	author influences the	author influ	uences the	author influences the		
		influences the	influences the		description of events	description	escription of events		description of events	
		description of events	description of events in L1 and/or in		analytical questions	by explaining how the description could		by ex	plaining how the	
		by using L1 and/or in						descr	ription could	
		English, by answering	English, by us	•	using adapted text.	change bas			ge based on the	
		Yes/no or either/or	short phrases		Use key content	author's po			or's point of	
		questions or using	complete the		based grade level vocabulary in simple	view. Use o			Use detailed	
		single words to	or to answer		sentences which may	sentences			ences of varying	
		complete T-chart.	questions.		include errors. The	content ba	•	_	hs with content	
					errors should not	level vocab	ulary.		d grade-level	
					obscure meaning.			vocal	oulary.	
Learning Sup	ports	T-chart	T-chart		Teacher created	T-chart cor	nparing	T-cha	art comparing	
	•	(POV/event)	(POV/event)		partially	POV/	IO		/event	
		Think Aloud	Think Aloud		completed T-chart	event		,		
		Word Wall	Word Wall		(POV/event)	Think Alou	d			
		Pictures/Photographs	Sentence stri	ips	Think Aloud		-			
		Gestures	Pictures/Pho	tographs	Word Wall					
		Partner Work	L1 support							
		Choice questions								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		Language
RI.5.8 WIDA: 2 Reading Speaking	•	how an author uses evic	lence to	•	low an author uses evide the central idea using gra rs.		LFC		Evidence, central idea, details, purpose Subject verb agreement, embedded clauses Varies by level
	ELP 1 EL iectives Explain, in L1, how an Explain, in			2	ELP 3	ELI	P 4		ELP 5
Language Obje		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 author uses of to support the idea and/or in English, identified an appropriate leveled text. Short phrases key content by vocabulary to wh- question	evidence ne central n tify main tails from tely Use s with based o answer	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 author used to support idea from getext level be complete se with some based grade vocabulary	s evidence the central grade 4-5 and. Use entences content e level	auth to su idea text. sent leng base	ain how an or uses evidence upport the central from grade-level Use detailed ences of varying ths with content d grade level bulary.
Learning Sup	ports	Graphic Organizers Word Wall Illustrated text Sentence Frames L1 support Gestures Choice questions	Graphic Orga Word Wall Illustrated te Sentence Fra L1 support	xt	Graphic Organizers Word Wall	Graphic Or	ganizers		

Standard	St	Student Learning Objective (SLO)		Language Objective			Academic La		Language
RI.5.8	Identify	y what evidence supports	s each point.		details in informational to	•	VU		Evidence,
WIDA: 2					text, graphic organizers,	and			supporting
Reading				pictures.					details
Speaking							LFC		Subject-verb
									agreement,
									compound or
									complex
									sentences with
									embedded clauses
							LC		Varies by level
							LC		varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Identify details to	Identify detail	ils to	Identify details to	Identify de	tails to	Iden	tify details to
		support each point in	support each	point in	support each point in	support ea	ch point in	supp	ort each point in
		L1 and/or in English from illustrated,	L1 and/or in I	_	adapted	informatio	nal grade	infor	rmational grade
		appropriately leveled	from illustrat	•	informational texts.	4-5 grade l			l text. Use
		text. Answer yes/no	appropriately		Use key content	Use comple			iled sentences of
		and either/or	text. Answer		based vocabulary in	sentences			ing lengths with
		questions with single	questions wit		simple related	content ba			ent based
		words of key content	phrases and I	,	sentences which may	vocabulary	•	voca	ibulary.
		based vocabulary,	content base	d	include errors that do				
		pictures or gestures.	vocabulary.		not obscure meaning.				
Learning Sup	ports	Word Wall	Sentence Fra	mes	List for details	List for det	ails		
		Pictures/Photographs	Word Wall		Word Wall				
		Gestures	L1 support		Adapted Text				
		L1 support	Sentence stri	-	Reference materials				
		Choice questions	Wh- question	ns					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	demic Language	
RF.5.3a WIDA: 2 Reading Speaking	grade-l corresp and mo read m	nstrate the ability to deco level words by applying le condences, syllabication orphology (e.g., roots and oulti-syllabic words in gra- t of context.	etter-sound patterns, d affixes) to	into sylla consona syllable u	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.				Phonics, decode, syllables, roots, affixes Varies by level	
	•	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	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.			mon pic rds in y leveled ifying rns and plogy.	Decode double syllabic unknown words in adapted text by identifying known patterns and word morphology.	Decode un multisyllab grade 4-5 t band by ide known patt word morp	ic words in ext level entifying terns and	mult grad	ode unknown isyllabic words in e 5 text in and of context.	
Learning Sup	ports	Highlight patterns Word Wall Teacher created word pattern charts Word trees Pictures/Photographs	Highlight pat Word Wall Teacher crea pattern chart Word trees	ted word	Highlight patterns Word Wall Teacher created word pattern charts	Highlight p Teacher cre pattern cha	eated word			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academi		Language
RF.5.4b	Use ac	curacy, appropriate rate,	and	Read gra	de-level prose and poetr	y with	VU		Expression,
WIDA: 2	expres	sion when reading grade-	-level prose	accuracy	, appropriate rate and ex	pression			fluency
Reading	and po	etry.		using par	tners and supplemental	aids (i.e.	LFC		Dependent
Speaking				micropho	one, recordings).				upon the
Listening									selection,
									punctuation
									rules
							LC		Varies by level
	l .	ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Read prose and	Read prose and		Read prose and	Read prose and poetry orally with		Read grade level	
		poetry orally in L1	poetry orally in L1		poetry orally with			pros	e and poetry on
		and/or single words	and/or phrases from		fluency, accuracy and	fluency, ac	curacy and	_	e level with
		from an appropriately	an appropria		expression in adapted	expression	-		racy, fluency and
		leveled text with	leveled text i	•	or appropriate	4-5 grade l	evel text	expr	ession.
		accuracy, fluency and	with accuracy	/,	leveled texts.	band.			
		expression.	fluency and						
			expression.						
Learning Sup	ports	Partner Work	Partner Work		Partner Work	Partner Wo			
		Manipulatives	Manipulative		Manipulatives	Manipulati	ves		
		(Technology)	(Technology))	(Technology)				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Pho	tographs					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demi	Language
RF.5.4.c WIDA: 2		context clues and self-cor ies when recognizing and		Use cont using a c	ext to self-correct when hecklist.	necessary	VU		Context clues, self-correction
Reading Speaking Listening		tanding grade 5 level wo ing as necessary.	rds,				LFC		Sentence structure with context clues, cognates; affixes; suffixes; root words; synonym Varies by level
		FIP 1	ELP 2	<u> </u>	ELP 3	ELP 4			ELP 5
Language Obje	confirm the meaning of unknown words in a grade level text in L1 and/or unknown L1: general words in a controlled text by listening to the teacher model how to use sentence level context clues,		Use context to confirm the mof unknown was a grade level L1 and/or use phrases from appropriately text by using sentence level context clues cognates and schemata.	meaning words in text in selected an y leveled	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 confirm the of unknown based work grades 4-5 level by using sentence leads and clues, cognischemata.	t to e meaning n content ds in a text band ng evel and ontext	conf of un a gra using and clues	context to firm the meaning nknown words in ade level text by g sentence level extended context s, cognates and emata.
Learning Sup	pports Bilingual Dictionary L1 support Word Wall Word Wall			ionary	Bilingual Dictionary Word Wall	Bilingual Di	ctionary		

Standard		Student Learning Objective (SLO)			Language Objective		Academic Lang		Language
W.5.3.a Writing		e a narrative creating an introduction duces a narrator and/or character.	n that	introdu	ne beginning of a narra cing a narrator and/or story map, character w ank.	character	LFC LC		Narrator, character, introduction Examples of high quality introductions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Objective		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 narrative introduce or charact complete sentences some con based gra vocabular	s of a story to narrator ter using s with tent de level	of a to in narr char deta of v with grad	te the beginning narrative story narroduce rator or racter using ailed sentences arying lengths a content based de level
Learning Supp	Supports Triads or Small Groups Triads or Si Word Bank Groups Word Bank Illustrations/Diagrams/Drawings Word Bank L1 support Story Map Sentence F L1 support Story Map				Triads or Small Groups Word Bank Story Map				

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.3.b	Apply r	narrative techniques such	as dialogue,	Describe	in writing the events and	details in	VU		Dialogue,
WIDA: 2	descrip	ntion, and pacing; develop	o	a story u	sing narrative techniques	of			description,
Writing	experie	ences and events and pro	duce	dialogue	and description using sto	ory maps			pacing,
	respon	ses of narrator and/or ch	aracters to	and word	d wall				situation,
	situatio	ons.							response
							LFC		Prepositional
									phrases,
									adverbs of
									time, relative
									clauses,
									dialogue tags
	510.4						LC		Varies by level
	ELP 1 E			2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Describe in writing		Describe in w	riting	Describe in writing	Describe in	writing	Desc	ribe in writing
		the events and details	the events and details		the events and details	the events and details		the e	events and details
		in a story using	in a story using		in a story using	in a story u		in a s	story using
		narrative techniques	narrative tecl	hniques	narrative techniques	narrative techniques	narra	ative techniques	
		of dialogue and	of dialogue a	nd	of dialogue and	of dialogue	•	of di	alogue and
		description in L1	description in	n L1	description. Use key	description		desc	ription. Use
		and/or draw pictures	and/or using	key	content based grade	complete s		deta	iled sentences of
		with corresponding	short phrases		level vocabulary in	with some		-	ing lengths with
		key single words or	sentence fran		simple sentences	based grad			ent based grade
		phrases and	complete a n		which may include	vocabulary		level	vocabulary.
		dramatize dialogue.	and dramatiz	e	errors which do not	,			
			dialogue.		interfere with				
					meaning.				
Learning Sup	ports	Word Wall	Word Wall		Word Wall	Story Map			
			Word Bank		Word Bank				
		Story Map	Story Map		Story Map				
		Pictures/Photographs	Sentence Fra						
		Manipulatives	Manipulative	S					
	L1 support L1 support								

Standard	S	Student Learning Objective (SLO)			Language Objective		Aca	Language	
W.5.4	Create	a clear and coherent wri	ting piece	Construc	t a clear and coherent na	arrative	VU		Task; Purpose;
WIDA: 2	paying	specific attention to task	, purpose,	that add	resses task, purpose and	audience			Audience
Writing	and au	dience.		using cod	operative groups, a mode	el and word	LFC		Formulaic
				bank.					expressions,
									simple,
									compound and
									complex
									sentences
							LC		Varies by level
	ELP 1 ELI Objectives Construct a coherent Construct a			2	ELP 3	ELI	P 4		ELP 5
Language Obje				oherent	Construct a coherent	Construct a	coherent	Cons	truct a coherent
	narrative that narrative			t	narrative that	narrative th	nat	narra	ative that
	addresses task,			sk,	addresses task,	addresses t	ask,	addresses task,	
		purpose and	purpose and		purpose and		purpose and		ose and
		audience in L1 and/or	audience in L	-	audience in simple	audience ir			ence in detailed
		communicate ideas	construct sho	_	sentences with key	sentences			ences of varying
		by drawings labeled	phrases with	•	content based grade	content ba	•	_	ths with content
		with key single words	content base		level vocabulary.	level vocab	ulary		d grade level
		or phrases.	vocabulary th		Sentences may			voca	bulary.
			address task,		include errors which				
			and audience	<u>)</u> .	do not interfere with				
					meaning.			- (
Learning Sup	ports	Model writing	Model writin	_	Model writing	Model writ	•	Refe	rence materials
		Shared writing	Shared writin	ng	Shared writing	Shared wri	_		
	Word Wall Word Wal				Word Wall	Reference	materials		
	Word Bank Word Bank			_	Word Bank				
		Completed Outline	Outline (part	S	Outline				
		Pictures/Photographs	completed)		Reference materials				
	L1 support Pictures/			• .					
	Reference materials Sentence Fr			mes					

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		Language
SL.5.1a WIDA: 1-5		pate in a variety of collab			answer questions about a ring a group discussion us	•	VU		Conversational connectors
Speaking		istrate understanding of 1			protocol and word wall.	-	LFC		Transitional
Listening	demon	istrate uniderstanding or i	lopic.						phrases
									referring to
									speakers (as _
									said, I agree)
							LC		Varies by level
		ELP 1	ELP 2	<u> </u>	ELP 3	ELI	P 4		ELP 5
Language Obje				ver	Ask and answer	Ask and an	swer	Ask a	and answer
	questions about a questions			out a	questions about a	questions a	bout a	ques	tions about a
	'			during a	specific topic during a	specific top	ic during a	spec	ific topic during a
	discussion in L1				discussion, using key	discussion,	using	discussion, using	
	and/or ask and		and/or ask and		content based grade	complete s	mplete sentences		iled sentences of
		answer simple	answer simpl	le wh-	level vocabulary in	with some	content	vary	ing lengths with
		questions with key	questions abo	out a	simple, related	based grad	e level		ent based grade
		single words, or	specific topic		sentences which may	vocabulary		level	l vocabulary.
		yes/no or either/or	short phrases	5.	include errors that do				
		questions about a			not interfere with				
		specific topic during a			meaning.				
		discussion.							
Learning Sup	ports	Triads or Small	Triads or Sma	all	Triads or Small	Triads or Sr	mall		
		Groups	Groups		Groups	Groups			
		Word Wall	Word Wall		Word Wall				
		Word Bank	Word Bank		Word Bank				
		Picture cards	Picture cards						
		Word Bank	Word Bank						
		L1 support	L1 support						
	Gestures								
		Choice questions							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demi	Language
RL.5.4.c	Locat	e key words and phrases	using print	Decode,	pronounce, and define v	vords from	VU		Sound-symbol-
WIDA: 2	and	I digital dictionaries, glos	saries and	text us	sing print and digital dict	ionaries,			spelling
Reading	thesa	uruses, to find the pronu	nciation and	dig	ital translators, glossarie	s and			correspondence,
Speaking	deterr	nine or clarify the precise	e meaning of		thesauruses.				multiple
		key words and phras	es.						meaning of
									words
							LFC		Definition genre
							LC		Varies by level
									·
		ELP 1	ELP 2		ELP 3	ELP 4			ELP 5
Language Obje	ectives	Pronounce			Pronounce adapted	Pronounce		Pron	ounce grade level
		appropriately leveled	appropriately leveled		level vocabulary and	approachin			bulary and be
		vocabulary and match	vocabulary ar		match literal	level vocab	evel vocabulary and		to identify precise
		the vocabulary word	the vocabular	•	meanings of this be able to		ble to identify me		nings as well as
		to illustrations of the	to illustration	s of the	vocabulary	multiple m	•		iple meanings of
		word.	word.		to illustrations of the	words in th	e context	word	ds in the context
					word	of grade 4-5 text level		of gr	ade level text.
						band.			
Learning Supp	ports	Bilingual Dictionary	Bilingual Dicti	ionary	Bilingual Dictionary	Bilingual Di	ctionary	Biling	gual Dictionary
		Pictures/Photographs	Pictures/Phot	tographs	Glossary	Glossary		Gloss	sary
L1 support L1 suppor		L1 support							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic		Language
RL.5.3 WIDA ELDS: 2 Reading	events	two or more characters, s in a story or drama and o st using specific details fr	compare and	setting o to specif	e and contrast characters r the events in a story by ic details from the text and ig the information with g	referring nd	VU		Same, different, character traits
Writing				organize	rs.		LFC		Adjectives, comparison forms of adjectives Varies by level
		ELP 1	ELP 2)	ELP 3	ELP 4			ELP 5
Language Obje	ectives	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 char the setting or events by ref specific detail and/or from text in English key, content-vocabulary in and short ser with formula structures.	racters, r the erring to ls in L1 a leveled n, using based phrases ntences	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 a contrast ch the setting events by r specific det the text wir 4-5 comple using context vocabulary expanded a complex se with a varie grammatic structures.	aracters, or the eferring to cails from thin grades xity levels ent-based in and some intences ety of	conti the s even speci the g using conti voca mult sente varie gram	pare and rast characters, etting or the ts by referring to ific details from grade level text g precise, ent-based bulary in iple, complex ences with a ety of imatical ctures.
Learning Sup	Learning Supports Graphic organizers Word/picture wall Teacher modeling L1 support Pictures Drawings Graphic organizers Word/picture Teacher mo L1 support Sentence for the provided				Graphic organizers Word wall Teacher modeling	Graphic org	ganizers		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.5.4	Detern	nine the meaning of word	ds and	Read and	d demonstrate understar	nding of	VU		Simile,
WIDA ELDS: 2	phrase	s, including figurative lan	guage, such	words ar	nd phrases, including figu	ırative			metaphor,
Reading	as met	aphors and similes that a	re used in a	language	, such as metaphors and	similes			figurative
Speaking	text.			that are	used in a text by associat	ing the			language,
				given wo	rd or phrase with an		LFC		Construction:
				understa	ndable definition or pict	ure.			asas, like
							LC		Varies by level
		ELP 1	ELP 2	 	ELP 3	ELP 4			ELP 5
Language Ohio	e Objectives Read and Read and			_	Read and	Read and		Reac	d and
Language Obje	demonstrate demonstrate				demonstrate	demonstra	tο		onstrate
			understandir		understanding of	understand			
			words and ph	-	words and phrases,	words and	_	understanding of words and phrases,	
	including figurative		•		including figurative	including fi	•	including figurative	
		language, in L1	language, in L1		language, from an	language, f	-		uage, from a
		and/or from a leveled	and/or from a leveled		adapted text using	within grad		_	e-level text using
		text in English, using	text in English, using		key, content-based	complexity levels		_	ise, content-
		pictures, gestures,	key, content-based		vocabulary in simple	using conte			d vocabulary in
		drawings and/or high-	vocabulary in		sentences with	vocabulary			iple, complex
		frequency, content-	or short sent	•	repetitive,	expanded a			ences with a
		related single words	with formula		grammatical	complex se			ety of
		in phrases with	structures th		structures.	with varyin			nmatical
		formulaic structures	represent ke			grammatic	-	_	ctures.
		that represent key	- 1	,		structures.			
		ideas.							
Learning Sup			Reference ma	aterials	Reference materials	Reference	materials		
	Word wall Word wall		Word wall		Word wall				
		Personal dictionary	Personal dict	ionary	Personal dictionary				
		Sentence frames	Sentence	-	·				
		Pictures							

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		Language
RL.5.7	Analyz	e how the graphics or the	e media in a	Analyze l	how the graphics or the r	media in a	VU		Meaning, tone,
WIDA ELDS: 2	multi n	nedia presentation help t	he reader to	multi me	edia presentation help the	e reader to			beauty,
Speaking	unders	tand more about the me	aning, tone,	understa	and more about the mear	ning, tone,			message,
Reading	or bea	uty of a text.		or beaut	y of a text by separating	the			underlying
				elements	s into a graphic organizer	and using			theme
				a word w	vall.		LFC		Past tense,
									transition
									words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Analyze how	Analyze ho	W	Anal	yze how
	graphics/media help graphics/i			dia help	graphics/media help	graphics/m	iedia help	grap	hics/media help
	the reader to			1	the reader to	the reader	to	the reader to	
		understand the	understand the		understand the	understand the		unde	erstand the
		meaning, tone, or	meaning, ton	ie, or	meaning, tone, or	meaning, t	one, or	mea	ning, tone, or
		beauty in L1 and/or	beauty in L1	and/or	beauty of an adapted	beauty of t	ext within	beau	ıty of a grade-
		use pictures, graphs	use pictures, graphs		text using key,	grades 4-5 complexity		level	I text using
		and/or high-	and/or common,		content-based	levels using	g content-	prec	ise, content-
		frequency, content-	content-base	ed	vocabulary in simple	based voca	bulary in	base	d vocabulary in
		related single words	vocabulary in	phrases	sentences with	expanded a	and some	mult	tiple, complex
		in phrases that	or short sent	ences	repetitive structures	complex se	entences	sent	ences with a
		represent key ideas.	with formula	ic	that represent	with varyin	g	varie	ety of
			structures th	at	multiple, related	grammatic	al	gran	nmatical
			represent ke	y ideas.	ideas.	structures.		struc	ctures.
Learning Sup			Graphic orga		Graphic organizer	Graphic Or	ganizer		
			Word/picture		Word/picture wall				
		Sentence frames	Sentence fra	mes	Sentence frames				
		Pictures	Leveled text						
	Gestures								
	Leveled text								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective				Language
RL.5.9	Compa	re and contrast stories in	the same	Compare	and contrast how storie	s in the	VU		Similar,
WIDA ELDS: 2	genre (e.g., mysteries and adve	nture	same gei	nre approach a similar the	eme using			different,
Reading	stories) on their approaches to s	similar	a Venn d	iagram and a word wall.				central theme,
Speaking	theme	s and topics							provide details
							LFC		Repetitive
									grammatical
									structures: the
									mystery story
									hasthe
									adventure story
									doesn't have
							LC		Varies by level
		ELP 1 ELP 2		2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Compare and contrast	Compare and	contrast	Compare and contrast	Compare an	d contrast	Comp	are and contrast
		how stories in the same	how stories in	the same	how stories in the same	how stories	in the same	hows	stories in the same
		genre approach a	genre approac		genre approach a	genre appro		_	approach a
		similar theme in L1	similar theme		similar theme using key,	similar them	•		r theme using
		and/or using pictures,	and/or using p		content-based	content-bas		1 -	se, content-based
		drawings and/or high-	and/or commo	•	vocabulary in simple	vocabulary i	•		oulary in multiple,
		frequency, content- related single words in	content-based vocabulary in p		sentences with repetitive grammatical	and some co sentences w			lex sentences with ety of grammatical
		phrases that represent	and short sent		structures that	of grammati		struct	. •
		key ideas.	with formulaid		represent multiple,	structures.	Cai	Struct	tures.
		ney racas.	structures that		related ideas.				
			represent key	ideas.					
Learning Supp	ports	Venn diagram	Venn diagran	n	Venn diagram	Venn diagra	am		
		Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	Sentence frai	mes	Sentence starters				
		Pictures	L1 support						
		Cloze sentences	Pictures						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.5.10	Read in	ncreasingly complex texts	at the	Read and	d comprehend text profic	ciently at	VU		Words
WIDA ELDS: 2	grades	4–5 text complexity band	d	appropri	ate ELP level using word	walls and			applicable to
Reading	indepe	ndently and proficiently.		pictures.					level
									and text
							LFC		Sentence
									structures and
									grammatical
									patterns
									applicable to
									level
						LC		Varies by level	
	ELP 1 ELF		ELP 2	2 ELP 3 ELP		P 4		ELP 5	
Language Obje	ectives	Read and	Read and		Read and	Read and		Read	d and
		comprehend grade-	comprehend	grade-	comprehend adapted	compreher	nd text	com	prehend grade-
		level text in L1	level text in L	.1	text independently.	within grad	les 4-5	level	text
		independently and/or	independent	ly and/or		complexity	band	inde	pendently.
		read and	read and			independe	ntly.		
		comprehend high-	comprehend	key					
		frequency, content-	content-base	ed .					
		related, single words	phrases from	а					
			leveled text i	n					
		English.	English.						
Learning Sup	ports	Word/picture wall	Word/picture		Word wall				
		Personal dictionary	Personal dict	ionary	Personal dictionary				
		L1 support	L1 support						
	Pictures								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.5.5	Compa	re and contrast the over	all structure	Compare	and contrast the overall	structure	VU		Timeline,
WIDA ELDS: 2	(e.g., c	hronology, comparison, c	ause/effect,	of events	s and ideas in two or mor	e			cause, effect,
Reading	proble	m/ solution) of events an	d ideas in	appropri	ate texts by discussing it	with a			consequence,
Speaking	two or	more texts.		partner a	and using a timeline as ne	eeded.			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 Obje	ectives	Compare and contrast	Compare and		Compare and contrast	Compare an			pare and contrast
		the overall structure of	the overall stru		the overall structure of	the overall s			verall structure of
		events and ideas in two	events and ide		events and ideas in two	events and i			ts and ideas in two
		or more texts in L1 and/	or more texts		or more texts using key,	or more text	_		ore texts using
		or using pictures, drawing, gestures or	and/or using p and common,		content-based vocabulary in simple	content-bas vocabulary i			se, content-based oulary in multiple,
		high-frequency,	based vocabul		sentences with	and some co	-		olex sentences with
		content-related single	in phrases or s		repetitive, grammatical	sentences w	-		iety of grammatical
		words in phrases that	sentences with		structures.	grammatica			tures.
		represent key ideas.	formulaic stru	ctures					
			that represent	key					
			ideas.						
Learning Sup	• •				Adapted text		n grades 4-		le-level texts
	Partner Partner			Timeline	5 complexi	ty band	Time	eline	
		Teacher support	Teacher supp		Partner	Timeline			
		Sentence frames	Sentence fra		Sentence starters	Partner			
		L1 text and support	L1 text and s	upport	Word wall				
		Leveled text Leveled text							

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		
RI.5.6	Analyz	e multiple accounts of th	e same	Analyze t	the point of view of mult	iple	VU		Point of view,
WIDA ELDS: 2	event o	or topic, noting importan	t similarities	accounts	of the same event using	a graphic			different
- 5	and dif	ferences in the point of v	iew they	organize	r and think alouds				opinions,
Reading	repres	ent.							contrasting
Speaking									statements
							LFC		Past tense,
									complex /
									compound
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Analyze the point of	Analyze the p	oint of	Analyze the point of	Analyze the	e point of	Anal	yze the point of
		view of multiple	view of multi	ple	view of multiple	view of mu	ltiple	view of multiple	
	accounts of the same		accounts of the same		accounts of the same	accounts o	f the same	accounts of the same	
		event using 1 and/or	event using L	1 and/or	event using key,	event using	g, content-	even	nt using precise,
		pictures, gestures,	using pictures	S,	content-based	based voca	bulary in	cont	ent-based
		drawings and high-	drawings or c			and some	voca	bulary in	
		frequency, content-	content-base	d	sentences with	complex se	entences	mult	tiple, complex
		related single words	vocabulary in	•	repetitive,	with varyin	g	sent	ences with a
		in phrases that	or short sente	ences	grammatical	grammatic	al	varie	ety of
		represent key ideas.	with formulai		structures.	structures.		gran	nmatical
			structures tha					struc	ctures.
			represent key	/ ideas					
Learning Sup	ports	Leveled text	Leveled text		Adapted text				
		Graphic organizer	Graphic orgai	nizer	Graphic Organizer				
		Think-aloud	Think-aloud		Think Aloud				
		Word wall	Word wall		Word Wall				
		L1 text and support	L1 text and su	upport	Sentence Starters				
		Pictures	Pictures						
		Teacher support	Teacher supp	ort					

Standard	S	Student Learning Objective (SLO)			Language Objective		Academ		Language
RF.5.3	Use co	mbined knowledge of all	letter-sound	Decode (unfamiliar, multisyllabic v	words using	VU		Appropriate to
WIDA ELDS: 2	corresp	ondences, syllabication	patterns,	letter-so	und correspondences, sy	llabication			text
Reading	and mo	orphology (e.g., roots and	d affixes) to	patterns	and morphology knowle	dge with	LFC		Knowledge of
	read ac	ccurately unfamiliar mult	isyllabic	the supp	ort of schema, known vo	cabulary			root words,
	words	in context and out of con	text	words, c	ontext clues, cognates ar	nd word			meaning of
				walls/ch	arts.				prefixes and
									suffixes
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	ELI	D /I	ELDE	
Language Obje	- ati a a							ELP 5	
Language Obje	ectives	Decode teacher-	Decode teach	_	Decode unfamiliar,	Decode un		Decode unfamiliar,	
		selected, high-			multisyllabic, words	multisyllab			isyllabic words
		frequency, unfamiliar,	multisyllabic,		from an adapted text	from a text			a grade-level
		multisyllabic, words	words from a	leveled	using letter-sound	grades 4-5	complexity	text	using letter-
		from a leveled text	text using letter-		correspondences,	band using letter-		soun	nd
		using letter-sound	sound		syllabication patterns	sound		corre	espondences,
		correspondences,	corresponde	nces,	and morphology.	correspond	lences,	sylla	bication patterns
		syllabication patterns	syllabication	patterns		syllabicatio	n patterns	and	morphology.
		and morphology.	and morphol	ogy.		and morph	ology.		
Learning Sup	ports	Charts	Charts		Charts	Charts			
	Word/picture wall Word/picture		e wall	Word wall					
		Pictures	Pictures		Personal dictionary				
		L1 support	L1 support		Cognates				
		Personal dictionary	Personal dict	ionary					
	Cognates Cognates								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academ		Language
W.5.1.a WIDA ELDS: 2 Writing	opinio	an introduction that stat n in which ideas are logic port the writer's purpose	ally grouped	in which support	Write an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose using charts and teacher modeling.				Statement, opinion, details, support, writer's point of view Present tense, subject verb agreement Varies by level
		ELP 1	ELP 2)	ELP 3	EI	LC P 4		ELP 5
Language Obje	Language Objectives Write an in that states in which ide logically grosupport the purpose in using picture drawings of words in phrepresent keypores.		Write an intro that states ar in which idea logically grou support the v purpose in L1 using phrases formulaic stru that represer ideas.	oduction opinion s are ped to vriter's and/or s in uctures	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 in that states in which id logically grosupport the purpose us expanded a complex se with varying rammatic structures.	troduction an opinion eas are ouped to e writer's ing and some entences	that in wi clear cohe to su write using com with gran	e an introduction states an opinion hich ideas are rly and erently grouped upport the er's purpose g multiple, plex sentences a variety of matical ctures.
Learning Sup	Charts Word/picture wall Personal dictionary Cloze sentence Charts Word Perso Sente		Teacher mod Charts Word/picture Personal dicti Sentence fran L1 support	e wall ionary	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher mo	odeling		

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic La		Language
W.5.1.a	Introdu	ice a topic or text clearly	and state an	Write an	introduction to a topic o	r text and	VU		Opinion, topic,
WIDA ELDS: 2	opinio	٦.		state an	opinion using a word wal	l, personal			text
Writing				dictionar	ry, and teacher modeling.		LFC		First person
									singular. "I
									thinkI believe
									that.
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje				oduction	Write an introduction	Write an in	troduction	Writ	e an introduction
	to a topic or text and to a topic or			text and	to a topic or text and	to a topic o	r text and	to a topic or text and	
	·			ion in L1	state an opinion using	clearly state an		clearly and	
		and/or use pictures,	and/or use pictures,		key, content-based	opinion using		coherently state an	
		drawings or high-	drawings or g	•	vocabulary in simple	content-ba	sed		ion using
		frequency, content-	content-base		sentences with	vocabulary			ent-based
		related single words	vocabulary in	phrases	repetitive	expanded a			bulary in
		in phrases with	or short sent		grammatical	complex se			iple, complex
		formulaic structures.	with formula	ic	structures that	with a varie	•		ences with a
			structures.		represent multiple,	grammatica	al		ty of
					related ideas.	structures.		_	nmatical
								struc	tures.
Learning Sup				eling	Teacher modeling	Teacher mo	odeling		
	Charts Charts				Charts				
		Word/picture wall	Word/picture		Word wall				
		Personal dictionary	Personal dict	•	Personal dictionary				
		Cloze sentence	Sentence frai	mes	Sentence starters				
	L1 support L1 support								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.1.b	Provide	e logically ordered reason	ns that are	Write a p	paragraph that explains a	n opinion	VU		Words that
WIDA ELDS: 2	suppor	ted by facts and details t	o support an	by findin	g the details that suppor	t the facts			refer to the
Writing	opinior	٦.		using cha	arts, word walls and thinl	k-alouds.			topic and the
									details
							LFC		Use of
									conjunctions-
									(because) and
									transitional
									words (
									therefore,
									although)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write a paragraph that	Write a paragraph that		Write a paragraph that	Write an org	ganized	Write	a clear and
		explains an opinion by	explains an op	inion by	explains an opinion by	paragraph tl	nat explains	cohe	rent paragraph
		finding the details that	finding the det	tails that	finding the details that	an opinion b	y finding	that e	explains an opinion
		support the facts in L1	support the fa		support the facts using	the details t	• •	-	nding the details
		and/or using drawings	and/or using d	_	key vocabulary in	the facts usi	_		support the facts
		and high-frequency	and general vo	•	simple sentences with	vocabulary i	•	_	precise
		vocabulary in phrases that represent key	in phrases and sentences with		repetitive, grammatical structures that	and some co	•		oulary in multiple, plex sentences with
		ideas.	formulaic struc		represent multiple,	of grammati	•		iety of grammatical
		lucus.	that represent		related ideas.	structures.	cai		tures.
			ideas.	, ,				00.00	
Learning Sup	ports	Charts	Charts		Charts	Charts			
		Word wall	Word wall		Word wall				
		Think aloud	Think aloud		Think aloud				
		Sentence frames	Sentence frai	mes	Sentence starters				
		L1 support	L1 support						
		Drawings							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic La	anguage
W.5.1.c WIDA ELDS: 2 Writing	Link op	inion and reasons using	words.	reasons	piece that links opinions t supporting those opinion modeling and diagrams to	s using	VU	t	Realational, transitional ohrases
Witting				words co		o misere tine	LFC	F F t	Proper placement of transitions in a sentence
							LC	Varies by level	
		ELP 1 ELP Tives Write an opinion that Write an opi			ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	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 opin links the reas supporting the opinion in L1 using drawing general vocal phrases or sheatences wiformulaic str	ons ne and/or gs and bulary in nort th	Write an opinion that links the reasons supporting the opinion using key vocabulary in simple sentences with repetitive grammatical structures that	Write an or opinion that reasons support the opinion content volume expanded a complex servith a varied grammatics.	at links the opporting a using cabulary in and some entences ety of	cohere links th suppor opinior vocabu multipl	le, complex ces with a
			that represer ideas.	nt key	represent multiple, related ideas.	structures.		gramm structu	
Learning Sup	Learning Supports Teacher modeling Diagrams Word/picture wall Personal dictionary L1 support Cloze sentences Teacher modeling Diagrams Word/picture Personal dictionary L1 support Cloze sentences Cloze sentences				Teacher modeling Diagrams Word/picture wall Personal dictionary	Diagrams			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academi		Language
W.5.1.d		a concluding statement o			conclusion to an opinion		VU		Conclusion,
WIDA ELDS: 2	related	I to the opinion presente	d.		sented, using teacher mo	-			ending, opinion
Writing					uds and by reviewing the	opinion	LFC		Past tense, first
				with a pa	artner.				person plural
									(we)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Write a conclusion to	Write a log	ical	Write	e a clear and
	an opinion that has an opinion that			at has	an opinion that has	conclusion	to an	cohe	rent conclusion
	been presented using			ed using	been presented using	opinion that has been		to an opinion that h	
		L1 and/or linking	L1 and/or linking		key vocabulary in	presented using key		been	presented using
		drawings and general	drawings and	l general	simple sentences	vocabulary	in	preci	ise vocabulary in
		single words in	vocabulary ir	phrases	with repetitive	expanded a	and some	mult	iple, complex
		phrases that	and short sentences		grammatical	complex sentences		sente	ences with a
		represent key ideas.	with formula	_	structures that	with a varie	•	varie	ty of
			structures th	at	represent multiple,	grammatic	al	gram	ımatical
			represent ke	y ideas.	related ideas.	structures.		struc	tures.
Learning Sup	ports	Teacher modeling	Teacher mod	eling	Teacher modeling	Teacher me	odeling	Partr	ner
		Think aloud	Think aloud		Think aloud	Partner			
	Word/picture wall Word/pic		Word/picture	e wall	Word wall				
	Partner Partner		Partner		Partner				
		L1 support	L1 support						
		Cloze sentences	Sentence fra	mes					
		Drawings	Drawings						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.2.a WIDA ELDS: 2 - 5 Writing		uce a topic clearly when was ative/explanatory text.	vriting		informative/explanatory text using a graphic organizer, teacher modeling and word walls.				Introduction, main idea, supporting details Different verb tenses, simple and complex sentence structures.
							LC		Varies by level
	I.	ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje		Write an introduction to an informative /explanatory topic in L1 and/or organize pictures, drawings or high-frequency, content-related single words.	Write an intro to an informa /explanatory and state and in L1 and/or o pictures, draw general, cont based phrase	ative topic opinion organize wings or ent-	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 cle- introduction informative /explanato using content vocabulary expanded a complex se with a varied grammatical	n to an e ry topic ent-based in and some entences ety of al	cohe to ar /exp using voca mult sent varie gran	e a clear and erent introduction informative lanatory topic g content-based bulary in iple, complex ences with a ery of inmatical ctures.
Learning Sup	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 L1 support L1 support			e wall ionary	Graphic organizer Teacher modeling Charts Word wall Personal dictionary Sentence starters	Graphic org	•		

Standar d	Student Learning Ob	jective (SLO)		Language Objective		Ac	adem	nic Language	
W.5.2.a WIDA	Provide a general observ			general observation and for		VU		Appropriate to text	
ELDS: 2	when writing informatio text.	rial/expository	outline.	n informational/expository	text using an	LFC		Verb tenses.	
Writing						LC		Varies by level	
	ELP 1	ELP 2		ELP 3	ELP	4	ELP 5		
Language	Create a general	Create a genera	ıl	Create a general	Create a gene	eral	Crea	ate a general	
Objectives	observation and	observation and	d focus	observation and focus	observation a	and focus	observation and focus		
	focus when writing	when writing ar	า	when writing an	when writing	an	whe	en writing an	
	an informational/	informational/e	expositor	informational/expositor	informationa	l/expositor	info	informational/expositor	
	expository text using	y text using L1 a	and/or	y text using simple	y text using s	g some		y text using complex	
	L1 and/or single	phrases or shor	t	sentences with	complex sent		sen	tences with a variety	
	words in phrases	sentences with		repetitive grammatical	a variety of g	rammatical	of g	rammatical	
	that represent key	formulaic struct	tures that	structures.	structures.		stru	ictures.	
	ideas.	represent key ic	deas.						
Learning	Outline	Outline		Outline	Outline				
Supports	Word/picture wall	Word/picture w	/all	Word wall					
	Cloze sentences Sentence frames			Sentence starters					
	L1 support	L1 support							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.2.b		p a topic with facts, defir			a given topic, including tl		VU		Appropriate to
WIDA ELDS: 2	concre	te details, quotations or o	other	definitio	n, and specific details and	d quotes			the topic
Writing	inform	ation and examples relat	ed to the	_	erence materials (digital		LFC		Varied
	topic.				[/] visual resources- interne	-			sentence
				dictionar	ies, books) and teacher r	nodeling.			structure, vivid
									verbs,
									adjectives, use
									of quotations
							LC		Varies by level
		ELP 1 ELP 2			ELP 3	ELP 4		ELP 5	
Language Obje	ectives				Develop a given topic,	Logically, develop a		Clearly and	
	including facts,		including facts, i		including facts,	given topic, including		coherently develop a	
		definitions, specific	definitions, specific		definitions, specific	facts, defin	itions,	giver	n topic, including
		details and quotes in	details and q	uotes in	details and quotes	specific det	tails and	facts	, definitions,
		L1 and/or using	L1 and/or using		using key vocabulary	quotes usir	•	spec	ific details and
		pictures, drawings,	pictures, drawings		in simple sentences vocabulary				es using precise
		gestures and high-	and general		with repetitive	expanded a			bulary in
		frequency vocabulary	vocabulary in	•	grammatical	complex se			iple, complex
		in phrases that	and short ser		structures that	with a varie	ety of		ences with a
		represent key ideas.	with formula	_	represent key ideas.	grammatic	al		ety of
			structures th			structures.		_	nmatical
			represent key	•				struc	ctures.
Learning Sup	ports	Reference materials	Reference ma		Reference materials	Reference	materials		
		Teacher modeling	Teacher mod	-	Teacher modeling				
		Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	L1 support						
	Cloze sentences Sentence fra			mes					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.2.c	Link ide	eas within and across cat	egories of	Apply sp	ecific words (e.g. especia	lly,	VU		Especially,
WIDA ELDS: 2	inform	ation using words (e.g. es	specially,	consequ	ently, furthermore, etc.)	to link			consequently,
Writing	conseq	uently, furthermore).		ideas wit	hin and across categorie	s of			furthermore,
				informat	ion, using a word wall an	d chart			after all,
				that orga	nizes those specific word	ds and			chiefly, more
				defines WHEN to use them.					specifically
				Note: ELLs often need examples of when to			LFC		Adverbs of
				use specifically vs. especially vs.					time, manner
				consequ	ently.				Placement of
									transition
									words in a
									sentence,
									clause
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Apply specific words	Apply specifi	c words	Apply specific words	Apply spec	ific words	Appl	y specific words
		to link ideas within	to link ideas	within	to link ideas within	to link idea	s within	to lir	ık ideas within
		and across categories	and across categories		and across categories	and across categories		and a	across categories
		of information using	of information	n using	of information using	of information using		of in	formation using
		L1 and/or pictures,	L1 and/or pic	tures	key vocabulary in	key vocabu	ılary in	preci	ise vocabulary in
		drawings, gestures	and key voca	bulary in	simple sentences	expanded a	and some	mult	iple, complex
		and high-frequency	phrases and	short	with repetitive	complex se	entences	sente	ences with a
		vocabulary in phrases	sentences wi		grammatical	with a vari	ety of	varie	ty of
		that represent key	formulaic str		structures that	grammatic	al	gram	ımatical
		ideas.	that represer	nt key	represent multiple,	structures.		struc	tures.
			ideas.		related ideas.				
Learning Supp	ports	Chart	Chart		Chart	Chart			
		Word wall	Word wall		Word wall				
		Think-aloud	Think-aloud		Think-aloud				
		L1 support	L1 support						
		Cloze sentences	Sentence fra	mes					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.2.d	Expres	s ideas using precise lang	uage and	Express i	deas orally and in writing	gusing	VU		Words
WIDA ELDS: 2	domaiı	n-specific vocabulary to e	xplain topic.	precise la	anguage and domain spe	cific			appropriate to
Speaking					ary to explain a topic, by i	referring to			topic
Writing				visuals o	r a word wall.		LFC		Spoken use of
									first person
									singular in past
									and present.
									Comparative
									forms of
									adjectives to
									express
									differences
		510.4					LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Express ideas orally	Express ideas	orally	Express ideas orally	Express ide	as orally	Expr	ess ideas orally
		and in writing using	and in writing	g using	and in writing using	and in writ	ing using		in writing using
		precise language and	precise langu	•	precise language and	precise lan			ise language and
		domain-specific	domain-spec		domain-specific	domain-sp			ain-specific
		vocabulary to explain	vocabulary to	•	vocabulary to explain	vocabulary	•		bulary to explain
		a topic in L1 and/or	a topic in L1 a	-	a topic from an	a topic fror			oic from a grade-
		using single words	using phrases	s from a	adapted text using	within grad			text using
		from a leveled text.	leveled text.		simple sentences.	complexity			plex sentences
						using expai			a variety of
						some comp		_	nmatical
						sentences	with a	struc	ctures.
						variety of	م.ا		
						grammatic	dl		
Learning Sup	norts	Visuals	Visuals		Visuals	structures. Visuals			
rearining Sup	μυιις	Word wall	Word wall		Word wall	visuais			
					vvoiu wali				
	L1 support L1 support								
	Cognates Cognate								

Standard	St	Student Learning Objective (SLO)			Language Objective		Aca	demic	Language
W.5.2.e	Provide	e a concluding statement	or section	Orally an	d in writing, present a co	ncluding	VU		Conclusion,
WIDAELDS: 2	related	to the information or ex	planation	statemer	nt related to the informat	tion or			vocabulary
Reading	presen	ted.		explanat	ion read in a given text b	y using a			related to text,
Speaking				chart to	organize the ideas and in	dex cards			transition
Listening				to assist	when speaking.				words
									appropriate for
									an oral
									presentation
							LFC		First person
									singular, past
									tense,
									transition
									words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ctives	Orally and in writing,	Orally and in	writing,	Orally and in writing,	Orally and i	n writing,	Orall	y and in writing,
		present a concluding	present a con	cluding	present a concluding	present a co	oncluding	prese	ent a concluding
		statement related to	statement rel		statement related to	statement r			ment related to
		the information or	the information		the information or	the informa			nformation or
		explanation read in a	explanation re		explanation read in a	explanation			anation read in a
		given text in L1 and	given text in L		given text using key	given text u	• .	_	n text using
		using high-frequency	using general		vocabulary in simple	vocabulary			se vocabulary in
		vocabulary in phrases	vocabulary in	•	sentences with	expanded a			iple, complex
		that represent key	and short sen		repetitive grammatical	complex se			ences with a
	ideas. with formula				structures that	with a varie	•		ty of grammatical
	structures the			represent multiple, related ideas.	grammatica	11	Struc	tures.	
Loarning Sunn	orts	Chart	represent key Chart	iueas.	Chart	structures. Chart			
Learning Supp	אוונט	Note cards	Note cards		Note cards	Note cards			
				الديد	Word wall	inote cards			
	Word/picture wall Word/picture		: Wdii	vvolu wali					
	L1 support L1 support								

Standard	St	Student Learning Objective (SLO)			Language Objective		Aca	demic	Language
W. 5.3.c	Use a v	ariety of transitional wor	ds to	Sequence	e events using different t	ransitional	VU		Therefore, first,
WIDA ELDS: 2	manag	e the sequence of events	•	words by	creating a timeline and	inserting			after that,
Speaking				the word	ls from a word wall.				secondly, in
Writing									conclusion,
									although,
									finally
							LFC		Placement of
									transitional
									words- both in
									sentences and
									clauses.
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ctives	Sequence events	Sequence eve	ents	Sequence events	Sequence e	events	Sequ	ence events
		using different	using differer	nt	using different	using differ	ent	using	g different
		transitional words	transitional w	vords in	transitional words in	transitiona	words in	trans	sitional words in
		and/or use single	L1 and/or use	e phrases	simple sentences	expanded a	and some	mult	iple, complex
		words in phrases that	with formula	ic	with repetitive	complex se	ntences	sente	ences with a
		represent key ideas.	structures th	at	grammatical	with a varie	ety of	varie	ty of
			represent key	y ideas.	structures.	grammatic	al	gram	ımatical
						structures.		struc	tures.
Learning Supp	oorts	Timeline	Timeline		Timeline	Timeline		Time	line
		Word wall	Word wall		Word wall				
		L1 support	L1 support						
		Cloze sentences	Sentence fra	nes					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W. 5.3.d		ncrete words and phrase			rete words, phrases, and	•	VU		Sensory words
WIDA: 2 Speaking Writing	events precisely.				o describe experiences ar sing chart, dictionaries ar rs.	•	LFC		Present and past tense of verbs, descriptive adjectives
		515.4	515		F15.6		LC		Varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	ectives	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 phrases, and details to des experiences a specific even and/or using and short ser with formula structures.	sensory scribe and ts in L1 phrases ntences	Use concrete words, phrases, and sensory details to describe experiences and specific events using single sentences with repetitive grammatical structures.	Use concrephrases, and details to dexperience specific events are complex sewith varying grammatic structures.	nd sensory lescribe s and ents using and some entences g	word sense descri and s using comp with gram	precise, concrete ds, phrases, and ory details to ribe experiences specific events g multiple, plex sentences a variety of imatical ctures.
Learning Sup	Learning Supports Graphic organizer Chart of sensory details Word/picture wall L1 support Sentence frames Dictionaries Graphic organizer Chart of sensory details Word/picture L1 support Sentence frames Dictionaries Graphic organizer Chart of sensory details Word/picture Sentence frames Dictionaries			ory e wall	Graphic organizer Chart of sensory details Word wall Dictionaries	Graphic org	ganizer		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W. 5.3.e	Create	a conclusion that follows	from the	Write a d	conclusion after listening	to a	VU		Narrator,
WIDA: 2	narrate	ed experiences or events.		narrative	e of experiences or event	s, with the			personal
Speaking				support	of pictures, illustrations,	gestures,			experiences,
Writing				prosody	and teacher modeling.				series of events
Listening							LFC		Sentence
									patterns for
									drawing
									conclusions
									Finally, after
									considering, In
									the end.
							LC		Varies by level
	l	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write a conclusion	Write a concl	lusion	Write a conclusion	Write a cor	nclusion	Writ	e a conclusion
		after listening to a	after listening	g to a	after listening to a	after listen	ing to a	after	· listening to a
		narrative of	narrative of		narrative of	narrative o	f	narra	ative of
		experiences or events	experiences of	or events	experiences or events	experience	s or events	expe	riences or events
		using L 1 and/or high-	using L1 and/	or/	using key vocabulary	using key v	ocabulary	using	g precise
		frequency vocabulary	general voca	bulary in	in simple sentences	in expande	d and	voca	bulary in
		in phrases that	phrases and	short	with repetitive	some comp	olex	mult	iple, complex
		represent key ideas.	sentences for	rmulaic	grammatical	sentences	with a	sent	ences with a
			structures.		structures.	variety of		varie	ety of
						grammatic	al	gram	nmatical
						structures.		struc	ctures.
Learning Sup	ports	Teacher modeling	Teacher mod	leling	Teacher modeling	Teacher m	odeling		
		Pictures	Pictures		Pictures				
		Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	L1 support						
		Gestures	Sentence frai	mes					

Student Learning Objective (SLO)		Language Objective			Academ		Language
ce clear and coherent wri	ting,	Respond	to a task, purpose and a	udience by	VU		Audience, task,
oriate to task, purpose, ar	nd audience.	writing a	clear and coherent piece	with the			project,
		support (of teacher modeling and	audience			purpose,
		and purp	ose planning chart.				reason
					LFC		WHO (people)
							are you writing
							for. What
							(thing) are you
							writing (task).
							Why are you
							writing (reason)
					ıc		Varies by level
							varies by level
ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Respond to a task,	Respond to a	task,	Respond to a task,	Respond to	a task,	Resp	ond to a task,
purpose and	purpose and		purpose and	purpose an	d	purp	ose and
audience by writing a	audience by v	writing a	audience using key	audience b	y writing	audie	ence by writing a
clear and coherent	clear and coh	erent	vocabulary in simple	an organize	ed piece	clear	and coherent
piece in L1 and/or	piece in L1 ar	nd/or	sentences with	using key v	ocabulary	piece	e using precise
using pictures,	using picture	s and/or	repetitive	in expande	d and	voca	bulary in
drawings and/or high-			grammatical	some comp	olex	mult	iple, complex
frequency vocabulary	phrases and s	short	structures that	sentences	with a	sente	ences with a
in phrases that	sentences wi	th	represent multiple,	variety of		varie	ty of
•	formulaic str	uctures.	related ideas.	•	al		nmatical
, , , , , , , , , , , , , , , , , , , ,				structures.		_	tures.
Word/picture wall	Word/picture	e wall	Word wall				
· •	· •						
Gestures		mes					
		-					
	ELP 1 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. Word/picture wall L1 support	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. Word/picture wall L1 support Gestures Respond to a purpose and audience by clear and coherent piece in L1 are using picture general vocal phrases and sentences with formulaic street.	riate to task, purpose, and audience. ELP 1 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. ELP 2 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 and short sentences with formulaic structures. Word/picture wall L1 support Gestures Word/picture wall L1 support Sentence frames	ELP 1 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. Word/picture wall L1 support Gestures Witting a clear and coherent piece support of teacher modeling and and purpose planning chart. 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 represent multiple, related ideas. Word/picture wall L1 support Gestures Word/picture wall L1 support Sentence frames Witting a clear and coherent piece support of teacher modeling and and purpose planning chart. Respond to a task, purpose and audience using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas. Word/picture wall L1 support Sentence frames	repriate to task, purpose, and audience. Selection Parage P	riate to task, purpose, and audience. Selp 1	riate to task, purpose, and audience. C

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective				Language
W 5.5	With g	uidance and support fror	n peers and	Improve	and strengthen writing b	y applying	VU		Planning,
WIDA ELDS: 2	adults,	develop and strengthen	writing by	the steps	s of the writing process w	ith the			rewriting,
Writing	plannir	ng, revising, editing, rewr	iting, or	guidance	s/support of partners, tea	achers, and			revisiting,
	trying a	a new approach.		other ad	ults. Employ graphic orga	nizers and			drafting,
				timelines	s to assist as needed.				creating
							LFC		Use of prefixes:
									re
									Transitional
									words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Improve and	Improve and		Improve and	Improve ar	ıd	Improve and	
		strengthen writing by	strengthen w	riting by	strengthen writing by	strengthen writing by		strengthen writing by	
		applying the steps of	applying the	steps of	applying the steps of	applying th	e steps of	appl	ying the steps of
		the writing process in	the writing p	rocess in	the writing process	the writing	process	the v	writing process
		L1 and/or using	L1 and/or usi	ng	using key, content-	using conte	ent-based	using	g precise,
		pictures, drawings	drawings and general		based vocabulary in	vocabulary in		cont	ent-based
		and high-frequency,	content-based		simple sentences	expanded and some		voca	bulary in
		content-related single	vocabulary in	phrases	with repetitive	complex se	ntences	mult	iple, complex
		words in phrases that	or short sente	ences	grammatical	with a varie	ety of	sent	ences with a
		represent key ideas.	with formulai	ic	structures.	grammatic	al	varie	ety of
			structures tha	at		structures.		gram	nmatical
			represent key	y ideas.				struc	ctures.
Learning Sup	ports	Graphic organizer	Graphic orgai	nizer	Graphic organizer	Graphic org	ganizer		
		Partner Work	Partner Work	(Partner Work	Partner Wo	ork		
		Timeline	Timeline		Timeline				
		Word/picture wall	Word/picture	e wall	Word wall				
		Pictures	Pictures						
		L1 support	L1 support						
		Cloze sentences	Sentence fran	mes					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.7	Condu	ct short research projects	s that use	Research	n a topic and take notes u	ısing	VU		Main idea,
WIDA ELDS: 2	severa	I sources to build knowle	dge through	several s	ources to first build a kno	owledge			supporting
-5	investi	gation of different aspect	ts of a topic.	base, by	investigating different as	pects of a			details,
Reading				topic. Us	e an outline, notes and o	nline			opposing
Writing				resource	s (translators) as well as				opinions. Text
				bilingual	/picture dictionaries for s	support.			appropriate
									vocabulary
							LFC		Compare and
									contrast word
									patterns,
									conjunctions
							LC		Varies by level
	ELP 1 ELP 2		2	ELP 3	ELP 4			ELP 5	
Language Obje	ectives	Research a topic and	Research a to	pic and	Research a topic and	Research a	topic and	Rese	arch a topic and
		take notes using	take notes us	ing	take notes using	take notes	using	take	notes using
		several sources to	several sourc	es to	several sources to	several sou	rces to	seve	ral sources to
		build a knowledge	build a knowl	edge	build a knowledge	build a kno	•		l a knowledge
		base and to	base and to		base and to	base and to)	base	and to
		investigate different	investigate di		investigate different	investigate			stigate different
		aspects of a topic in	aspects of a t		aspects of a topic.	aspects of a	•		cts of a topic.
		L1. And/or use high-	L1. And/or us		Use key, content-	Use conten			precise content-
		frequency, content-	general, cont		based vocabulary in	vocabulary		I	d vocabulary in
		related single words	based vocabu	•	simple sentences	expanded a		I	iple, complex
		in phrases that	phrases and s		with repetitive	complex se			ences with a
		represent key ideas.	sentences wi	_	grammatical	with a varie	•		ety of
			formulaic str	uctures.	structures.	grammatic	al	_	nmatical
						structures.		struc	ctures.
Learning Supp	ports	Outline	Outline		Outline	Outline			
		L1 support	L1 support			Notes			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
W.5.10	Create	writing pieces routinely	over	Create w	riting pieces routinely ov	er	VU		Reflection,
WIDA ELDS: 2	extend	led (time for research, re	flection, and	extended	d (time for research, refle	ection, and			revisit, rewrite
Writing		n) and shorter time fram	. •		and shorter time frames	. •	LFC		Verb tenses,
	_	or a day or two) for a ran	-	_	a day or two) for a range				modals,
	•	ne-specific tasks, purpos	es and	•	e-specific tasks, purposes				sequential
	audien	ces.		audiences. Organize your thoughts with a					paragraphs
				template	e and pictures as needed.		LC		Varies by level
	ELP 1 ELI			2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Create writing tasks	Create writin	g tasks	Create writing tasks	Create writ	ing tasks	Crea	te writing tasks
		routinely over	routinely ove	er	routinely over	routinely o	ver	routi	inely over
		extended and over	extended and	d over	extended and short	extended a	nd over	extended and short	
		short time frames for	short time fra	ames for	time frames for a	short time	frames for	time frames for a	
		a range of discipline-	a range of dis	scipline-	range of discipline-	a range of discipline-		rang	e of discipline-
		specific tasks,	specific tasks	-	specific tasks,	specific tas			ific tasks,
		purposes and	purposes and		purposes and	purposes a			oses and
		audiences in L1	audiences in	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		audiences using			ences using
		and/or with drawings,	and/or with	_	content-based	content-ba			ise, content-
		pictures and/or high-	and/or gener	-	vocabulary in simple,	vocabulary			d vocabulary in
		frequency, content-	content-base		related sentences	expanded a			iple, complex
		related single words	vocabulary ir	•	with repetitive	complex se			ences with
		and phrases.	sentences wi		structures.	with varyin	_		ing grammatical
			formulaic str	ucture.		grammatic	al	struc	ctures.
1		Mar allocation	NA / 1 1 -		NAT I b I .	structures.			
Learning Sup	ports	Word banks	Word banks		Word banks				
		L1 support Sentence frames	L1 support Sentence fra	mas					
				mes					
		Drawings	Drawings						
		Pictures							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.5.1.b	Follow	agreed-upon rules and a	ssigned roles	Participa	te in a discussion with ag	reed upon	VU		Appropriate to
WIDA ELDS: 2	in one-	on-one, small and whole	group	rules in c	ne-on-one, small group	and whole			discussion
Speaking	discuss	ions.		class disc	cussion using cue cards a	nd word	LFC		Pronouns-I, my,
Listening				wall.					our, ours, mine
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Participate in a	Participate in	а	Participate in a	Participate	in a	Parti	cipate in a
		discussion with	discussion wi	th	discussion with	discussion	with	discu	ission with
		agreed upon rules in	agreed upon	rules in	agreed upon rules in	agreed upo	n rules in	agre	ed upon rules in
		one-on-one, small	one-on-one,	small	one-on-one, small	one-on-one	e, small	one-	on-one, small
		group and whole	group and wh	nole	group and whole	group and	whole	grou	p and whole
		class discussion using	class discussi	on using	class discussion using	class discussion using		class discussion using	
		L1 and/or answer	L1 and/or usi	ng	key, content-based	content-ba	sed	preci	ise, content-
		questions with	pictures and	-	vocabulary in simple	vocabulary			d vocabulary in
		picture and high-	content-base	d	sentences with	expanded a			iple, complex
		frequency, content-	vocabulary in	short	repetitive	complex se	ntences	sente	ences with a
		related single words	sentences wi	-	grammatical	with a varie	•	varie	ty of
		that represent key	formulaic pat	terns	structures.	grammatic	al	gram	ımatical
		ideas or answer	that represer	nt key		structures.		struc	tures.
		yes/no; either/or	ideas.						
		questions.							
Learning Sup	ports	Partner	Partner		Partner	Partner		Partr	ner
		Cue cards	Cue cards		Cue cards	Cue cards			
		Question stems	Question ster	ms	Question stems				
		Word wall	Word wall		Word wall				
		L1 support	L1 support						
		Manipulatives	Pictures/Pho	• .					
		Pictures/Photographs	Sentence Fra	mes					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.5.2	Summa	arize a grade 5 written te	xt or	After list	ening to an appropriate I	eveled text	VU		Summarize,
WIDA: 2	inform	ation read aloud present	ed in diverse	or inforn	nation read aloud, summ	arize the			media
Listening	media	and formats, including vi	sually,	key conc	epts orally using notes a	nd word	LFC		Past tense
Speaking	quantit	tatively, and orally.		wall.					(summarize)
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	After listening to an	After listenin	g to an	After listening to an	After listen	ing to an	Afte	r listening to an
	appropriate leveled appropriate			eveled	appropriate leveled	appropriate	e leveled	appr	opriate leveled
		text or information	text or inforn	nation	text or information	text or info	rmation	text	or information
		read aloud,	read aloud,		read aloud,	read aloud,	,	read	aloud,
		summarize the key	summarize th	ne key	summarize the key	summarize	the key	sumi	marize the key
		concepts orally in L1	concepts ora	lly in L1	concepts orally using	concepts o	rally using	conc	epts orally using
		and/or using pictures	and/or using	•	key, content-based	content-ba	sed	prec	ise, content-
		and high-frequency,	and general,		vocabulary in simple	vocabulary	in	l l	d vocabulary in
		content-related single	based vocabu	•	sentences with	expanded a			iple, complex
		words in phrases that	short sentend		repetitive	complex se			ences with a
		represent key ideas.	formulaic pat		grammatical	with a varie	•		ety of
			that represer	nt key	structures.	grammatica	al	gran	nmatical
			ideas.			structures.			ctures.
Learning Sup	ports	Video Clips/Films	Video Clips/F	ilms	Video Clips/Films	Video Clips	/Films	Vide	o Clips/Films
		Notes	Notes		Notes				
		Word/picture wall	Word/picture	e wall	Word Wall				
		L1 support	L1 support						
		Word cards	Phrase cards						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic		Language
SL 5.4	Report	on a topic or text.		Give an o	oral presentation on a giv	en topic or	VU		Presentation
WIDA ELDS: 2				text usin	g note cards, pictures and	d props.			skills, eye
Reading									contact, voice
Speaking									control, cue
									cards
							LFC		Past tense,
									sentence
									patterns used
									in oral
									presentations,
									transitional
									words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Give an oral	Give an oral		Give an oral	Give an ora	al	Give	an oral
		presentation on a	presentation	on a	presentation on a	presentation	on on a	pres	entation on a
		given topic or text	given topic o	r text	given topic or text	given topic	or text	giver	n topic or text
		using L1 and/or using	using L1 and/	or using	using key, content-	using key,	content-	using	g precise,
		pictures and high-	pictures and	general,	based vocabulary in	based voca	bulary in	cont	ent-based
		frequency, content-	content-base	ed	simple sentences	expanded a	and some	voca	bulary in
		related single words	vocabulary in	n short	with repetitive	complex se	entences	mult	iple, complex
		in phrases that	sentences wi	th	grammatical	with a vari	ety of	sente	ences with a
		represent key ideas.	formulaic pat	tterns	structures.	grammatic	al	varie	ty of
			that represer	nt key		structures.		gram	ımatical
			ideas.					struc	tures.
Learning Sup	ports	Note cards	Note cards		Note cards	Note cards			
		Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	L1 support						
		Manipulatives	Pictures/Pho						
		Pictures/Photographs	Sentence Fra	mes					
		Props							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SLO: 30	When	presenting a report, sequ	ence ideas	Present a	a report orally and seque	nce the	VU		Sequence, in
CCSS:	logicall	у.		_	ically using timelines, no	te cards			order, organize,
SL 5.4				and/or p	ictures.				logically,
WIDA: 2									emphasize
Reading							LFC		Punctuation,
Speaking									transition
									words
							LC		Varies by level
	<u> </u>	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Present a report	Present a rep	ort	Present a report	Present a r	eport	Present a report	
		orally and sequence	orally and sed	quence	orally and sequence	orally and	and sequence		y and sequence
		the ideas logically	the ideas logi	ically	the ideas logically	the ideas lo	ogically	the i	deas logically
		using L1 and/or using	using L1 and/	or using	using key, content-	using key,	content-	using	g precise,
		pictures and high-	pictures and	general,	based vocabulary in	based voca	bulary in	cont	ent-based
		frequency, content-	content-base	d	simple sentences	expanded a	and some	voca	bulary in
		based vocabulary in	vocabulary in	short	with repetitive	complex se			iple, complex
		phrases that	sentences wi	th	grammatical	with a varie	ety of	sent	ences with a
		represent key ideas.	formulaic pat		structures.	grammatic	al	varie	ety of
			that represer	nt key		structures.		gram	nmatical
			ideas.					struc	ctures.
Learning Sup	ports	Timeline	Timeline		Timeline	Timeline			
		Word/picture wall	Word/picture	e wall	Word wall				
		Note cards	Note cards		Note cards				
		L1 support	L1 support						
		Pictures	Pictures						

Standard	S	tudent Learning Objecti	ve (SLO)		Language Objective		A	caden	ademic Language	
L.5.1.d WIDA ELDS: 2 Writing	IDA ELDS: in verb tense.				ee and correct inapproprense with the assistance stanguage reference staluation.	of web	VU		Past/future/present perfect/ irregular/regular Verb tenses, decide	
Speaking									which one is appropriate	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	ELP 4		ELP 5	
Language Obje		Recognize and correct inappropriate shifts in simple verb tenses when using single words in phrases.	gnize and Recognize and correct inappropriate sin simple verb shifts in simple verb tenses when using e words in phrases and short ses. Sentences with formulaic structures.		Recognize and correct inappropriate shifts in verb tense when using simple sentences with repetitive grammatical structures.	shifts in ve when using expanded complex so with a vari grammatic structures.	appropriate orb tense g and some, entences ety of cal	inap verb mult sent of gr	ognize and correct propriate shifts in tense when using ciple, complex ences with a variety rammatical ctures.	
Learning Sup	0 11		Web resourc	es	Web resources Partner	Web resou	ırces			
		Word/picture wall	Word/picture	e wall	Word wall					
L1 support L1 support		L1 support								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Academic Language	
L.5.2.c WIDA ELDS: 2 Writing Listening		comma to set off the wor , Yes, thank you).	ds yes and	set off w sheet an	riting, punctuate with a coords, Yes and No using and by listening to a partne on (prosody) that indicate	reference r read with	VU		Separate, divide, set off, intonation, inflection
							LC		Punctuation Varies by level
		ELP 1	ELP 2	P 2 ELP 3 ELP 4		P 4	ELP 5		
Language Obje	ectives	When writing, use a	When writing	writing, use a When writing, use a		When writi	ng, use a	Whe	n writing, use a
		comma to set off	comma to se	t off	comma to set off	comma to	comma to set off		ma to set off
		words, Yes and No, by	words, Yes ar			and No, by	word	ds, Yes and No, by	
		listening to a teacher	listening to te	teacher listening to a partner listening to a pa		a partner	liste	ning to a partner	
		read phrases.	read phrases	and	or teacher read	read expan	ded and	read	multiple
			short senten	ces with	simple sentences	some comp	olex	com	plex sentences
			formulaic str	uctures.	with repetitive	sentences	with	with	varying
					grammatical	varying grammatica		gram	nmatical
					structures.	structures.		struc	ctures.
Learning Sup	ports	Pictures	Pictures						
		L1 support	L1 support						
		Gestures							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demi	Language
L.5.2.c WIDA ELDS: 2		comma to indicate direct	address	1	a pause with punctuation ndicate direct address by		VU		Direct address
Writing Listening	(e.g., is	s that you, Steve?).		with a pa	artner or teacher reading on that indicates a pause	with	LFC		Question formats
				Punctuat	tion Chart.		LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Identify a pause with punctuation of a comma to indicate direct address when writing phrases.	Identify a par punctuation comma to ind direct addres writing phras short sentend formulaic str	of a dicate ss when ses and ces with	Identify a pause with punctuation of a comma to indicate direct address when writing simple sentences with repetitive grammatical structures.	Identify a p punctuatio comma to i direct addr writing exp some comp sentences v varying gra structures.	n of a indicate ess when anded and blex with	pund com dired writ com with gran	tify a pause with ctuation of a ma to indicate address when ing multiple, plex sentences varying matical ctures.
Learning Supports Punctuation Chart Teacher modeling Teacher prosody L1 support Gestures Punctuation Teacher modeling Teacher prosody L1 support L1 support				leling	Punctuation Chart Partner	Punctuatio	n Chart		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.5.4 WIDA ELDS: 2 Reading	and mu	ntext clues to determine ultiple-meaning words and on grade 5 reading and co	nd phrases	and clari	priately leveled texts, det fy the meanings of unkno meaning words using co	own or	VU		Multiple meaning, context clues
Speaking				•	ouds and visuals.	,	LFC		Words in opposition, synonyms, antonyms, cognates Varies by level
		ELP 1	ELP 2		ELP 3	F1	P 4	ELP 5	
Language Obje	ectives	Determine and clarify meaning of unknown, words and phrases through context clues in L1 and/or high-frequency, content-related single words using sentence level context clues in a leveled text in English.	Determine ar meaning of u content-base and phrases to context clues and/or comm content-base and phrases usentence level context clues leveled text in English.	nd clarify nknown, d words through in L1 non, d words using	Determine and clarify the meaning of unknown, key, content-based words or phrases using sentence and paragraph level context clues in adapted texts.	Determine the meanir unknown, of based word phrases using sentence a paragraph context clu within grad complexity	and clarify ng of content- ds and ing nd level es in texts	the r unkr base word using para	ermine and clarify meaning of nown, content- ed, grade-level ds and phrases g sentence and graph level, ext clues.
Learning Sup	Learning Supports Think-aloud Word/picture wall L1 support Pictures/Photographs Gestures Think-aloud Word/picture L1 support Pictures/Photographs				Think-aloud Word Wall	Think-alou	d		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.5.6 WIDA ELDS: 2 Reading speaking	-	e and use grade appropri nic and domain specific v	-	accurate specific o working resource	vocabulary, by acquiring ly using general academi domain- words and phras with a partner, using onlines and developing a cabulary list.		Words appropriate to the specific subject areas Sentence patterns, cognates Varies by level		
		ELP 1	ELP :	2	ELP 3	FI	P 4		ELP 5
Language Obje	ectives	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 voca by acquiring accurately us grade-approp general acad domain-spec words and ph L1 and/or ge academic and domain-spec words and ph	and sing priate emic and ific hrases in neral d key, ific	Increase vocabulary by acquiring and accurately using general academic and key, domain-specific words and phrases.	Increase vo by acquirin accurately grade-appr academic a domain-sp words and	ng and using copriate and ecific	by a accu prec appr acad dom	ease vocabulary cquiring and rately using ise, grade-ropriate, lemic and ain-specific ds and phrases.
Learning Sup	Learning Supports Online resources Leveled text L1 support Word/picture wall Personal dictionary Drawings Gestures Online resour Leveled text L1 support Word/picture Personal dictionary Pictures			e wall	Online resources Adapted text Word Wall Personal dictionary	Online reso Partner	ources		

Standard	St	tudent Learning Objecti	ve (SLO)		Language Objective		А	caden	nic Language
L.5.6	Acquir	e phrases that signal co	ntrast,	Use wor	ds that signal contrast, a	addition	VU		However, although,
WIDA ELDS:	additio	on, and other logical rela	ationships	and othe	er logical relationships (e	e.g.,			therefore, overall,
2	(e.g., ł	nowever, although, neve	ertheless,	however	r, although, nevertheless	s, similarly,			consequently,
Writing	simila	rly, moreover, in additio	n).	moreove	er, in addition) using a pl	hrase wall			additionally
Speaking				of these	words and a chart abou	t their	LFC		Correct placement
				usage.					of these words in
									the
									sentence/paragraph
				LC			Varies by level		
	I.	ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Use high-frequency	Use general	words	Use specific words	Use specif	pecific words		precise words that
		words that signal	that signal co	ontrast,	that signal contrast,	that signal	contrast,	signa	al contrast, addition
		contrast, addition	addition and	other	addition and other	addition a	nd other	and	other logical
		and other logical	logical relationships		logical relationships	logical relationships		relat	ionships in multiple,
		relationships in cloze	in phrases ar	nd short	in simple sentences	in expande	ed and	com	plex sentences with a
		sentences.	sentences w	ith	with repetitive	some com	plex	varie	ety of grammatical
			formulaic str	uctures.	grammatical	sentences	with a	struc	ctures.
					structures.	variety of			
						grammatio	cal		
						structures	•		
Learning Sup	ports	Phrase wall	II Phrase wall		Phrase wall	Chart			
		Chart	Chart		Chart				
		L1 support	L1 support						
		Cloze sentence Sentence from							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language	
L.5.6	When	presenting a report, use a	appropriate	Present a	a report orally and in wri	tten form	VU		Details,	
WIDA ELDS: 2		nd relevant, descriptive o	letails to		udes relevant, descriptive				supporting,	
Reading	suppor	t main ideas or themes.			port the main ideas or th	•			specific, main	
Speaking				using a g	raphic organizer and not	es.			ideas	
Writing							LFC		Descriptive	
									adjectives,	
									Transition	
									words	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3		P 4		ELP 5	
Language Obje	ectives	Present a report	Present a rep		Present a report	Present a r	•	I	ent a report	
		orally and in written	orally and in		orally and in written	orally and i			y and in written	
		form that includes	form that inc						form that includes	
					descriptive relevant, descriptive relevant, descrip		•	l l	ant, descriptive	
		details that support	details that s		details that support	details that			ils that support	
		the main ideas or	the main idea		the main ideas or	the main id			nain ideas or	
		themes in L1 and/or	themes using		themes using key,	themes usi	• ,	l l	nes using precise	
		using pictures,	content-base		content-based	content-ba			ent-based	
		drawings and high-	vocabulary in and short ser	•	vocabulary in simple sentences with	vocabulary in expanded and some		l l	bulary in	
		frequency, content- related vocabulary in	with formula		repetitive	complex se		l l	iple, complex ences with	
		single words and	structures th	_	grammatical	with varyin			ng grammatical	
		memorized phrases	represent ke		structures that	grammatic	-	1	tures that	
		that represent key	represent ke	y lucus.	represent multiple,	structures			esent clear and	
		ideas.			related ideas.	represent of			sive ideas.	
		i acasi			related lacasi	ideas.	, Barnzea	00110	sive racasi	
Learning Sup	ports	Note cards	Note cards		Note cards	Note cards				
	Graphic organizer Graphic orga			nizer	Graphic organizer					
	Pictures Pictures				Pictures					
	L1 support L1 support									
	Props Sentence starter									
		Gestures	Sentence fra	mes						

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		
L.5.6	Speak	clearly at an understanda	ble pace	Speak cle	early at an understandab	le pace	VU		Intonation,
WIDA ELDS: 2	when p	presenting a report.		when pro	esenting a report. Use cu	e cards			inflection,
Speaking				with or v	vithout pictures, as need	ed.			pausing,
									breathing,
									slowing down,
									eye contact
							LFC		Correct use of
									transition
									words.
						LC			Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Speak clearly at an	Speak clearly	at an	Speak clearly at an	Speak clear	Speak clearly at an		ık clearly at an
		understandable pace	understandal	ole pace	understandable pace	understand	tandable pace		erstandable pace
		when presenting a	when present	ting a	when presenting a	when prese	enting a	whe	n presenting a
		report in L1 and/or	report in L1 a	nd/or	report using key,	report usin	g key,	repo	rt using precise,
		using pictures,	using general	-	content-based	content-ba			ent-based
		drawings and high-	content-base	_	vocabulary in simple	vocabulary			bulary in
		frequency, content-	vocabulary in	•	sentences with	expanded a			iple, complex
		related vocabulary in	and short ser		repetitive	complex se			ences with
		single words and	with formulai		grammatical	with varyin	_		ing grammatical
		memorized phrases	structures tha		structures that	grammatic			ctures that
		that represent key	represent key	/ ideas.	represent multiple,	structures			esent clear and
		ideas.			related ideas.	represent of ideas.	organized	cohe	esive ideas.
Learning Sup	ports	Cue cards	Cue cards		Cue cards	Cue cards			
		Word/picture wall	Word/picture	e wall	Word wall				
		Pictures	Pictures		Pictures				
		L1 support	L1 support						
		Cloze sentences	Sentence fran	mes					
		Sentence star							

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		Language
RL.5.3	Compa	re and contrast two or m	ore	Orally an	d/or in written form, cor	npare and	VU		Compare,
WIDA ELDS:	charac	ters, the setting or events	s in a story	contrast	two or more characters,	the setting			contrast,
Reading	or drar	na and compare and con	trast using	or the ev	ents in a story or drama.				details, drama,
Speaking	specific	details from the text.							settings,
Writing							LFC		Transition
									words
							LC		Varies by level
		ELP 1	ELP 2	<u> </u>	ELP 3	ELI	D 4	ELP 5	
Languaga Ohio		Orally and/or in written						Oralli	y and/or in written
Language Obje	ectives	form compare two	Orally and/or i form compare		Orally and/or in written form compare and	Orally and/o form compa			compare &
		characters, the setting	contrast two o		contrast two or more	contrast two		1	rast two or more
		or the events in a story	characters, the		characters, the setting	characters, t			cters, the setting
		in L1 and/or by using	or the events i		or the events in a story,	or the event	_	or the events in a story	
		Pictures and	in L1 and/or in	phrases	using key, content-	or drama by	using key,	or drama by preparing	
		Photographs and key,	and short sent	ences.	based, grade-level	content-base	ed, grade-	an es	say using precise,
		grade-level single words			vocabulary in simple,	level vocabu	-	1	ent-based, grade
		in memorized patterns			related sentences and	expanded ar			vocabulary &
					short paragraphs.	complex sen			olex sentences with
						sequential p	aragraphs.		iety of grammatical
								Struc	tures.
Learning Sup	ports	Native language	Native languag	ge	Graphic Organizers				
		support	support		Posters				
		Graphic Organizers	Graphic Organ	izers					
		Partner work	Partner work						
		Illustrations	Illustrations						
		Diagrams/drawings	Diagrams/drav	wings					
		Cartoons	Cartoons						
		Posters	Posters						
		Pictures and	Pictures and						
		Photographs	Photographs						

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language			
RL.5.4, L.5.5.a	Detern	nine the meaning of word	ds and	Read to	determine the meaning o	f words	VU		Similes,	
WIDA ELDS	phrase	s as they are used in a te	xt, including	and phra	ses used in a text, includ	ing			metaphors,	
Reading	figurat	ive language such as met	aphors and	figurative	e language, metaphors ar	nd similes			context clues,	
Speaking	similes			with the	aid of				figurative	
				Illustratio	ons/diagrams/drawings,		LFC		Word patterns	
				dictionar	ies and Figurative Langua	age			(asas), like	
				Charts/P	osters.		LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives				Read to determine	Read to de	termine	Read	I to determine	
	the meaning of words the meaning of			of words	the meaning of words	the meanir	ng of words	the r	neaning of words	
	and phrases used in a land phrases use			used in a	and phrases used in a	and phrase	s used in a	and	phrases used in a	
	text, including text, including			g	text, including	text, includ	ling	text,	including	
	figurative language, figurative lang			guage,					figurative language,	
		metaphors and	metaphors a	nd	metaphors and	metaphors	and	metaphors and		
		similes by matching	similes by de	fining	similes by using	similes by o	defining	simil	es in grade level	
		the words/phrases to	those words	in short	synonyms/antonyms	them throu	ıgh	text.		
		an illustration.	phrases with	an	to define the words.	sentences	that			
			illustration as	5		indicate				
			needed.			understand	ding.			
Learning Sup	ports	Native language	Native langua	age	Native language	Bilingual di	ctionary			
		support	support		support	Picture Dic	tionary			
		Bilingual dictionary	Bilingual dict	ionary	Bilingual dictionary	Partner wo	rk			
		Picture Dictionary	Picture Diction	nary	Picture Dictionary	Figurative I	Language			
		Illustrations	Illustrations		Partner work	Charts/Pos	ters			
		Diagrams/drawings Cartoons	Diagrams/dra	awings	Figurative Language					
		Posters	Cartoons		Charts/Posters					
		Pictures and	nd Posters							
		Photographs	Pictures and							
		Matching Word Card	Photographs							
	Game Figurative Language			nguage						
	Figurative Language			· •						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Language	
RL.5.7 WIDA ELDS: Reading Writing	multime underst	how the graphics or the media presentation help the tand more about the meaniof a text.	reader to	the media reader un tone and	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 text organizers. LFC Past verbadje LC Vari				
		ELP 1	ELP 2	2	ELP 3	EL	 P 4		ELP 5
Language Obje		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 w form, how the or the media in multimedia presentation hereader unders more about a and/or identify phrases and with emedia or gothat help the runderstand the meaning and be the text.	graphics n a nelp the tand text in L1 y the key rords of graphics reader e peauty of	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 form, how to or the media multimedia presentation reader under more about meaning, to beauty of a expanded at complex serkey, content grade-level	he graphics a in a n help the erstand the ne and text using nd some atences and t-based, vocabulary.	form or th multi prese reade more mean beau comp	ribe, in written , how the graphics e media in a imedia entation help the er understand e about the ning, tone and ity of a text using olex sentences, and ent-based bulary on grade .
Learning Sup	Learning Supports Native language support Graphic Organizers Partner work Illustrations Diagrams/drawings Word/Picture Wall Posters Pictures Native language support Graphic Organ Partner work Illustrations Diagrams/drawings Word/Picture Posters Pictures				Graphic Organizers Sentence Frame Word Wall	Graphic Org Sentence St			

Standard		Student Learning Objective	e (SLO)		Language Objective		Aca	ademic	Language
RL.5.9	Compai	re and contrast stories in th	e same genre	Orally cor	npare and contrast stories i	in the same	VU		Compare,
WIDA	(e.g., m	ysteries and adventure stor	ies) on their	genre (eg	. mysteries and adventures) on their			contrast,
Reading	approac	ches to similar themes and	topics.	approach	es to similar themes and to	pics using a			mystery,
Speaking				story elen	nent Template and				adventure, non
				Illustratio	ns/diagrams/drawings.				fiction, fiction
							LFC		Transitional
									words, Sentence
									patterns (this
									one/that one)
							LC		Varies by level
				510.2					
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	ectives	Orally compare and	Orally compare		Orally compare and	Orally comp			y compare and
		contrast stories in the	contrast storie		contrast stories in the	contrast sto			rast stories in the
		same genre on their	same genre or		same genre on their	same genre		same genre on their	
		approaches to similar	approaches to		approaches to similar	approaches		1	oaches to similar
		themes and topics in L1	themes and to	-	themes and topics by	themes and			nes and topics
		and/or by matching	and/or by com		completing a Graphic	summarizing	-		ly and coherently
		objects/icons to the	Graphic Organ		Organizers and then	information			g precise, content-
		concept using high-	using key, grad		developing simple,	Graphic Org			d, grade-level
		frequency, grade-level	vocabulary in p	onrases.	related sentences using	then develo			bulary in multiple,
		single words in			key, content-based,	expanded a		comp	olex paragraph (s).
		memorized patterns.			grade-level vocabulary.	complex ser			
						using key, co			
						based, grade	e-ievei		
Learning Supp		Nativa language	Native langues		Graphic Organizers	vocabulary.	onizoro		
Learning Supp	ports	Native language	Native languag	ge	Post-it notes	Graphic Org Post-it notes			
		support Graphic Organizers	support Graphic Organ	izors	Story Elements	Story Eleme			
		Illustrations	Illustrations	12013	Worksheet	Worksheet	111.5		
	Diagrams/drawings Diagrams/dra			wings	AAOLKSHEEL	WOLKSHEEL			
			Word/Picture	_					
		Pictures and	Pictures and	vvali					
		Photographs and	Photographs a	nd					
	= :								
	Photographs F					1			

Standard	Student Learning Objec	tive (SLO)	Language Objective			Academ		c Language
RL.5.10	Read increasingly complex text at t	he grades 4-5 text	Read to un	derstand texts		VU		Appropriate to
WIDA	complexity band independently and	d proficiently.	•	ntly and proficiently	_			text
ELDS: 2				sources and Highligh	nted	LFC		Appropriate to
Reading			Words/Bol	dface Words.				text
						LC		Varies by level
	ELP 1	ELP 2		ELP 3	E	LP 4		ELP 5
Language	Read to understand texts	Read to understand	texts	Read to	Read to		Rea	d to understand
Objectives	independently and proficiently	independently and p	roficiently	understand	underst	and	grac	de 4-5 texts
	in L1 and/or read to	in L1 and/or read to		adapted texts	adapted	d texts	inde	ependently and
	understand key, grade-level	understand phrases	and short	independently	indeper	ndently	prof	ficiently with
	words by responding to simple	sentences with label	ed Pictures	and proficiently	and proficiently		detailed sentences	
	comprehension questions	and Photographs.		by responding	by resp	onding		arious length
	and/or drawing their answers.			using key,	with spe	ecific		more complex
				content-based,	grade-le		sent	tence/paragraph
				grade-level		ary and a	stru	cture.
				vocabulary in	more co	omplex		
				simple sentence	sentend	e		
				format.	structur	e.		
Learning	Native language support	Native language sup	port	Multiple	Multiple	9		
Supports	Multiple resources	Multiple resources		resources	resourc			
	Highlighted Words/Boldface	Highlighted Words/E	Boldface	Highlighted	Highligh			
	Words	Words		Words/Boldface	Words/	Boldface		
	Illustrations/diagrams/drawings	Illustrations/diagram	ns/drawings	Words	Words			
	Choice questions	Wh- questions		Word Wall				
	Word/Picture Wall	Word/Picture Wall						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.5.5	Compa	re and contrast the over	all structure	In writte	n form compare and con	trast the	VU		Chronology,
WIDA ELDS:	(e.g., c	hronology, comparison, o	ause/effect,	overall st	tructure of concepts or ir	nformation			comparison,
2-5	proble	m /solution) of concepts	or	in two or	more texts using a Grap	hic			cause/effect,
Reading	inform	ation in two or more text	S.	Organize	rs and groups.				problem and
Writing									solution
							LFC		Transitional
									comparative
									phrases
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	In written form,	In written for	m,	In written form,	In written f	orm,	In wi	ritten form,
		compare and contrast	compare and	contrast	compare and contrast	compare a	compare and contrast		pare and contrast
		the overall structure	the overall st	ructure	the overall structure	the overall	he overall structure		overall structure
	of concepts or of concept			r	of concepts or	of concepts	f concepts or		ncepts or
		information in two or	information i	n two or	information in two or	informatio	n in two or	infor	mation in two or
		more texts in L1	more texts in	L1	more texts by using	more texts			e texts by
		and/or by matching	and/or by usi	ng key,	key, content-based,		sed, grade-	prod	ucing detailed,
		key, high-frequency	grade-level		grade-level	level vocab	•		graphs of
		single words to	vocabulary in		vocabulary in	expanded s			plex sentences of
		Pictures and	sentences us	•	multiple, simple,	with emerg			ng lengths with
		Photographs.	formulaic str	uctures.	related sentences	complexity		_	e-level, content-
					with some repetitive	grammatic	al		d vocabulary
					structures.	structures.			opriate to the
								them	ne.
Learning Sup	ports	Native language	Native langua	age	Small group/ triads	Small grou			
		support	support		Graphic Organizers	Graphic Or	ganizers		
		Teacher Support	Teacher Supp	ort	Word Bank				
		Story Map	Story Map		Sentence Starter				
		Illustrations Graphic Orga							
		Sentence Fra							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic Language	
RI.5.6 WIDA ELDS: Reading Speaking	topic, n	e multiple accounts of the sa oting important similarities nces in the point of view the	and	event or t a Partner	nalyze multiple accounts of copic and discuss your concl work, using Cue Cards, Lang nd Illustrations/diagrams/d	LFC		Accounts, points of view, Compare, contrast, analyze, review, events Personal pronouns, conjunctions, describing a point of view Varies by level	
									,
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje		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 are event or discuss concluse a Partner work and/or use key level vocabulate phrases and shapentences with formulaic structure photographs, aneeded.	ints of the topic and sions with c in L1 y, grade-ry in nort n ctures, es and	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.	same event discuss cond a Partner we key, content grade-level in expanded of emerging of grammat structures.	counts of the or topic and clusions with ork using t-based, vocabulary I sentences complexity ical	multi same discu a Par preci grade in mu sente	to analyze ple accounts of the event or topic and ss conclusions with their work using se, content-based, e-level vocabulary ultiple, complex ences of varying matical structures.
Learning Sup	ports	Native language support Partner work work Teacher Support Choice questions Cue Cards Graphic Organizers Illustrations	Native language support Partner work versions Graphic Organ Cue Cards Illustrations Sentence Fram Language Lado	work izerss	Partner work work Cue Cards Graphic Organizerss Language Ladders	Cue Cards Graphic Or	Partner work work Cue Cards Graphic Organizerss Language Ladders		

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Academic La		Language	
RF.5.3.a	Use co	mbined knowledge of all	letter-sound	Decode ι	unfamiliar multisyllabic w	ords in	VU		Prefixes,	
WIDA ELDS: 2	corresp	ondences, syllabication	patterns,	and out o	of context, using letter-so	ound			suffixes, root	
Reading	and mo	orphology (e.g., roots and	l affixes) to	correspo	ndences, syllabication pa	tterns,			words	
		curately unfamiliar mult	isyllabic		phology using Charts/Pos	ters and	LFC		Sound to letter	
	words	in and out of context.		Illustratio	ons/diagrams/drawings.				relationships,	
									context clues	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Decode high-	Decode com	mon,	Decode unfamiliar,	Decode un	familiar,	Deco	ode unfamiliar,	
		frequency, unfamiliar,	unfamiliar,		multisyllabic, grade-	multisyllab	ic, grade-	multisyllabic, grade-		
		multisyllabic, key, multisyllabic			level words in context	level words	s in and out	leve	level words in and out	
		grade-level words in	level words i	n context	by applying known	of context	by	of co	ntext by	
		context by applying	by applying k	nown	strategies.	applying kr	nown	appl	ying known	
		known strategies.	strategies.			strategies.		strat	egies.	
Learning Sup	ports	Native language	Native langua	age	Charts/Posters (for	Charts/Pos				
		support	support		rules)	Technology	y and			
		Teacher Support	Teacher Supp	oort	Word Bank	Technologi	cal			
		Charts/Posters (for	Charts/Poste	rs (for	Technology and	Resources				
		rules)	rules)		Technological					
		Word Bank	Word Bank		Resources					
		Technology and	Technology a	and						
		Technological Technologic		al						
		Resources	Resources							
		Sound/Symbol								
		Charts/Posters								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
RF.5.4.a	Read g	rade-level text with purp	ose and	Read gra	de-level text and orally e	xplain the	VU		Appropriate to	
WIDA ELDS: 2	unders	tanding.		purpose	to demonstrate understa	ınding			text (word	
Reading				using mu	Itiple resources, Plot Dia	gram and			study)	
Writing				peer sup	port.		LFC		Context clues,	
									verb tenses	
							LC		Varies by level	
	I.	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Read grade-level	Read grade-le	evel	Read adapted texts	Read texts	within the	Read	l grade-level	
		texts and orally	texts and ora	ılly	and orally explain the	grade 2-3 complexity		texts	and orally	
		explain the purpose	explain the p	urpose	purpose to	band and o	rally	expla	ain the purpose	
		to demonstrate	to demonstra	ate	demonstrate	explain the	purpose	to de	emonstrate	
		comprehension in L1	comprehensi	on in L1	comprehension using	to demons	trate	comprehension using		
		and/or read or listen	and/or read I	leveled	key, content-based,	compreher	• ·		precise, grade-level	
		to a leveled text and	texts and exp		grade-level	key, conter	•		bulary in	
		state or repeat the	purpose usin	g	vocabulary in	grade-level			iple, complex	
		purpose using	Pictures and		multiple, simple, vocabulary			sent	ences.	
		Pictures and	Photographs		·		expanded sentences			
		Photographs and	general, grad		with repetitive	with emerg				
		single words in	vocabulary in	•	grammatical	complexity				
		phrases.	and short ser		structures.	grammatic	al			
			with formula	ic		structures.				
			structures.							
Learning Sup	ports	Native language	Native langua	age	Small group/ triads	Small group				
		support	support		Multiple resources	Multiple re				
		Partner work	Partner work	(Plot Diagram	Plot Diagra	m			
		Illustrations	Illustrations		Word Bank					
		Choice questions	Teacher Supp							
		Teacher Support	Multiple reso							
		Multiple resources	Plot Diagram							
		Plot Diagram								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
RF.5.4.b	Read g	rade-level prose and poe	try aloud	Read alo	ud prose and poetry with	1	VU		Poetry, prose,
WIDA ELDS: 2	with a	opropriate rate, expression	on, and	appropri	ate rate, expression, and	accuracy			eye contact,
Reading	accura	су		by practi	cing with a teacher or Pa	rtner work,			breath, rate,
Speaking				or some	type of recording device	(tablet,			accuracy
				smartph	one etc.).		LFC		Structures
									appropriate to
									prose and
									poetry, prosody
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	FI	P 4		ELP 5
Language Obje	octives	Read prose and	Read prose a		Read prose and	Read prose		Reac	-
Language Obje	ctives	poetry orally in L1	poetry orally		poetry orally with	poetry oral		Read grade-level prose and poetry	
		and/or repeat or	and/or comn		fluency, accuracy and	fluency and	•	orally with fluency,	
		state known, grade-	known phras		expression in adapted		pression in		racy and
		level words from a	a grade-level		grade-level texts.	texts within			ession.
		leveled text.	with limited		grade level texts.		complexity	СХРІ	C331011.
		icveicu text.	fluency and	accuracy,		band.	complexity		
			expression.			barra.			
Learning Sup	ports	Native language	Native langua	age	Partner work	Partner wo	rk		
	•	support	support	Ü	Simple	Simple			
		Partner work	Partner work		scripts/Readers'	scripts/Rea	iders'		
		Simple	Simple		Theater	Theater			
		scripts/Readers'	scripts/Reade	ers'	Technology and	Technology	/ and		
		Theater	Theater		Technological	Technologi	cal		
		Technology and Technology		ınd	Resources	Resources			
		Technological	Technologica	ıl					
		Resources	Resources						
		Word Bank	Word Bank						
		Songs/Chants							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.5.4.c	Use co	ntext to confirm or self-c	orrect word	Identify a	and apply context clues t	o confirm	VU		Context clues,
WIDA ELDS: 2	recogn	ition and understanding,	rereading as	or self-co	orrect word recognition a	ınd			recognize,
Reading	necess	ary.		understa	nding when necessary us	sing Think			identify, reread
				Alouds, a	Checklist and a Partner	work.	LFC		Recognizing
									definitions of
									words in the
									sentences or
									phrases, verb
									tenses
							LC		Varies by level
		ELP 1	ELP 2	•	ELP 3		P 4		ELP 5
Language Obje	actives.	Identify and apply	Identify and a		Identify and apply	Identify an		Idon	tify and apply
Language Obje	ectives		•			•	,		
		context clues to	context clues		context clues to	context clu		context clues to confirm the meaning	
			•		confirm the meaning	confirm the meaning of unknown content-		of unknown words in	
					of unknown, grade- level words in an	based words in a text			
		a grade level text in	•					_	de-level text by
		L1 and/or unknown,	L1 and/or use		, , ,			_	g cognates,
		high-frequency,	selected, grad			complexity level by using cognates,			ma, and
		grade-level words in a	phrases from		paragraph level				ence-level and
		controlled text by	leveled text b		context clues,	schema, ar		1 -	graph-level
		listening to the	sentence-leve		cognates and schema.	sentence- a		Cont	ext clues.
		teacher model how to	context clues	-		paragraph-			
		use sentence level	cognates and	i schema.		context clu	es.		
		context clues,							
Lagradia a Com		cognates and schema.	Nighting Ignorus		Dilinaryal diationary	Con all analy			
Learning Sup	ports	Native language	Native langua	_	Bilingual dictionary	Small grou	p) triads		
		support Picture	support Pictu	ii e	Small group/ triads Checklist	Think Alou	de		
		Dictionary	Dictionary	ionomi	Think Alouds	THINK AIOU	us		
		Bilingual dictionary	Bilingual dict		THINK AIOUUS				
		Partner work WOrk	Partner work W	OFK					
		Teacher Support	Checklist						
		Think Alouds	Think Alouds						

Standard	S	Student Learning Objective (SLO)			Language Objective		Aca	Language		
W.5.1.c	Link op	oinion and reasons using	phrases.	Write se	ntences that link opinion	s and	VU		Opinions, ideas,	
WIDA ELDS: 2				rationale	using a Web and phrase	wall.			point of view,	
Writing									supports,	
									reasons	
							LFC		Transitional	
									phrases to link	
									opinions and	
									reasons	
							LC		Varies by level	
		ELP 1	ELP 2	<u> </u>	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Write sentences that	Write senten	ces that	Write sentences that	Write sent	ences that	Writ	e sentences that	
		link opinions and	link opinions	and	link opinions and	link opinio	ns and	link opinions and		
	rationale in L1 and/or rationale			1 and/or	rationale that include	rationale u	sing key,	ratio	rationale using grade-	
		link opinions and	link opinions	and	key, grade-level	grade-leve			, vocabulary in	
		rationale by matching	rationale by I	isting	vocabulary in a series	vocabulary	in	exte	nded discourse	
		Pictures and	key, grade-le	vel				with	a variety of	
		Photographs to key,	phrases of		sentences with some	with emerg	ging	com	plex sentences.	
		grade-level words or	details/reaso	ns with	repetitive structures.	complexity	of			
		short phrases.	Pictures and			grammatic	al			
			Photographs,	, when		structures.				
			necessary.							
Learning Sup	ports	Native language	Native langua	age	Web	Web				
		support	support		Phrase wall					
		Matching Word Card	Web							
		Game	Word/Picture	e Wall						
		Word/Picture Wall	Phrase wall							
		Phrase wall								
		Teacher Support								
		Web								

Standard		Student Learning Objective	e (SLO)		Language Objective		Aca	ademic	Language
W.5.3.a	Write a	narrative creating an introd	duction that	Write a na	arrative that introduces the	narrator	VU		Narrative,
WIDA ELDS:2	introdu	ces a narrator and/or chara	cter.	and/or ch	aracter with a Story Map/V	Veb and			characters,
Writing				Shared W	riting activities.				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		2	ELP 3	EL	P 4		ELP 5	
Language Obje	ctives	Write a narrative that	Write a narrat	ive that	Write a narrative that	Write a narr	ative that	Write	e a narrative that
		introduces the narrator	introduces the	narrator	introduces the narrator	introduces t	he narrator	intro	duces the narrator
		and/or characters in L1	and/or charact	ters in L1	and/or characters	and/or characters		and c	characters through
		and/or introduce the	and/or write s	rite short through a series of		through a series of		a series of clear and	
		narrator and/or	phrases to intr	oduce	related, simple	organized, e	organized, expanded		rent, complex
		characters with visual	the narrator a	nd	sentences that include	and some co	omplex	sente	ences and
		representation and list	characters and	l use	key examples of grade-	sentences a	nd	parag	graphs that include
		the attributes.	basic, grade-le	vel	level, content-based	paragraphs	that include	subst	tantial examples of
			vocabulary.		vocabulary and some	grade-level,	content-	grade	e-level, content
					fluency.	based vocab	oulary and	based	d vocabulary and
						fluency.		fluen	cy.
Learning Supp	oorts	Native language	Native languag	ge	Story Map	Story Map			
		support	support		Partner work work	Partner wor			
		Partner work work	Partner work v	work	Shared Writing	Shared Writ	ing		
		Illustrations	Illustrations		Word Bank				
		Word Bank	Word Bank						
		Story Map	Story Map						
		Shared Writing	Shared Writing	3					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.3.b	Use na	rrative techniques, such	as dialogue,	Write a r	narrator's or character's r	esponse to	VU		Narrator,
WIDA ELDS: 2	descrip	tion, and pacing and dev	elop	a situatio	on or event using narrativ	/e			techniques,
Writing	experie	ences and events and pro	duce	techniqu	es such as dialogue, desc	criptions,			dialogue,
	respon	ses of narrator and/or ch	aracters to	and paci	ng, with the aid of a refer	rence			responses,
	situatio	ons.		sheet, ca	rtoon format and Teache	er			situations,
				Modeling	<u>5</u> .				circumstances,
									characters
							LFC		First and third
									person, verb
									tenses, use of
									quotations
							LC		Varies by level
		ELP 1	LP 1 ELP 2		ELP 3	FI	ELP 4		ELP 5
Language Obje			Write a narrate		Write a narrator's or	Write a narr		\M/rite	e a narrator's or
Language Obje	cctives	character's response to			character's response to	character's			acter's response to
		a situation using	a situation using		a situation using one	a situation u	•		iation using
		narrative techniques in	narrative techi	niques in	narrative technique in a	narrative techniques in		narra	tive techniques in
		L1 and/or draw a	L1 and/or draw a		series of paragraphs	an organized series of		clear	and coherent,
		narrator's or character's	narrator's or character's		using key, grade-level	well-develop		l l	s of well-developed
		response to a situation	response to a		vocabulary in related,	paragraphs			graphs using
		or event and label the	or event and la		simple sentences with	grade-level	-	1 -	se, grade-level
		elements using key,	elements using		some repetitive	in expanded		l .	oulary in multiple,
		grade-level words in phrases or memorized	grade-level ph short sentence		structures.	complex ser	itences.	comp	olex sentences.
		patterns.	formulaic struc						
Learning Sup	ports	Native language	Native langua		Reference Sheet	Reference	Sheet		
2001111119	p 0 . to	support	support	-00	Teacher Modeling				
		Illustrations	Pictures and		Word Bank				
		Word Bank	Photographs						
		Cartoons	Word Bank						
		Reference Sheet	Cartoons						
		Teacher Modeling	Reference Sh	eet					
			Teacher Mod						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.3.c	Use a v	rariety of transitional phr	ases to	Write an	d use a variety of transiti	onal	VU		Transitional,
WIDA ELDS: 2	manag	e the sequence of events	5.	phrases t	to manage the sequence	of events			phrases,
Writing				with a tir	meline, phrase wall and T	eacher			events,
				Modeling	g.				sequences
							LFC		Transitional
									words
									(definition,
									usage,
									placement)
									Past tense
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	FI	P 4	ELP 5	
Language Obje	ectives	When writing, use a	When writing		When writing, use a	When writi		\/\he	en writing, use a
Language Obje	ctives	variety of transitional	<u> </u>		variety of transitional	variety of t	•	variety of transitiona	
		phrases to manage	phrases to ma		phrases to manage	phrases to			ses to manage
		sequence of events in	sequence of	-	the sequence of	sequence c	_		ence of events in
		L1 and/or place the	L1 and/or pla			an organize			ar and coherent
		appropriate	appropriate		series of simple,	paragraph with			graph using
		transitional word or	transitional p	hrase at	related sentences	expanded a			iple, complex
		phrase at the proper	the proper ju		that describe the	complex se			ences with a
		juncture of visual	of a series of		steps of a process.				ety of
		representations of	(5-8) in a give						nmatical
		events (3-4 events).	process (e.g.					_	ctures.
		,	a meal).	J					
Learning Sup	ports	Native language	Native langua	age	Timeline	Timeline			
		support	support		Phrase wall				
		Illustrations	Illustrations		Teacher Modeling				
		Phrase/picture wall	Phrase/pictui	re wall					
		Timeline	Timeline						
		Teacher Modeling	Teacher Mod	eling					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.3.d	Use co	ncrete words and phrase	s and	Develop	the topic with concrete v	vords and	VU		Phrases,
WIDA ELDS: 2	sensor	y details to convey exper	iences and	phrases a	and sensory details using				sensory,
Writing	events	precisely.			osters, Graphic Organize	rs, Teacher			specific details
				Modelin	g and Partner work.		LFC		Descriptive
									words and
									phrases, past
									tense
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Develop the topic	Develop the	topic	Develop the topic	Develop th	e topic	Deve	lop the topic
		with concrete words,	with concrete	e words,	with key grade-level	with, concr	ete words,	with	concrete words,
		phrases and sensory	phrases and	•	words and sensory	phrases an	d sensory	phrases and sensory	
		details in L1 and/or	details in L1 a	-	details by producing a	details usin	• ,.	deta	ils using precise,
		use actions and high-	use general,	•	series of simple,	grade-leve		_	e-level
		frequency words to	level vocabul	•	related sentences	vocabulary			bulary in
		represent key ideas.	phrases and		with some repetitive	expanded sentences		mult	iple, complex
			sentences wi		grammatical	with emerg		sente	ences.
			formulaic pat		structures.	complexity			
			that represer	nt key		grammatic	al		
			ideas.			structures.			
Learning Supp	ports	Native language	Native langua	age	Small group/ triads	Small grou			
		support	support		Graphic Organizerss	Graphic Or	ganizerss		
		Small group/ triads	Small group/		Word Bank				
		Illustrations	Graphic Orga	ınizerss					
		Word Bank	Feelings						
		Feelings	Charts/Poste	rs					
		Charts/Posters	Word Bank						
		Gestures							

Standard	Student Learning Object	ive (SLO)	La	Language Objective			Academic Language		
W.5.3.e	Create a conclusion that follows from	the narrated	Write a cor	clusion that follows	from	VU		Appropriate	
WIDA ELDS:	experiences or events.		the narrate	d experiences or ev	ents			to text	
2			with the aid	d of an Outline, note	es and	LFC		Listening for a	
Writing			visuals.					purpose	
Listening						LC		Varies by	
								level	
	ELP 1	ELP 2		ELP 3	El	LP 4		ELP 5	
Language	Write a conclusion in a clear	Write a conclusion in	n a clear	Write a	Write a		Wr	ite a	
Objectives	and coherent paragraph that	and coherent paragr	aph that	conclusion in	conclus	ion in an	con	nclusion in a	
	follows from the narrated	follows from the nar	rated	paragraph form	organiz	ed	clea	ar and	
	experiences or events in L1	experiences or even	ts in L1	that follows	paragra	ph that	coherent		
	and/or draw a conclusion and	and/or write a concl	usion using	from the	follows	from the	par	agraph that	
	match it to key, grade-level	basic, grade-level vo	cabulary in	narrated	narrate	d	foll	ows from the	
	words.	simple phrases or sh	ort	experiences or	experie	nces or	nar	rated	
		sentences with visua	ıls.	events and	events		exp	periences or	
				includes some	include	s key,	eve	ents using	
				key, grade-level	grade-le	evel	pre	cise, grade-	
				vocabulary in a	vocabu	•		el vocabulary	
				series of simple,	expand	ed and		nultiple,	
				related	some co	omplex	con	nplex	
				sentences.	sentend	es.	sen	ntences.	
Learning	Native language support	Native language sup		Outline	Outline	<u>;</u>			
Supports	Illustrations/diagrams/drawings	Illustrations/diagram	ns/drawings	Word Bank					
	Word Bank	Word Bank							
	Teacher Support	Outline							
	Outline								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.4	Produc	e clear and coherent wri	ting,	Develop	and organize coherent w	riting	VU		Task, audience,
WIDA ELDS: 2	approp	oriate to task, purpose, ar	nd audience.	which is	appropriate to the task, p	ourpose,			author's
Writing				and audi	ence using a planning				purpose,
				Charts/P	osters for purpose and a	udience,			author's point
				Word Wa	all and Template.				of view,
									writer's style.
							LFC		Verb tenses,
									compound
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	ELP 4		ELP 5
Language Obje	ectives	Develop and organize	Develop and	organize	Develop and organize	Develop and organize		, ,	
		coherent writing that	coherent writing that		coherent writing that	coherent writing that		cohe	erent writing that
		is appropriate to the	is appropriate	e to the	is appropriate to the	is appropri	ate to the	is ap	propriate to the
		task, purpose, and	task, purpose	e, and	task, purpose, and	task, purpose, and		task,	purpose, and
		audience in L1 and/or	audience in L	.1 and/or	audience and conveys	audience using grade-		audi	ence using
		use drawings and	use formulaid	2	multiple, related	level vocab	•	prec	ise, grade-level
		high-frequency, single	sentence pat	terns	ideas using grade-	expanded a	and some	voca	bulary in
		words in phrases that	that represer	nt key	level vocabulary in a	complex se	ntences	com	plex sentences.
		represent key ideas.	ideas.		series of simple,	with a varie	ety of		
					related sentences.	grammatic	al		
						structures.			
Learning Sup	ports	Native language	Native langua	age	Template				
		support	support		Word Wall				
		Template	Word/Picture	e Wall					
		Illustrations	Template						
		Word/Picture Wall							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.5	With g	uidance and support fron	n peers and	Apply all	phases of the writing pro	ocess	VU		Peer editing,
WIDA ELDS: 2	adults,	develop and strengthen	writing by	(planning	g, revising, editing, rewrit	ing or			writing process,
Writing	plannir	ng, revising, editing, rewr	iting, or	trying a r	new approach) to create	develop			drafts, revising,
	trying a	a new approach.		and strer	ngthen writing using peer	rediting			new
				with a Ch	necklist, Story Map, and r	nultiple			approaches,
				resource	S.				introduction,
									closing, body
							LFC		Sentence and
									paragraph
									structure,
									indenting,
									punctuation
							LC		Varies by level
		ELP 1	ELP 2	<u> </u>	ELP 3	EL	P 4		ELP 5
Language Obie	Language Objectives		Apply all phases of		Apply all phases of	Apply all phases of		Appl	y all phases of
		the writing process to	the writing process to		the writing process to		process to		writing process to
		develop, strengthen,	develop, stre		develop, strengthen,	develop, st	•		lop, strengthen,
		and focus a narrative	and focus a narrative		and focus a writing	and focus an			focus a clear and
		using L1 and/or use	using L1 and/or use		task that represents	organized v	writing task	cohe	rent writing task
		drawings and high-	drawings and	d general,	multiple, related	_	grade-level	using	g precise, grade-
		frequency, grade-	grade-level		ideas using key,	vocabulary	in	level	vocabulary in
		level single words in	vocabulary ir	n short	grade-level	expanded a	and some	mult	iple, complex
		phrases to represent	sentences us	ing	vocabulary in simple	complex se	entences	sent	ences with a
		key ideas.	formulaic pat	tterns to	sentences using	with a varie	ety of	varie	ety of
		•	represent ke	y ideas.	repetitive structures.	grammatic	al	gran	nmatical
						structures.		struc	ctures.
Learning Sup	ports	Native language	Native langua	age	Multiple resources	Multiple re	sources	Mult	iple resources
		support	support		Checklist for editing	Checklist fo	or editing		
		Partner work	Partner work	(Partner work	Partner wo	ork		
		Illustrations	Illustrations		Story Map				
		Word/Picture Wall	Word/Picture	e Wall					
		Story Map Story Map							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.9.a	Apply §	grade 5 Reading standard	ls to	Compare	and contrast two or mo	re	VU		Compare,
WIDA ELDS: 2	literatu	ure, by responding to lite	rature	characte	rs, setting, or events in a	story or			contrast,
Reading	throug	h writing that compares	and	drama, d	lrawing on specific detail	s in the			setting, series
Writing	contra	sts two or more characte	rs, setting, or	text usin	g Venn Diagram, word ar	nd phrase			of events
	events	in a story or drama, draw	ving on	walls and	d Teacher Modeling.		LFC		Sentence
	specific	c details in the text [e.g.,	how						structure, verb
	charac	ters interact).							in past tense,
									comparative
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Compare and	Compare and	l	Compare and	Compare a	nd	Com	pare and
			contrast the various		contrast selected	contrast various		contrast the various	
		elements of grade-	elements of grade-		elements of literature	elements of literature		elem	nents of grade-
		level literature in L1	level literatur	e in L1	within the grade 4-5	within the grade 4-5		level	l literature using
		and/or match high-	and/or choos	e two	complexity band	complexity	band	prec	ise, grade-level
		frequency, grade-	characters, se	ers, settings, using grade-leve		using grade-level		voca	bulary in well-
		level words about the	or events and	use	vocabulary in a series	vocabulary	in	deve	eloped series of
		characters, setting or	general, grad	e-level	of simple, related	organized	paragraphs	para	graphs with
		events in a story to	vocabulary to	write	sentences with some	with expan	ded and	mult	tiple and complex
		Pictures and	simple phrase	es to	repetitive structures.	some comp	olex	sent	ences.
		Photographs.	compare and	contrast		sentences.			
			them.						
Learning Sup	ports	Native language	Native langua	age	Venn Diagram	Venn Diagr	am		
		support	support Venr	1	Teacher Modeling				
		Venn Diagram	Diagram		Word Wall				
		Teacher Modeling	Teacher Mod	eling	Phrase wall				
		Word Wall	Word Wall						
		Illustrations	Illustrations						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demi	c Language
W.5.10 WIDA ELDS: 2 Writing	extend revision	writing pieces routinely ed (time for research, ren) and shorter time fram	flection, and		writing pieces routinely t mes with Rubric and varione.	•	VU		Reflection, research, revision
	sitting	or a day or two).					LFC		Verb tenses, paragraph formation, punctuation
							LC		Varies by level
		ELP 1	ELP :	2	ELP 3	EL	P 4		ELP 5
Language Obje		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 writ pieces routin specific time in L1 and/or basic, gradevocabulary ir sentences wi formulaic strand Illustrationeeded.	rely for frames using level a short ith uctures ons, as	Produce writing pieces routinely for specific time frames using key, grade-level vocabulary in simple, related sentences with some repetitive grammatical structures.	vocabulary expanded complex se	cinely for ne frames grade-level in and some	piec spec using leve mult	duce writing es routinely for cific time frames g precise, grade- I vocabulary in tiple, complex eences.
Learning Sup	Rearning Supports Native language support Illustrations Pictures and Photographs Teacher Support Template Rubric Native language support support Illustrations Pictures and Photographs Teacher Support Template Rubric Rubric				Template Rubric	Template Rubric			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.5.1.c	Pose a	nd respond to specific qu	estions by	Ask and	answer specific question	s by	VU		Pose, ask,
WIDA ELDS: 1	makin	g comments that contrib	ute to a	making o	comments that contribut	e to a			answer,
Speaking	discuss	sion and elaborate on the	remarks of	discussio	on and elaborate on the r	emarks of			ponder,
Listening	others			others by	y working with Partner w	ork and			propose
				using Dia	alogue Starters as needed	d.	LFC		Question
									formation, Use
									of inflection,
									intonation
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Ask and answer	Ask and answ	ver	Ask and answer	Ask and an	swer	Ask a	and answer
	· · · · · · · · · · · · · · · · · · ·			tions by	specific questions by	specific qu	estions by	spec	ific questions by
	making comments		making comments r		making comments	making cor	nments	making comments	
		that contribute to a	that contribu	te to a	that contribute to a	that contri	bute to a	that	contribute to a
		discussion and	discussion ar	nd	discussion using key,	discussion	and	discu	ussion and
		elaborate on the	elaborate on	the	grade-level	elaborate d	on the	elab	orate on the
		remarks of others in	remarks of others in		vocabulary in a series	remarks of others,		rema	arks of others
		L1 and/or answer	L1 and/or asl	c simple	of simple, related	using grade	e-level	using precise, grad	
		simple everyday	everyday que		sentences.	vocabulary	in	l l	vocabulary in
		questions using visual	and answer s	•		expanded s			iple, complex
		supports as needed.	questions wi			with emerg		sent	ences.
			phrases and			complexity			
Learning Sup	ports	Choice questions	Partner work		Partner work	Partner wo	ork		
		Gestures	Cue Cards		Cue Cards	Cue Cards			
		Partner work	Dialogue Star	rters	Dialogue Starters	Paraphrasi	ng		
		Cue Cards	Pictures and		Paraphrasing				
		Dialogue Starters	Photographs						
		Pictures and	Question Ste	m Bank					
		Photographs							
		Question Stem Bank							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Academic Language		
L.5.1.b WIDA ELDS:		nd use the perfect (e.g., walked; I will have walked			d use the perfect verb tend as the perfect ver		VU		Perfect tense	
2 Speaking		when writing and speaki	-	_	e Reference Sheet.	s and	LFC		Modals, verb tenses, past,	
Writing									present, and future	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Form and use the	Form and use	e the	Form and use the	Form and u	ise the	Form	n and use the	
	perfect verb tenses perfect verb when writing and when writing				perfect verb tenses	perfect ver			ect verb tenses	
	_				when writing and	when writii	_	when writing and		
		speaking with phrases	speaking using basic,		speaking using key,	speaking using key,		speaking using		
		and by answering	grade-level		grade-level	grade-level		-	ise, grade-level	
		multiple-choice,	vocabulary in	•	vocabulary in a series	vocabulary		I	bulary in a series	
		questions.	and short ser		of simple, related	of expande		I	mplex sentences	
			created by th	e	sentences.	some comp	olex	l l	rying lengths and	
			teacher.			sentences.		struc	ctures.	
Learning Sup	ports	Native language	Native langua	age	Posters	Posters				
		support	support		Language Reference	Language R	Reference			
		Posters	Posters		Sheet	Sheet				
		Language Reference	Language Ref	ference	Word Bank					
	Sheet Sheet									
	Teacher Support Teacher Su			ort						
		Word Bank	Word Bank							
		Gestures								
		Choice questions								

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	emic Language	
L.5.1.d	Recogn	nize and correct inapprop	riate shifts	Recogniz	e and correct inappropri	ate shifts	VU		Inappropriate,	
WIDA ELDS: 2	in verb	tense.		in verb te	enses by working with a F	Partner			shift	
Listening					n a small group using Lar		LFC		Verb tenses,	
Writing				Referenc	e Sheet and Charts/Poste	ers.			words or	
									inflections that	
									indicate tense	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	_ · · · .			Recognize and correct	Recognize	and correct	Reco	gnize and correct	
		and regular past	form of the v		inappropriate shifts in	inappropri	ate shifts in	inappropriate shifts i		
		tense verbs by	that it agrees with th		verb tenses by	verb tense	b tenses in a texts		tenses in a texts	
		identifying them in a	time frame.		choosing the correct	using key, {	grade-level	usin	g grade-level	
		sentence.		tense for each simple vocabulary			in		bulary in	
					sentence in the	expanded s		mult	iple, complex	
					paragraph.	with emer		sent	ences.	
						complexity				
Learning Sup	ports	Native language	Native langua	age	Language Reference	Language F	Reference			
		support	support		Sheet	Sheet				
		Teacher Support Teacher Su			Teacher Support					
		Choice questions Charts/Pos			Charts/Posters					
	Language Reference Language F			ference						
	Sheet Sheet									
		Charts/Posters								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.5.1.e WIDA ELDS: 2		rrelative conjunctions (e. r/nor) when writing and s			elative conjunctions whe aking, by highlighting the	_	VU		Conjunctions, joining words
Writing Speaking				text and using a Charts/Posters.			LFC LC		Conjunctions, definitions of the conjunctions, placement and usage Varies by level
		ELP 1	ELP 2)	ELP 3	FI	P 4		ELP 5
Language Obje	Language Objectives Identify basic conjunctions with Pictures and Photographs and symbols.		List the conju- with their definitions/Pi and Photogra place in guide practices.	ictures aphs and	Use correlative conjunctions by completing simple sentences that require them.	Use correlation conjunction writing and when using expanded swith emergon complexity level.	ns in I speaking g multiple, sentences ging	conj writi whe com	correlative unctions in ing and speaking n using multiple, plex sentences at e level.
Learning Sup	Learning Supports Native language support support Illustrations Pictures and Photographs Charts/Posters Teacher Support Partner work Highlighted Words/Boldface Words Words Native language support support Chartsions Pictures and Photographs Charts/Posters Charts/Poste Teacher Support Highlighted Words/Boldface Words/Boldface Words Native language support Illustrations Pictures and Photographs Charts/Poster Partner work Highlighted Words/Boldface Words				Highlighted Words/Boldface Words Charts/Posters Small group/ triads	Highlighted Words/Bol Words Charts/Pos	dface		

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	ic Language	
L.5.2. b	Use a c	comma to separate an int	roductory	Write to	use commas that separa	te an	VU		Commas,	
WIDA ELDS: 2	elemer	nt from the rest of the se	ntence.	introduc	tory element from the re	st of the			periods,	
Writing				sentence	by using a Charts/Poste	rs and			question marks	
				Partner v	work.		LFC		Choose correct	
									punctuation	
									and placement	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives				Identify the	Use comm	as to	Use	commas to	
	teacher generated		words, organ	ized by	introductory element	separate in	itroductory	separate an		
		word lists to separate	topic and convert		of a simple sentence	elements from the		intro	ductory element	
		the words, using	them to short		and separate it from	rest of the	sentences	from	the rest of the	
		Illustrations as	phrases/sentences		the rest of the	in expanded and		sent	ence in complex	
		needed.	that require	commas.	sentence with a	some complex		sent	ences.	
					comma.	sentences.				
Learning Sup	ports	Native language	Native langua	age	Charts/Posters	Charts/Pos	ters			
		support	support		Teacher Modeling					
		Teacher Support	Teacher Supp	ort	Partner work					
		Word Bank	Word Bank							
	Charts/Posters Charts/Poste		rs							
		Partner work	Partner work							
		Gestures								
	Illustrations									

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demi	Language
L.5.3.a	Constr	uct sentences by combin	ing,	Write se	ntences by combining, ex	cpanding,	VU		Combine,
WIDA ELDS: 2	expand	ding, and reducing senter	nces for	and redu	icing sentences for mean	ing and			reduce, expand
Writing	meanii	ng and reader/listener int	terest.	-	stener interest by workir	•	LFC		Punctuation,
				Partner v	work and following Teach	ier			rules for
				Modeling	g.				combining
									clauses,
									transitional
									words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Construct sentences	Increase lin	nguistic	Cons	struct sentences
				escriptive	that are more	complexity	by	on grade level that	
	indicate		words and phrases.		interesting, combine	constructir			bine and expand
		comprehension.			two or more	sentences	that are	idea	s and reduce
					ideas/concepts and	longer and	combine	thos	e as needed in
					expand on previous	different			er to maintain
					ideas.	concepts/i	deas, using	read	ler/listener
						more conte	ent based	inte	rest over a period
						and techni		of ti	me.
						vocabulary			
Learning Sup	ports	Native language	Native langua	_	Teacher Modeling	Partner wo	ork		
		support	support Teac	her	Partner work				
		Teacher Modeling	Modeling						
	Charts/Posters Charts/Post								
	•		Word/Picture						
		Partner work	Partner work	(
		Pictures and	Pictures and						
	Photographs Photogra								
		Gestures							

Standard	S	Student Learning Objective (SLO)			Language Objective		Academi		Language
L.5.3.b	Compa	re and contrast the varie	ties of	Compare	and contrast the varietion	es of	VU		Words with
WIDA ELDS:	English	(e.g., dialects, registers)	used in	English u	sed in stories, dramas an	id poems			many meanings
Reading	stories	, dramas, and poems.		by worki	ng with a small group and	d using			(polysemous)
Speaking		•		technolo	gical resources (you tube	videos,			registers,
				internet	resources).				dialects
							LFC		Sentence
									structure,
									elements of
									poetry/drama
							LC		Varies by level
		ELP 1	ELP 2	•	ELP 3	EII	P 4		ELDE
Language Obje					Compare and contrast	Compare an		ELP 5 Compare and contrast	
Language Obje	anguage Objectives Compare and contrast Compare and examples of language examples of l				examples of different	examples of		examples of language	
		varieties and explain	varieties and e		dialect/register and	varieties and			ties and explain
		the similarities and	the similarities	-	explain the similarities	the similarit	-		imilarities and
		differences using in L1	differences in		and differences using	differences			rences using grade-
		and/or match different	identify key gra	• •			• .		vocabulary in a
		words to the same	words used in		vocabulary in a series of	in a series of	-		s of complex
		picture, indicating use	that indicate v	arieties of	simple, related	sentences w	•		ences with varying
		of registers and	English and mu	ultiple	sentences.	emerging co	mplexity of		hs and
		dialects.	meanings of w	ords.		grammatica		gram	matical structures.
Learning Sup	ports	Native language	Native languag	ge	Technology and	Technology	and		
		support	support		Technological	Technologic	al		
		Teacher Support	Teacher Suppo	ort	Resources	Resources			
		Pictures and	Pictures and		Small group/ triads				
		Photographs	, , , , , , , , , , , , , , , , , , , ,						
		Gestures	Technology an	d					
		Technology and	Technological						
		Technological Resources							
		Resources							

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Langu		Language
RL.5.3	Select	two or more character	s, setting or	Compare	and contrast two or mo	re	VU		Compare,
WIDA ELDS:	events	s in a story of drama an	d compare	characte	rs, settings or events in a	story or			contrast,
2		ontrast using specific de	•	drama us	sing a graphic organizer a	ınd a			details
Reading	the te	= :		narrative	writing diamond.		LFC		Sentence
Writing	the te	Λι.							patterns used
									in narratives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Compare and contrast	Compare and	contrast	Compare and contrast	Compare an	d contrast	Comp	pare and contrast
		two characters, the	two or more c	haracters,	two or more characters,	two or more	characters,	two c	or more characters,
		settings or the events in the settings o			the settings or the	the settings			etting or the
		a story in L1 and/or by	events in a sto L1 and/or sho		events in a story, in	events in a s	•	•	
	using Pictures and key				simple, related	expanded sentences		drama in well	
		words.	phrases, sente		sentences with some	that include			loped paragraphs
			Pictures as nee	eaea.	details from the text.	detail to sup	port each	_	grade level
						statement.			oulary and ding a number of
									fic details to
									ort each
									ment.
Learning Sup	ports	Native language	Native languag	<u></u>	Graphic Organizers	Graphic Org	anizers		
	•	support	support		Partner work	Partner wor	k		
		Graphic Organizers	Graphic Organ	izers	Narrative Writing	Narrative W	riting		
		Partner work	Partner work		Diamond	Diamond			
		Illustrations	Illustrations						
		Diagrams/drawings	Diagrams/drav	wings					
	Cartoons Cartoons								
	,		Charts/Posters	5					
		Pictures and	Pictures and						
	Photographs Photographs								
		Venn Diagram	Venn Diagram						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.5.4	Detern	nine the meaning of word	ds and	Read to	determine the meaning o	of words	VU		Simile,
CCSS:	phrase	s, including figurative lan	guage, such	and phra	ses used in a text, includ	ing			metaphor,
WIDA ELDS:	as met	aphors and similes that a	re used in a	figurative	e language, metaphors a	nd similes			personification,
Reading	text.			with the	aid of illustrations, diction	naries and			figurative
Writing				Figurativ	e Language Charts.				language;
									content-based,
									grade-level
									vocabulary
							LFC		Specific
									structures
									(asas; like
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read to determine	Read to deter		Read to determine	Read to de		Read	to determine
		the meaning of words	the meaning		the meaning of	the meanin	ng of		meaning of words
		and phrases used in a	and phrases (figurative language,	figurative la	_		phrases,
		text, including	text, including	g	metaphors and	metaphors		inclu	ding figurative
		figurative language,	figurative lan	guage,	similes in an adapted	similes use	d in a text	lang	uage, metaphors
		metaphors and	metaphors ar	nd	text.	within grad	les 4-5	and	similes in grade
		similes in L1 and/or	similes in L1 a	and/or		complexity	band.	level	text.
		by matching the high-	by defining th	nose					
		frequency	words in shor	t					
		words/phrases to an	phrases with	an					
		illustration.	illustration as	5					
			needed.						
Learning Sup	ports	Native language	Native langua	age	Partner work	Partner wo			
		support	support		Figurative Language	Figurative I	-anguage		
		Figurative Language	Figurative Lar		Chart	Chart			
		Chart Illustrations	Chart Illustrat						
		Cloze Activity							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	: Language
SLO: 3	Analyz	e multiple accounts of the	e same	Read to a	analyze multiple account	s of the	VU		Accounts,
CCSS:		or topic, noting importan			ent or topic and note the				stories, events,
RI.5.6	and dif	ferences in the point of v	iew they		rences in the point of vie	•			topics,
WIDA ELDS:	represe	ent.			it by discussing them with	•			similarities,
2-5				using a g	raphic organizer and high	nlighting			differences;
Reading				the text.					content-based
Writing							LFC		Past tenses,
Speaking									transitional
									words,
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read to analyze	Read to analy	/ze	Read to analyze	Read to an	alyze	Read to analyze	
		multiple accounts of	multiple acco	ounts of	multiple accounts of	multiple ac	counts of	multiple accounts of	
		the same event or	the same eve	ent or	the same event and	the same e	vent or	the s	same event or
		topic in L1 and/or	topic in L1 an	ıd/or	classify them by their	topic and c	ompare	topio	c, in grade-level
		answer yes/no	identify similarities similarities and them in a series of		eries of	text	and respond to		
		questions about each	and difference	es using	differences then	expanded s	sentences	ques	tions that
		one with Illustrations,	phrases and s	short	explain with a series	with emerg	ging	requ	ire an
		as needed.	sentences.		of simple, related	complexity	•	expl	anation of the
					sentences.			diffe	rent points of
								view	using multiple,
								com	plex sentences.
Learning Sup	ports	Phrase Citations	Native langua	age	Highlighted Words	Highlighted			
		Native language	support		Graphic Organizers	Graphic Or	-		
		support	Partner work		Partner work	Partner wo	rk		
		Partner work	Teacher Supp	ort					
		Teacher Support	Illustrations						
		Illustrations	Graphic Orga	nizers					
		Graphic Organizers							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	cademic Language	
RI.5.9	Integra	ite information from seve	eral texts on	Integrate	information from severa	al texts on	VU		Question
WIDA ELDS:	the sar	ne topic in order to write	or speak	the same	subject in order to write	e or speak			words;
2-5	about t	the subject knowledgeab	ly.	about th	e subject knowledgeably	using Note			Content-based,
Writing				Cards an	d Cornell Notes.				grade-level
Speaking									vocabulary
Reading							LFC		Transitional
									words,
									structures used
									to synthesize
									and analyze
									information
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	ELP 4		ELP 5
Language Obje	ectives	Integrate information	Integrate info	rmation	Integrate information	Integrate in	formation	Integ	rate information
		from several texts on	from several t	texts on	from several adapted	from severa	al texts	from	several grade-
		the same topic in L1	the same topi	ic in L1	texts on the same	within the o	complexity	level	texts, and write a
		and/or find the main	and/or identif	•	topic writing a series	band, and v			ber of paragraphs
		idea in two adapted	main ideas in		of simple, related	number of			complex
		texts and using	using phrases		sentences and then	with expan			ences, that
		manipulatives,	short sentence		express them orally.	sentences o			ate an in-depth
		gestures, pictures and	express them			complexity,			vledge of the
		illustrations as needed,	a small group	of		indicate an	•	-	ect and then
		make a brief oral	students.			knowledge			ess those ideas
		presentation to a small				subject and		orally	y .
		group.				express tho orally.	se ideas		
Learning Sup	ports	Native language	Native langua	ge	Small group/ triads	Small group	/ triads	Corn	ell Notes
		support	support		Cornell Notes	Cornell Not	es	Note	Cards
		Small group/ triads	Small group/	triads	Note Cards	Note Cards			
		Cornell Notes Cornell Notes							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	ic Language	
RI.5.10 WIDA ELDS: 2-5 Reading		ncreasingly complex text t complexity band indeponently.	_		ts independently and pro Iltiple resources and Wo	-	VU		Content-based, grade-level vocabulary Appropriate to	
Speaking							LC		text Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje		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.	proficiently in and/or and re excerpts from level text and respond with selected voca in phrases or sentences.	independently and ciently in L1 proficiently by responding with key vocabulary in a series of simple, related sentences.		independently and proficiently by responding with key vocabulary in expanded sentences of emerging complexity.		inde profi respe prec mult	I grade level texts pendently and iciently by onding with ise vocabulary in iple, complex ences.	
Learning Sup	ports	Native language support Partner work Illustrations Choice questions Word/Picture Wall	Native langua support Partner work Illustrations Sentence Fra Word/Picture	me	Partner work Sentence Starter Word Wall	Partner wo	rk			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Language	
RF.5.4a	Read g	rade-level text with purp	ose and	Read tex	t with purpose and comp	rehension	VU		Purpose,
WIDA ELDS: 2	unders	tanding.		using par	tner and Story Map.				understanding;
Reading									content-based,
Speaking									grade-level
									vocabulary
							LFC		Sentence
									structure at
									text level
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read grade-level	Read grade-le	evel	Read adapted texts	Read texts	at the	Read	l grade-level
		texts and explain the texts and exp			and demonstrate	grade 4 tex	t level	texts and explain the	
	purpose and pu				purpose and	band and explain the		purpose and	
		demonstrate	demonstrate		comprehension by	purpose an	ıd	dem	onstrate
		comprehension in L1	comprehensi	ion in L1	answering questions	demonstra	te	com	prehension using
		and/or read excerpts	and/or read o	excerpts	using key, vocabulary	compreher	nsion using	prec	ise vocabulary in
		from grade-level texts	from grade-le	evel texts	in a series of simple,	key vocabu	ılary in	mult	iple, complex
		and demonstrate	and demonst	trate	related sentences.	expanded s	sentences	sent	ences.
		purpose and	comprehensi	on using		with emerg	ging		
		comprehension by	selected voca	abulary		complexity	•		
		answering yes/no/	in key phrase	es and					
		Choice questions,	short senten	ces.					
		using Pictures as							
		needed.							
Learning Sup	ports	Native language	Native langua	age	Partner work	Partner wo	rk		
		support	support		Story Map	Story Map			
		Partner work	Partner work	(Word Wall				
		Story Map	Illustrations						
		Illustrations	Choice quest	ions					
		Choice questions	Story Map						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
RF.5.4c WIDA ELDS: 2 Reading Writing		ntext to confirm or self-c ition and understanding, ary.			ntext clues to confirm or when necessary using Thinecklist.		VU		Confirm, self check, self correct, recognition
							LFC		Context clues Varies by level
	·	ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Apply context clues to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency words in a controlled text by listening to the teacher model how to use sentence level context clues, Cognates and Schemata.	Apply contex confirm the rof unknown vagrade-level L1 and/or use sentence-level context clues Cognates and Schemata to unknown key in selected pl from a levele	meaning words in text in e el s, d confirm words hrases d text.	Apply sentence and paragraph-level context clues, Cognates, and Schemata to confirm the meaning of unknown words in an adapted text.	Apply senter paragraph-context clu Cognates, a schemata the meaning unknown, kin a text wingrades 3-4 band.	level para es, cont ind Cogr o confirm sche ig of the i key words unkr thin grad		y sentence and graph-level ext clues, nates, and mata to confirm meaning of nown words in a e-level text.
Learning Sup	Supports Bilingual dictionary Bilingual dictionary L1 support Word/Picture Wall Checklist Think Alouds Bilingual dictionary L1 support Word/Picture Checklist Think Alouds			e Wall	Bilingual dictionary Word Wall Checklist Think Alouds	Dictionary Checklist			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language	
W.5.1.c	Link op	inion and reasons using	clauses when	Write a p	piece that links opinions t	to the	VU		Main clauses,	
WIDA ELDS:	writing			reasons	supporting those opinion	is with			subordinate	
2				clauses u	ising Teacher Modeling a	ınd			clauses	
Writing				Specializ	ed Reference Materials.		LFC		Components of	
									clauses, words	
									that indicate	
									clauses-if,	
									because,	
									although	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5		
Language Obje	ectives	Write a clear and	Write a clear	and	Link opinion and	Write an o	rganized	Write a clear and		
	coherent opinion that coherent o				reasons using various	opinion tha	oinion that links the		coherent opinion that	
		links the reasons	links the reas		clauses when writing	reasons su			the reasons	
		supporting the	supporting th		using key vocabulary	the opinior			orting the	
		opinion in L1 and/or	opinion in L1	-	in a series of simple,	vocabulary			ion using precise	
		match an opinion to a	use a simple		related sentences.	expanded a			bulary in	
		reason for that	join two parts			complex se	entences.		iple, complex	
		opinion using Pictures	simple senter	-				sent	ences.	
		and selected words.	linking an opi							
			a reason for t	hat						
			opinion.							
Learning Sup	ports	Specialized Reference	Specialized R	eference	Partner work	Partner wo				
		Materials	Materials		Specialized Reference	Specialized	Reference			
		Native language	Native langua	age	Materials	Materials				
		Support	Support		Teacher Modeling					
		Partner work	Partner work Illustrations							
		Illustrations		m. 0						
		Teacher Modeling Sentence Fran								
		Teacher Mode								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	: Language	
W.5.2a	Introdu	uce a topic clearly, provid	e a general	Write an	introduction that provid	es a	VU		Introduction,	
WIDA ELDS: 2	observ	ation and focus, and grou	ıp related	general o	observation and focus, in	clude			focus, logically,	
Writing	inform	ation logically. When wri	ting, include	formatti	ng, Illustrations and mult	imedia to			multimedia,	
	format	ting (e.g., headings, Illust	rations, and	aid comp	orehension using Mentor	Texts and			comprehension	
	multim	nedia) when useful to aid	ing	an Outlir	ne.		LFC		Sequential and	
	compr	ehension.							transitional	
									words,	
									subject/verb	
									agreement	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Introduce a topic	Introduce a t	opic	Write an introduction	Write an in	troduction	Intro	duce a topic	
		clearly, provide a	clearly, provi	de a	that provides a	that provid	les a	clearly, provide a		
	general observation		* '		general observation	general ob	eral observation		general observation	
	and focus, with		and focus, with		and includes some	and include	es	and	focus, with	
		grade-appropriate	grade-approp	oriate	formatting that aids	formatting	that aids	grad	e-appropriate	
		language, syntax and	language, syr	ntax and	in comprehension	in compreh	nension	lang	uage, syntax and	
		structure in a logical	structure in a	logical	using specific	using some technical		struc	cture in a logical	
		sequence in L1	sequence in I		vocabulary in a series	vocabulary	, emerging	sequ	ience. Include	
		and/or introduce a	and/or introd	duce a	of simple, related	varied sent	ence	form	natting when	
		topic logically, and	topic logically	y and	sentences.	structure a	nd	usef	ul to aiding	
		match simple phrases	include some)		formatting		com	prehension.	
		to Pictures.	formatting to							
			comprehensi	•						
			writing phras							
			short senten							
Learning Sup	ports	Native language	Native langua	age	Small group/ triads	Small grou				
		support Picture	support		Shared Writing	Mentor Te	xts			
		Dictionary	Shared Writii	•	Mentor Texts	Outline				
		Shared Writing	Mentor Texts	5	Outline					
		Pictures and	Outline							
			Sentence Fra	me						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.2b	Use fac	cts, definitions, concrete	details,	When w	riting, use facts, definitio	ns,	VU		Definitions,
WIDA ELDS: 2	quotat	ions, or other informatio	n and	concrete	details, quotations, or o	ther			facts, details,
Writing	examp	les related to a topic whe	en writing.	informat	ion and examples related	d to a topic			quotations,
				with the	aid of a graphic organize	r and a			information
				Word Ba	nk.		LFC		Quotation
									marks,
									structures for
									paraphrasing,
									subject/verb
									agreement
							LC		Varies by level
		ELP 1	ELP 1 ELP 2		ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	When writing, use	When writing		When writing, use	When writi		When writing, use	
		facts, definitions,	O,		facts, definitions,		cts, definitions,		s, definitions,
		concrete details,	concrete deta	-	concrete details,	concrete de	•		rete details,
		quotations, or other	quotations, o	-	quotations, or other	quotations	•		ations, or other
		information and	information a	' ' ' ' ' ' ' ' ' '				mation and	
		examples related to a	examples rela			support a given topic		exan	nples related to a
		topic in L1 and/or	topic in L1 an		using key vocabulary	using key v	•		using precise
		create a web that	facts, definiti	ons,	in a series of simple,	in expande	d and	voca	bulary in
		links the definitions,	quotations ar	nd	related sentences I	some comp	olex	mult	iple, complex
		and some details to	details in phr	ases and	paragraph form.	sentences.			ences.
		the topic. Use	short sentend	ces.					
		Illustrations as							
		needed.							
Learning Supp	ports	Word Bank	Word Bank		Word Bank	Graphic Or	ganizers		
		Native language	Native langua	age	Graphic Organizers				
		support	support						
		Illustrations	Sentence Fra	me					
		Phrase Citations	Phrase Citations						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
W.5.2c	Link ide	eas within and across cat	egories of	Write se	ntences that link ideas ac	cross	VU		Link, ideas,
WIDA ELDS:	inform	ation using phrases.		_	es of information using p				categories,
2				a graphic	c organizer and phrase w	all.			information
Writing							LFC		Transitional words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	Language Objectives Link ideas within and across categories using phrases in L1 and/or using phrases in L1 and/or using phrases that belong in each category and match Pictures to words. Link ideas within and Link ideas across categories using phrases across categories using phrases across categories using phrases and/or using phrases across category and match phrases across categories using phrases in L1 and/or using phrases across categories using phrases in L1 and/or using phrases across categories using phrases in L1 and/or using phrases across categories using phrases in L1 and/or using phrases in L1 and/or using phrases across categories across categories across categories using phrases across categories across categori			ories s in L1 elected n key	Link ideas within and across categories using key vocabulary in a series of simple, related sentences, joined by phrases.	Link ideas vacross cate using phrase key vocabue expanded swith emergon complexity	gories ses with llary in sentences ging	acros infor more voca sente	ideas within and ss categories of mation by using e precise bulary in ences with great plexity.
Learning Sup	ports	Native language support Matching Word Card Game Word Bank Teacher Support Graphic Organizers Phrase wall	Native langua support Graphic Orga Phrase wall Word Bank		Graphic Organizers Phrase wall	Graphic org	ganizer		

Standard	S	Student Learning Objective (SLO)			Language Objective		Acad		lemic Language	
W.5.2d	Use pro	ecise language and doma	in-specific	Express i	deas orally and in writing	g using	VU		C ontent-based,	
WIDA ELDS:	vocabu	llary to inform about or e	xplain the	precise la	anguage and domain spe	cific			grade-level	
2	topic.				ry to inform or explain a				vocabulary	
Speaking				referring	to visuals or a Word Wa	II.	LFC		Comparative	
Writing									forms of	
									adjectives , all	
									kinds of	
									adverbs, main	
									and	
									subordinate	
									clauses	
		5104					LC		Varies by level	
	ELP 1 ELP		2	ELP 3	ELP 4		ELP 5			
Language Obje	ectives	Express ideas orally	Express ideas	s orally	Express ideas orally	Express ide	eas orally	Expr	ess ideas orally	
		and in writing using	and in writing	g using	and in writing using	and in writ	ing using	and	in writing using	
		precise language and	precise language and		precise language and	precise language and		prec	ise language and	
		domain-specific	domain-specific		domain-specific	domain-specific		dom	ain-specific	
		vocabulary to inform	vocabulary to	o inform	vocabulary to inform	vocabulary	ary to inform vo		bulary to inform	
		about or explain a	about or exp		about or explain a	about or ex	•		ut or explain a	
		topic in L1 and/or	topic in L1 ar	•	topic from an	topic from			c from a grade-	
		using key, single	using key phi		adapted text using	within grad			I text using	
		words from a leveled	from a levele	d text.	simple sentences.		level band	com	plex sentences.	
		text.				using expa				
						some comp				
					sentences.					
Learning Sup	ports	Visuals	Visuals		Visuals	Visuals				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall					
	L1 support L1 support									
	Cognates Cognates									

Standard		Student Learning Ob	jective (SLO)		Language Objective		Academi		Language
WIDA ELDS:		de a concluding statemed to the information on the information on the information on the defendence of the control of the cont		the informa	Write a concluding statement related to the information or explanation presented using Shared Writing and Graphic Organizers. LFC LC ELP 3 ELP 4				Conclusion, information, explanation, facts, theories Past tenses, passive voice Varies by level
		ELP 1	ELP 2		ELP 3	EL	P 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 s that follows from the information present and/or using selecte vocabulary in phrase sentences that repre ideas.	e ed in L1 d es and short	Write a conclusion statement that follows from the information presented using key vocabulary in a simple sentence.	vocabular	t that om the on d using key ry in an I sentence rging	stat folk info pres pres in a	te a conclusion ement that ows from the rmation sented using cise vocabulary complex tence.
Learning Suppo	orts	Native language support Pictures and Photographs Teacher Support Shared Writing Graphic Organizers	Native language sup Shared Writing Illustrations/diagran Graphic Organizers		Graphic Organizers Shared Writing	Graphic C Shared W	Organizers 'riting		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W 5.4	Produc	e clear and coherent wri	ting,	Write cle	ear and coherent pieces t	hat are	VU		Clear, precise,
WIDA ELDS: 2	approp	riate to task, purpose, ar	nd audience.	appropri	ate to task, purpose, and	audience			coherent, task,
Writing				using a P	urpose and Audience Pla	inning			purpose,
				Chart, O	utline and Word Walls.				audience
							LFC		Appropriate to
									task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write clear and	Write clear a	nd	Write organized	Write clear	and	Writ	e clear and
	coherent pieces coherent pi			ces	pieces that are	coherent p	ieces that	cohe	erent pieces
	aligned to the task, aligned to			e task,	appropriate to task,	are approp	riate to	align	ied to the task,
	purpose and pu				purpose, and	task, purpo	se, and	purpose and	
		audience in L1 and/or	audience in L1 and/or		audience using key	audience using key		audience using	
		write selected words	complete Ser		vocabulary in a series	vocabulary		1 -	ise vocabulary in
		or phrases that are	Frame that a	re	of simple, related	expanded a	and some	mult	tiple, complex
		appropriate to task,	appropriate t	to task,	sentences.	complex se	entences.	sent	ences.
		purpose and	purpose and						
		audience. Use	audience usii	•					
		Pictures as needed.	selected voca	•					
			in key phrase						
			short senten						
Learning Sup	ports	Native language	Native langua	age	Outline	Outline			
		support	support		Purpose and	Purpose ar			
		Illustrations	Word/Picture		Audience Planning	Audience P	Planning		
	,		Sentence Fra	me	Chart	Chart			
	Outline Outline				Word Wall				
		Purpose and	Purpose and						
		Audience Planning	Audience Pla	nning					
	Chart Chart								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W 5.8	Recall	relevant information fror	n	Research	n and take notes using se	veral	VU		Relevant,
WIDA ELDS:	experie	ences or gather relevant i	information	sources t	to first build a knowledge	base,			information,
2	from p	rint and digital sources; s	ummarize or	from exp	periences or gather releva	ant			experiences,
Reading	paraph	rase information in note	s and	informat	ion from print and digita	l sources			digital,
Listening	finishe	d work, and provide a list	of sources.	by invest	tigating different aspects	of a topic.			summarize,
Writing				Use an C	Outline, notes and online	resources			paraphrase,
				(translat	ors) as well as bilingual/F	Picture			sources, cite,
				Dictional	ry for support.				plagiarizing
							LFC		Transitional
									words, clauses,
									conjunctions
				LC			Varies by level		
		ELP 1	ELP 2	<u> </u>	EID 2	EI	D 4		ELP 5
Language Obje	activac	Research a topic and	Research a to	-			Pose	earch a topic and	
Language Obje	ectives	take notes using	take notes us	•	Research a topic and take notes using	Research a take notes	•		notes using
		several sources to	several source	•	several sources to	several sou	•	l l	ral sources to
		build a knowledge			build a knowledge	build a knowledge			d a knowledge
		base and gather	build a knowledge base and gather		base and gather	base and gather		base and gather	
		relevant information	relevant info		relevant information	relevant in			and gather ant information
		from print and digital	from print an		from print and digital	from print			print and digital
		sources of a topic in	sources of a t	_	sources of a topic.	sources of	_		ces of a topic.
		L1 and/or use	L1 and/or use	•	Use key vocabulary in	Use key vo	•		precise
		Illustrations and high-	Illustrations,		a series of simple,	expanded s	•		bulary in
		frequency, single	and selected	Visuais	related sentences.	with emerg			iple, complex
		words in key phrases.	vocabulary in	kev	. cratea sentences.	complexity	-	l l	ences.
			phrases and s	-		Complexity	•	30110	C110C3.
sentences.		l •	311311						
Learning Sup	ports	Outline	Outline		Outline	Outline			
	P 01 13	Teacher Modeling	Teacher Mod	leling	Teacher Modeling	Notes			
		Teacher Support	Teacher Supp	_	Teacher Support				
	Teacher Support Teacher Supp		,,,,	reactici Support			<u> </u>		

Standard	9	Student Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.5.9	Draw e	vidence from literary or in	formational	Find evid	ence in literary or informa	tional texts	VU		Evidence,
WIDA ELDS:	texts to	support analysis, reflection	on, and	to suppor	rt analysis, reflection and r	research			literary ,
2	researc	h.		with the	aid of Graphic Organizers,	Marking			informational,
Reading				the Text a	and Partner work.				analysis,
Writing									reflection,
									research
							LFC		Summarizing,
									synthesizing,
									transitional
									words, past
									tense,
									compound
									tenses
							LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	ELI	9.4		ELP 5
Language Obje	ectives	Find evidence in	Find evidence	in	Find evidence in	Find eviden	ce in	Find	evidence in
		literary or	literary or		literary or	literary or		litera	ary or
		informational texts to	informational	texts to	informational texts to	information	al texts to	infor	mational texts to
		support analysis,	support analy	sis,	support analysis,	support and	ılysis,	supp	ort analysis,
		reflection and research	reflection and	l research	reflection and research	reflection a	nd research	refle	ction and research
		in L1 and/or by	in L1 and/or b	у	using key vocabulary in	using key vo	cabulary in	using	g precise
		matching keys words	completing a	teacher	a series of simple,	expanded a	nd some	voca	bulary in multiple,
		to ideas and answering	created graph		related sentences.	complex se	ntences.	comp	olex sentences.
		yes/no questions.	organizer usir	-					
			selected voca	bulary in					
			key phrases a	nd short					
			sentences.						
Learning Supp	- ,,		Native langua	ge	Marking the Text	Marking the			
		support	support		Partner work	Graphic org	anizers		
		Partner work	Partner work		Graphic Organizers				
		Word/Picture Wall	Word/Picture		Word Wall				
		Choice questions	Graphic Organ	nizers					

Standard	S	Student Learning Objective (SLO)		Language Objective					Language
SL.5.1a	Come to	o discussions prepared, ha	iving read or	Ask and a	inswer questions about m	aterial	VU		Preparation,
WIDA ELDS:	studied	required material; explici-	tly draw on	studied u	sing Note Cards, Word Wa	all and			discussion,
2-5	that pre	eparation and other inforn	nation known	Dialogue	Starters.				required,
Reading	about t	he topic to explore ideas ι	ınder						explicitly, topic,
Speaking	discussi	on.							explore;
Listening									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	2	ELP 3	ELI	P 4		ELP 5
Language Object	tives	Ask and answer	Ask and answ	er	Ask and answer	Ask and ans	wer	Ask a	ind answer
		questions about	questions abo		questions about	questions a	bout	ques	tions about
		material studied in L1	material studi		material studied using	material stu	•		rial studied using
		and/or study the key	and/or use se		key vocabulary in a	key vocabu	•		se vocabulary in
		words and Illustrations	vocabulary in	•	series of simple,	expanded s		multi	iple, complex
		about a topic and	phrases and s	hort	related sentences.	with emerg	ing	sente	ences.
		prepare 2 or 3 cards	sentences.			complexity.			
		with simple phrases or							
		Pictures to orally share							
		with others.							
Learning Suppo	orts	Native language	Native langua	ge	Partner work	Partner wo			
		support Partner work	support		Dialogue Starters	Dialogue St	arters		
		Pictures and	Partner work		Note Cards	Note Cards			
		Photographs	Dialogue Start	ters	Word Wall				
		Dialogue Starters	Note Cards						
		Note Cards	Word/Picture	Wall					

Standard	9	Student Learning Objective (SLO)			Language Objective		Aca	Language	
SL.5.3	Summa	rize the points a speaker i	makes and	Summari	ze the points a speaker ma	akes and	VU		Summarize,
WIDA ELDS:		how each claim is suppor	ted by	orally exp	olain how each claim is sup	ported by			speaker,
2	reasons	s and evidence.		reasons a	and evidence with an Outli	ne, notes,			evidence, claim,
Listening				Prompts	and Word Walls.				supported,
Speaking									reasons
							LFC		Transitional
									words, past
									tenses, passive
									voice
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Summarize the points	Summarize th	e points	Summarize the points	Summarize	the points	Summarize the points	
				kes and	a speaker makes and	a speaker makes and		a speaker makes and	
		orally explain how			orally explain how	orally expla	in how	orally	y explain how
		each claim is	each claim is		some of the claims are	each claim i	s	each	claim is
		supported by evidence	supported by	evidence	supported using key	supported b	y evidence	supp	orted by
		in L1 and/or draw	in L1 and/or list the		vocabulary in a series	using key vocabulary in		evide	ence. Use grade-
		Cartoons/ Illustrations	main ideas an	d attach	of simple, related	expanded a	nd some	level	vocabulary and
		and use selected	one supportin	g reason.	sentences.	complex se	ntences.	mult	iple, complex
		vocabulary to describe	Use Pictures t	o explain				sente	ences.
		drawings.	the list using s	selected					
			vocabulary in	phrases					
			and short sen	tences.					
Learning Supp	ports	Native language	Native langua	ge	Small group/ triads	Small group	/ triads		
		support	support		Outline	Outline			
		Small group/ triads	Small group/t	triads	Word Wall				
		Outline	Outline		Prompts				
		Word/Picture Wall	Word/Picture	Wall					
		Prompts	Prompts						
	Teacher Modeling Teacher Mod			eling					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic		Language
SL.5.5	Include	e multimedia component	s (e.g.,	Enhance	the development of mai	n ideas or	VU		Multimedia,
WIDA ELDS:	graphic	cs, sound) and visual disp	lays in	themes i	n oral presentations by ir	ncluding			components,
2	presen	tations when appropriate	e to enhance	multime	dia components and visu	al displays			visuals,
Speaking	the dev	velopment of main ideas	or themes.	using Ted	chnology.				appropriate,
									ideas, themes,
									videos, films,
									graphics
							LFC		Past tenses,
									comparative
									forms of
									adjectives
							LC		Varies by level
		ELP 1	ELP 2	<u> </u>	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Enhance the	Enhance the		Enhance the	Enhance th	ne	Enhance the	
		development of main	development of main		development of main	development of main		deve	lopment of main
		ideas or themes in	ideas or then	nes in	ideas or themes in	ideas or th			s or themes in
		oral presentations by	oral presenta	itions by	oral presentations by	oral preser	ntations by	oral	presentations by
		including multimedia	including mu	ltimedia	including multimedia	including n	nultimedia	inclu	iding multimedia
		components and	components	and	components and	componen	ts and	com	ponents and
		visual displays in L1	visual display	s in L1	visual displays using	visual displ	lays using	visua	al displays using
		and/or use Gestures	and/or use		key vocabulary in a	key vocabu	ılary in	prec	ise vocabulary in
		and match icons to	drawings/Illu	strations	series of simple,	expanded	and some	mult	iple, complex
		selected vocabulary.	and key voca	bulary in	related sentences.	complex se	entences.	sent	ences.
			phrases and	short					
			sentences.						
Learning Sup	ports	Native language	Native langua	age	Small group/ triads	Small grou	•		
		support	support		Technology and	Technology	•		
		Partner work	Partner work		Technological	Technologi	ical		
		Icons	Illustrations		Resources	Resources			
		Technology and	Technology a	ınd					
		Technological	Technologica	ıl					
		Resources Resources							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demi	Language
L.5.1a	Explain	the function of conjunct	tions,	Explain t	he function of conjunction	ns,	VU		Prepositions,
WIDA ELDS:	prepos	itions, and interjections i	in general	preposit	ions, and interjections in	general			conjunctions,
2	and the	eir function in particular s	sentences.	and their	r function in particular se	ntences by			interjections
Speaking				using ref	erence sheets and worki	ng in small	LFC		Proper
Writing				groups.					placement of
									conjunctions,
									interjections,
									prepositions
									and
									punctuation.
							LC		Varies by level
		515.4	515		510.0				
		ELP 1	ELP 2		ELP 3		P 4	ELP 5	
Language Obje	ectives	Explain the function	Explain the fu		Explain the function	Explain the		Explain the function of conjunctions,	
		of conjunctions,	of conjunctions, prepositions, and		of conjunctions,	of conjunct			- ·
		prepositions, and			prepositions, and	preposition			ositions, and
		interjections in	interjections		interjections in	interjection			rjections in
		general and their	general and t		general and their	general and		_	eral and their
		function in particular	function in pa		function in particular	function in	•		tion in particular
		sentences in L1	sentences in		sentences using key	sentences	, .		ences either
		and/or use selected	and/or by org		vocabulary in a series	key vocabu	•		y or in writing,
		vocabulary in	a list of word	s into	of simple, related	expanded s		1	g precise
		controlled text.	those three		sentences.	with emerg			ibulary in
			categories.			complexity	•		tiple, complex
								sent	ences.
Learning Sup	ports	Native language	Native langua	age	Teacher Modeling	Small group			
		support			Small group/ triads	Language R	teterence		
		Teacher Modeling	Teacher Mod	_	Language Reference	Sheet			
		Small group/ triads	Small group/		Sheet				
		Language Reference	Language Ref	terence					
		Sheet	Sheet						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.5.3a	Expand	d, combine, and reduce se	entences for	Write se	ntences that are expande	ed,	VU		Expand,
WIDA ELDS: 2	style.			combine	d or reduced for style usi	ing Teacher			combine,
Writing				Modelin	g and a Checklist for editi	ing.			reduce, style,
									run on
									sentences
							LFC		Punctuation,
									transitional
									words,
									subordinate
									clauses, main
									clauses
							LC		Varies by level
		ELP 1	ELP 2	<u> </u>	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write sentences that	Write senten	ces that	Write sentences that	Write sente	Vrite sentences that		e sentences that
		are expanded,	are expanded	d,	are expanded,	are expand	led,	are e	expanded,
		combined or reduced	combined or	-	combined or reduced	combined of	-		bined or reduced
		for style in L1 and/or	for style in L1	and/or	for style using key	for style us	ing key	for s	tyle using precise
		complete simple	expand simp	-	vocabulary in	vocabulary	• ,		bulary in
		sentences with the	sentences by		multiple, simple	expanded a			iple, complex
		aid of selected	increasing se		sentences.	complex se			ences.
		vocabulary and	descriptive w	ords and					
		controlled text.	phrases.						
Learning Supp	ports	Native language	Native langua	age	Teacher Modeling	Teacher M	odeling		
		support	support	-	Checklist	Checklist fo	•		
		Teacher Support	Teacher Supp	ort			•		
		Shared Writing	Shared Writin						
		Checklist	Checklist	=					
		Sentence Frame							
		Cloze activities							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academi		mic Language	
L.5.4b		mmon, grade-appropriat		Determi	ne the meaning of unkno	wn words	VU		Suffixes,	
WIDA ELDS:	Latin a	ffixes and roots as clues t	o the	and phra	ises with Greek or Latin a	ffixes and			prefixes, root	
2	meanir	ng of a word (e.g., photog	graph,	root wor	ds using Cognates, charts	s and			words	
Reading	photos	ynthesis).		referenc	e sheets.		LFC		Parts of speech	
							LC		Varies by level	
	•	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Use common Greek	Use common	Greek	Determine or clarify	Determine	or clarify	Dete	rmine or clarify	
		and Latin affixes and	and Latin affi	ixes and	the meaning of	the meanir	ng of	the r	meaning of	
		roots by using known	roots as clues	s to the	unknown and	unknown a	nd	unkr	nown and	
		Cognates from L1 or	meaning of a		multiple-meaning	multiple-m	eaning	multiple-meaning		
		by pairing up	Divide the wo	ords into	words and phrases	words and	phrases	words and phrases		
		different parts of the	affixes and ro	oots to	based on adapted based on texts within		base	d on grade 5		
		word.	better compi	rehend	grade 5 reading and			read	ing and content,	
			the meaning.		content, using key,	band using	• •		g Greek or Latin	
					grade-appropriate	grade-appr	opriate	affix	es and roots as	
					Greek or Latin affixes	Greek or La	atin affixes	clue	s to the meaning	
					and roots as clues to	and roots a	is clues to			
					the meaning.	the meanir	ng.			
Learning Sup	ports	Native language	Native langua	age	Specialized Reference	Cognates				
		support	support		Materials	Specialized	Reference			
		Partner work	Partner work	(Cognates	Materials				
		Cognates Cognates			Charts/Posters					
		Charts/Posters	Specialized R	eference						
		Specialized Reference	Materials							
		Materials	Charts/Poste	rs						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.5.5b	_	nize and explain the mear	_	_	e and explain the meani	_	VU		Idioms, adages,
WIDA ELDS:	commo	on idioms, adages, and pr	overbs.		idioms, adages, and pro	_			proverbs
2					ctionaries and Schema, a	nd	LFC		Past tense,
Speaking				Illustratio	ons as needed.				comparative
Writing									forms of
									adjectives
							LC		Varies by level
	ELP 1 Objectives Recognize the Recognize the			2	ELP 3	EL	P 4		ELP 5
Language Obje				е	Recognize the	Recognize	the	Reco	gnize the
	meaning of common			ommon	meaning of common	meaning of		meaning of commor	
		idioms, adages and	idioms, adages and		idioms, adages and	idioms, ada	-	idioms, adages and	
		proverbs in L1 and/or	proverbs in L1 and/or		proverbs and explain	proverbs a	•		erbs and explain
		read to match a	draw		each of them using	them in de	U		n using precise
		picture to a	Pictures/Cartoons		key vocabulary in	key vocabulary in			bulary in
		description of an	and/or graph		multiple, simple	expanded a		mult	iple, complex
		idiom or proverb or	clearly illustra	ate	sentences.	complex se	entences.	sent	ences.
		explain the proverb in	them.						
		L1.							
Learning Sup	ports	Native language	Native langua	age	Partner work	Small grou	p/ triads		
		support	support		Schema	Schema			
	Partner work Part		Partner work	(Idiom Dictionary	Idiom Dicti	onary		
		Idiom Dictionary	Idiom Diction	nary					
		Schema	Schema						
		Illustrations	Illustrations						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.5.6	Acquire	e and use accurately grad	le-	Acquire a	and use accurately gener	al	VU		Domain specific
WIDA ELDS:	approp	riate general academic a	nd domain-	academi	c and domain-specific wo	ords and			words,
2	specific	c words and phrases, incl	uding those	phrases,	including those that sign	al contrast,			contrast,
Reading	that sig	gnal contrast, addition, ar	nd other	addition,	and other logical relatio	nships by			logical,
Writing	logical	relationships (e.g., howe	ver,	using a s	emantic web and working	g with a			although,
	althou	gh, nevertheless, similarl	y, moreover,	partner.					nevertheless,
	in addi	tion).							similarly,
									moreover, in
									addition to
							LFC		Transition
									words,
									conjunctions,
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Acquire and use	•		Acquire and use	Acquire an	d use	Acqu	iire and use
		accurately general	, 0		accurately general	accurately general		accu	rately grade-
		academic and	academic and		academic and	academic and		appropriate, genera	
		domain-specific	domain-spec		domain-specific	domain-sp	ecific	acad	emic and
		words and phrases in	words and ph	rases in	words and phrases,	words and	phrases,	dom	ain-specific
		L1 and/or by listing	L1 and/or by	_	by using those	by using th	em	word	ds and phrases,
		the words with a	the correct w	ord	specific words in	correctly in	а	by us	sing them
		picture and the native	from a short	list	simple short	paragraph		corre	ectly in complex
		language translation	created by th	e	sentences.	expanded a		sente	ences.
		next to it.	teacher.			complex se			
Learning Supp	ports	Native language	Native langua	age	Partner work	Partner wo			
		support Picture	support		Semantic web	Semantic w	<i>r</i> eb		
		Dictionary	Partner work						
		Partner work	Semantic wel	b					
		Semantic web							
		Teacher Modeling							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		Language
RL.5.1		o a text using direct quot	•		a text using direct quote	•	VU		Quotations,
WIDA ELDS:		he text says explicitly and			text says explicitly and v				paraphrasing,
2	drawin	g inferences from the tex	ct.	_	inferences from the text	•			citations
Reading				sentence	citations and highlightin	ig the text.	LFC		Quotation
Speaking									marks,
									punctuation
							LC		Varies by level
	l	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	_			Refer to a text using	Refer to a t	ext using	Refe	r to a text using
	direct quotes to direct quote			to	direct quotes to	direct quot	es to	direc	t quotes to
		explain what the text	explain what	the text	explain what the text	explain wh	at the text	explain what the text	
		says explicitly and	says explicitly and		says explicitly and	says explicitly and		says explicitly and	
		when drawing	when drawing		when drawing	when draw	•		n drawing
		inferences from the	inferences fro		inferences from the	inferences			ences using
		text in L1 and/or refer	text in L1 and	•	text using key	text in com	•		ise vocabulary in
		to a text using	highlighting t		vocabulary in simple,	using key v	-		iple, complex
		illustrations and	quotes and u	_	related sentences.	in expande		sente	ences.
		direct quotes	selected phra			some comp	olex		
		provided by the	short senten	ces		sentences.			
		teacher.							
Learning Sup	ports	Native language	Native langua	age	Native language	Sentence c	itations		
		support	support		support				
	Highlighting the text Highlighting				Highlighting the text				
	Teacher Modeling Sentence C		Sentence Cità	ations	Sentence Citations				
	Diagrams/drawings								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.5.7	Analyz	e how the graphics or the	e media in a	Describe	how the graphics or the	media in a	VU		Multimedia,
WIDA ELDS:	multim	edia presentation help tl	ne reader to	multime	dia presentation help the	reader			film,
2	unders	tand the meaning, tone,	or beauty of	understa	nd more about the mear	ning, tone			presentation,
Reading	a text.			and beau	ity of a text using Graphic	С			beauty, tone,
Speaking				Organize	rs and Word Walls.				text
							LFC		Past tense of
									verbs,
									descriptive
									adjectives
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	D /I		ELP 5
Language Obje	ectives	Describe how the	Describe how		Describe how the	Describe ho		Desc	ribe how the
Language Obje	ctives	graphics or the media	graphics or th		graphics or the media			graphics or the media	
							in a multimedia		
	presentation help th		in a multimed presentation	-	presentation help the	presentation		_	entation help the
		reader understand	reader under	•	reader understand	reader und	•		er understand
		more about the	more about t		more about the	more abou			e about the
		meaning, tone and	meaning, tone and		meaning, tone and	meaning, tone and		_	ning, tone and
		beauty of a text in L1	beauty of a to		beauty of a text by	beauty of a			ity of a text using
		and/or match the	and/or identi		using key vocabulary	key vocabu	_		ise vocabulary in
		graphics or media	key phrases a	•	in a series of simple,	expanded a	•		iple, complex
		words to icons, and	words of the		related sentences.	complex se			ences.
		list all the words	or graphics th		related sentences.	complex se	incences.	Jene	crices.
		associated with those	the reader	iat neip					
		and/or draw Pictures	understand t	he					
		of them.	meaning and						
			of the text.	beauty					
Learning Sup	ports	Native language	Native langua	age	Graphic Organizers	Graphic Or	ganizers		
		support	support		Sentence Frame	Sentence S	tarter		
		Graphic Organizers	Graphic Orga	nizers	Word Wall				
		Word/Picture Wall	Word/Picture	e Wall					
	Charts/Posters Charts/Poster			rs					

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		Language
RL.5.10 WIDA	By the	end of the year, read and	t	By the er	nd of the year, read to un	derstand	VU		Comprehend,
ELDS: 2	compr	ehend literature, includin	ig stories,	literature	e, including stories, dram	as, and			independently,
Reading	drama	s, and poetry, at the high	end of the	poetry, a	t the high end of the gra	des 4–5			proficiently
Speaking	grades	4–5 text complexity ban	d	text com	plexity band independen	tly and	LFC		Varies by level
	indepe	ndently and proficiently.		proficien	tly using multiple resour	ces.			
							LC		Varies by level
		ELP 1	ELP :	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	By the end of the	•		By the end of the	By the end of the		Read	l to understand
		year read to	the high end of g		year read to	year read to		the h	nigh end of grade
		understand grade-	4-5 texts		understand adapted	understand	l texts	4-5 texts	
		level texts	independent	ly and	texts independently	within the	grade-level	el independently and	
		independently and	proficiently in	n L1	and proficiently.	band indep	endently	profi	ciently.
		proficiently in L1	and/or by the	he end of and proficiently.					
		and/or read to	the year und	erstand					
		understand key,	leveled texts						
		words by responding	independent	ly and					
		to simple	proficiently a	ınd					
		comprehension	understand e	excerpts					
		questions and/or	from grade-le	evel					
		drawing their	band of texts	read-					
		answers.	aloud.						
Learning Sup	ports	Native language	Native langua	age	Multiple resources	Multiple re	sources		
		support	support		Partner work	Partner wo	rk		
		Native language texts	Native langua	age texts					
		Teacher Support	Teacher Supp	oort					

Standard	9,	Student Learning Objective (SLO)			Language Objective		Aca	demic	Language
RI.5.6		e multiple accounts of the			nalyze multiple accounts		VU		Accounts,
WIDA ELDS:	•	c, noting important similar			topic, noting important sir				similarities,
2-5		nces in the point of view th	ney		rences in the point of view	•			differences,
Reading	represe	ent.		•	t using Venn Diagram, oth	•			represent,
Writing				Organize	rs and working with a part	ner.			points of view;
									content-based,
									grade-level
									vocabulary
							LFC		Sentence
									patterns used in
									contrasting,
									transitional
									words
							LC		Varies by level
		ELP 1			ELP 3	EL	P 4		ELP 5
Language Obje	ctives	Read to analyze	Read to analyze		Read to analyze	Read to analyze		Read	l to analyze
		multiple accounts of	multiple acco	unts of	multiple accounts of	multiple accounts of		mult	iple accounts of
		the same event or	the same eve	nt or	the same event or	the same event or		the s	ame event or
		topic and discuss	topic and discuss		topic and discuss	topic and discuss		topic	and discuss
		conclusions with a	conclusions w		conclusions with a	conclusions with a		conc	lusions with a
		partner in L1 and/or	partner in L1	and/or	partner using key	partner usir	ng key	partr	ner using precise
		use high-frequency,	use selected		vocabulary in a series	vocabulary	in	voca	bulary in multiple,
		selected vocabulary in	vocabulary in	phrases	of simple, related	expanded s	entences of	comp	olex sentences.
		phrases and	and short sen	tences,	sentences.	emerging co	omplexity.		
		memorized patterns	labeling Pictu	res, as					
		and answer yes/no	needed.						
		questions about the							
		topic.							
Learning Supp	ports	Native language	Native langua	ge	Partner work	Partner wo			
		support	support		Cue Cards	Graphic Org	ganizerss		
		Partner work	Partner work		Graphic Organizerss				
		Teacher Support	Graphic Orgai	nizerss					
		Choice questions	Cue Cards						
		Cue Cards Sentence Fra		me					

Standard		Student Learning Objective	e (SLO)		Language Objective		Aca	ademic	: Language
RI.5.7	Draw o	n information from multiple	print or	Find and o	comprehend information fr	om multiple	VU		Multiple sources,
WIDA ELDS:	digital s	ources, demonstrating the	ability to	print or di	igital sources, demonstratir	ng the ability			print, digital,
Reading	locate a	n answer to a question qui	ckly or to	to locate	an answer to a question qu	ickly or to			efficiently;
Writing	solve a	problem efficiently.		solve a pr	oblem efficiently by workin	g with a			content-based,
Speaking				partner a	nd Marking the Text or usin	g Post-it			grade-level
				Notes.					vocabulary
							LFC		Verb tenses,
									comparative
									forms of
									adjectives,
									transitional
									words
							LC		Varies by level
							-		
		ELP 1	ELP 2		ELP 3	ELI			ELP 5
Language Obje	Language Objectives Find and comprehend		Find and comp		Find and comprehend		ind and comprehend		and comprehend
		information from	information from multiple print or digital		information from	information			mation from
		multiple print or digital			multiple print or digital	multiple prir			iple print or digital
		sources, demonstrating	sources, demo	_	sources, demonstrating	sources, der	_		ces, demonstrating
		the ability to locate an	the ability to locate an		the ability to locate an	the ability to locate an			bility to locate an
		answer to a question	answer to a question		answer to a question	answer to a	•		er to a question
		quickly or to solve a	quickly or to so		quickly or to solve a	quickly or to			kly or to solve a
		problem efficiently in L1	problem efficie	•	problem efficiently by	problem effi			lem efficiently
		or identify key	or identify key		writing the answers in	writing the a		_	multiple, complex
		vocabulary words by	vocabulary wo	•	simple, related	expanded ar		sente	ences.
		marking in the text.	phrases and se		sentences.	complex sen	itences.		
			and marking th	nem in					
Lagraina Corre		Nativa la agua a tay ta	the text.	44	Tashaalaayaad	Taskasla			
Learning Supp	ports	Native language texts	Native languag		Technology and	Technology			
	Technology and Technology a			u	Technological	Technologic	dI		
			Technological		Resources	Resources	_		
		Resources	Resources	· r+	Partner work	Post-it Note	5		
		Teacher Support	Teacher Suppo	ונ	Marking the Text				
		Partner work	Partner work		Post-it Notes				
		Marking the Text Marking the Te				1			

Standard	S	Student Learning Objective (SLO)			Language Objective		Academic Language		Language
RI.5.9	Integra	te information from seve	eral texts on	Integrate	information from severa	al texts on	VU		Integrate,
WIDA ELDS:	the sar	ne topic in order to write	or speak	the same	subject in order to write	e or speak			topic,
Reading	about t	the subject knowledgeab	ly.	about th	e subject knowledgeably	using Note			knowledgeably
Writing				Cards an	d Graphic Organizers.		LFC		Conjunctions,
Speaking									clauses,
									transitional
									words,
									punctuation
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	ELP 4			ELP 5
Language Obje	activos	Integrate information	Integrate info		Integrate information			Intoc	
Language Obje	ectives	from several grade- from severa			from several adapted	Integrate information from several texts		Integrate information from several grade-	
				s, and write a texts on the same within the grade-leve			level texts, and write a		
	•			ragraphs	topic, writing a	band, and v	•		ber of paragraphs
		in L1 and/or find the	in L1 and/or id	• .	paragraph with key	number of			precise
		main idea in two	the main idea	•	vocabulary in simple,	with key vo			bulary in multiple,
		adapted texts, using	adapted texts		related sentences. Be	expanded a	•		plex sentences
		manipulatives,	at least one su		prepared to express	complex sei			indicate an in
		gestures, Pictures and	detail. Comple		them orally.	that indicat			h knowledge of
		illustrations as needed.	paragraph wit		,	depth know	ledge of	•	subject. Be
		Make a presentation	selected voca			the subject.	_		ared to express
		to a small group or	key phrases a	nd short		prepared to		thos	e ideas orally.
		partner using single	sentences. Be			those ideas	orally.		
		words.	prepared to e	xpress					
			them orally.		_				
Learning Sup	Learning Supports Native language Native langu		Native langua	ge	Small group/ triads	Small group	/ triads		
		support	support		Graphic Organizers	Graphic Org	ganizers		
		Small group/ triads	Small group/	triads	Note Cards	Note Cards			
	Graphic Organizerss Graphic Orga								

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Academic Language	
RI.5.10	By the	end of the year, read and	t l	Read to 1	understand informationa	l texts	VU		Appropriate to
WIDA ELDS:	compre	ehend informational text	s, including	Including	history/social studies, so	cience and			text; content-
Reading	history	/social studies, science, a	and technical	technica	texts, at the high end of	the 4-5			based, grade-
	texts, a	it the high end of the gra	des 4–5 text	text com	plexity band independen	tly and			level
	comple	exity band independently	and	proficien	tly using Graphic Organiz	ers,			vocabulary
	proficie	ently.		illustratio	ons, and Partner work.		LFC		Context clues,
									words in
									apposition,
									verb tenses
							LC		Varies by level
			51 D 2						
	ELP 1		ELP 2		ELP 3	ELP 4			ELP 5
Language Obje	ectives	Read to comprehend	I		Read and	Read and		Read	d and
		grade level	grade-level		comprehend a variety	compreher	nd a variety	com	prehend a variety
		informational texts in	informational texts		of adapted	of informational text		of in	formational
		L1 and/or read to	L1 and/or rea	ad to informational texts within t		within the	grade level	grad	e level texts.
		comprehend a	comprehend	a	and excerpts from	band.			
		leveled text or	leveled text o	or	grade-level				
		selected excerpts	excerpts fron	n grade-	informational texts.				
		from grade-level	level texts.						
		texts.							
Learning Sup	ports	Native language	Native langua	age	Partner work	Graphic Or	ganizerss		
		support	support		Graphic Organizers				
		Partner work	Partner work						
		Illustrations/Drawings	Illustrations/I	Drawings					
		Graphic Organizers	Graphic Orga	nizers					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.5.4.a WIDA ELDS: Reading Speaking	Read g	tudent Learning Objectiv rade-level text with purp tanding.			Language Objective It with purpose and complete The mema and a Plot Diagram		VU LFC	demic	Purpose, understanding; content-based, grade-level vocabulary Verb tenses, transitional words,
							LC		punctuation Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	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 Read grade texts, orally the purpose demonstra compreher and/or read texts or exceptable explain the using Pictures selected vo		Read grade-letexts, orally ethe purpose ademonstrate comprehension and/or read I texts or excer grade-level texts are explain the pusing Pictures selected voca in phrases an sentences.	explain and on in L1 eveled rpts from ext, urpose s and abulary	Read adapted texts, orally explain the purpose and demonstrate comprehension using key vocabulary in multiple, simple, related sentences.	Read texts grade-level orally explanded semonstra compreher key vocabu expanded semonstra complexity	band, ain the ad te asion using alary in sentences ging	texts the p dem com prec voca mult	I grade-level s, orally explain ourpose and onstrate prehension using ise grade-level bulary in iple, complex ences.
Learning Sup	ports	Native language texts Native language support Schema Plot Diagram Word/Picture Bank	Native langua support Native langua Teacher Supp Plot Diagram Word/Picture	age texts oort	Small group/ triads Plot Diagram Word Bank Schema	Small group Plot Diagra Schema			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RF.5.4.c	Use co	ntext to confirm or self-c	orrect word	Identify a	and apply context clues t	o confirm	VU		Self-correct,
WIDA ELDS:	recogn	ition and understanding,	rereading as	or self-co	orrect word recognition a	ınd			recognition,
Reading	necess	ary.		understa	inding when necessary by	y working			understanding,
				with a pa	artner and using a Checkl	ist,			rereading
				Cognates	s and Marking the Text.		LFC		Context clues,
									looking for
									Cognates,
									proper
									placement of
									adjectives
							LC		Varies by level
		ELP 1	ELP 2		ELP 3	FII	P 4		ELP 5
Language Ohio	actives	Identify and apply	Identify and a		Identify and apply	Identify an		Identify and apply	
Language Obje	, , , ,				sentence –level	sentence a	,		ence and
		confirm or self-	confirm or se		context clues to	paragraph			graph level
		correct word	correct word		confirm or self-	context clu		1 -	ext clues to
		recognition in a grade	recognition in		correct word	confirm or			irm the meaning
		level text in L1 and/or	level text in L	8		correct wo			elf-correct word
		choose the correct	by highlightin	•	adapted text.	recognition in a text			gnition in a
		word from a short list	sentence clue	•	adapted text.	within the			e-level text.
		of known grade-level	leveled text of			band.	Brade level	Braa	e level text.
		words.	selected exce						
			from a grade-	•					
			text.						
Learning Sup	ports	Native language	Native langua	age	Small group/ triads	Small group	o/ triads		
3.4		support	support	.	Checklist	Cognates			
		Native language texts	Native langua	age texts	Marking the Text				
		Marking the Text	Checklist	-	Cognates				
		Cognates	Marking the	Text					
			Cognates						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.2.c	Link ide	eas within and across cat	egories of	Link idea	s within and across cate	gories of	VU		Clauses, link,
WIDA ELDS:	inform	ation using clauses (e.g.,	in contrast,	informat	ion using transitional wo	rds. (e.g. in			categories,
Writing	especia	ally).		contrast,	, especially) with Referen	ice Sheet,			information
				multiple	resources and technolog	sy/	LFC		Subordinate
				Technolo	ogy and Technological Re	sources.			clause, main
									clauses,
									transitional
									words,
									conjunctions
							LC		Varies by level
	<u> </u>	ELP 1	ELP 2	2	ELP 3	ELI	ELP 4		ELP 5
Language Obje	ectives	Link ideas within and	Link ideas wit	thin and	Link ideas within and	Link ideas v	within and	Link ideas within an	
	across categories		across categories		across categories	across categories		across categories	
		using transitional	using transitional		using transitional	using transitional		using	g transitional
		words in L1 and/or by	words in L1 a	nd/or by	words by writing a	words by w	riting a	word	ds by writing a
		highlighting selected	completing a	cloze	series of simple,	series of ex	panded	serie	es of well-
		transitional words	activity with	selected	related sentences.	complex	orga	nized paragraphs	
		and phrases in	transitional p	hrases.		sentences.		with	multiple,
		sentences and						com	plex sentences.
		repeating them with							
		a partner.							
Learning Sup	ports	Native language	Native langua	age	Partner work	Multiple re			
		support	support		Multiple resources	Technology			
		Partner work	Partner work		Technology	Reference	Sheet		
	Teacher Support Teacher Sup			Reference Sheet					
	Multiple resources Multiple res								
		Teacher Modeling	Teacher Mod	leling					
		Technology	Technology						
		Cloze activities							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.5.4		e clear and coherent wri	•	-	and organize coherent w	_	VU		Clear, concise,
WIDA ELDS:	approp	oriate to the task, purpos	e, and		appropriate to the task, բ	•			appropriate,
2	audien	ce.			ence using a Purpose and				task , purpose,
Writing				Planning	Chart, Word Wall and Te	emplate.			audience
							LFC		Verb tenses,
									subject verb
									agreement,
									organization of
									ideas
							LC		Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	anguage Objectives Develop and organize Develop an			organize	Develop and organize	Develop an	d organize	Deve	elop and organize
	coherent writing				coherent writing that	coherent w	riting that	cohe	erent writing that
		is appropriate to the	is appropriate	e to the	is appropriate to the	is appropri	ate to the	is ap	propriate to the
		task, purpose, and	task, purpose	e, and	task, purpose, and	task, purpo	se, and	task,	purpose, and
		audience in L1 and/or	audience in L1 and/or		audience and conveys	audience using key		audi	ence using
		use drawings and	use selected		multiple, related	vocabulary in		prec	ise vocabulary in
		high-frequency, single	vocabulary in	•	ideas using key	expanded a		mult	iple, complex
		words in phrases	and short ser	ntences.	vocabulary in a series	complex se	ntences.	sent	ences.
		and/or memorized			of simple sentences.				
		patterns.							
Learning Sup	ports	Native language	Native langua	age	Purpose and	Purpose an			
		support	support		Audience Planning	Audience P	lanning		
	Word/Picture Wall Word/Pictu		e Wall	Chart	Chart				
	· · · · · · · · · · · · · · · · · · ·		Purpose and		Template	Template			
		Audience Planning	Audience Pla	nning	Word Wall				
		Chart	Chart						
		Template Template							

Standard	S	Student Learning Objective (SLO)			Language Objective		Aca	demic	Language
W.5.5	With g	uidance and support fror	n peers and	With gui	dance and support from	peers and	VU		Peer editing,
WIDA ELDS:2	adults,	develop and strengthen	writing by	adults, d	evelop and strengthen w	riting by			writing process,
Writing	plannir	ng, revising, editing, rewr	iting, or	planning	, revising, editing, rewriti	ng, or			drafts, revising,
	trying a	a new approach.		trying a r	new approach to create o	levelop			new
				and strer	ngthen writing using peer	r editing, a			approaches;
				Checklist	, Story Map, and multiple	9			content-based,
				resource	S.				grade-level
									vocabulary
							LFC		Sentence and
									paragraph
									structure,
									indenting,
									punctuation
							LC		Varies by level
	ELP 1 ELP		P 2 ELP 3 ELP 4		P 4		ELP 5		
Language Obje	ectives	With guidance and	With guidanc	e and	With guidance and	With guida	nce and	With	guidance and
		support, develop and	support, deve	elop and	support, develop and	support, de	evelop and	supp	ort, develop and
		strengthen writing by	strengthen writing by		strengthen writing by	strengthen writing by		strer	ngthen writing by
		planning, revising,	planning, revising,		planning, revising,	planning, re	evising,	plan	ning, revising,
		editing, rewriting, or	editing, rewri	iting, or	editing, rewriting, or	editing, rev	vriting, or	editi	ng, rewriting, or
		trying a new	trying a new		trying a new	trying a nev	W	tryin	g a new
		approach in L1 and/or	approach in L	_1 and/or	approach by	approach b	У	appr	oach using
		by writing short	by using drav	vings	completing a writing	completing	an	prec	ise vocabulary in
		phrases accompanied	and selected		task that represents	organized v	writing task	mult	iple, complex
		by Pictures and then	vocabulary in	short	multiple, related	using key v	ocabulary	sent	ences.
		expanding.	sentences.		ideas using key	in expande	d and		
	Companies (Section 1987)				vocabulary in simple	some comp	olex		
				sentences.	sentences.				
Learning Supp	ports	Native language	Native langua	age	Multiple resources	Multiple re			
		support	support		Checklist for editing	Checklist fo	•		
		Word/Picture Wall	Word/Picture	e Wall	Partner work	Partner wo	rk		
	Story Map Story Map			Story Map					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.5.6	With so	ome guidance and suppo	rt from	With sor	ne guidance and support	from	VU		Internet,
WIDA ELDS:	adults,	use technology, includin	g the	adults ar	nd peers, use technology,	including			internet
Writing	Interne	et, to produce and publis	h writing as	the Inter	net, to produce and publ	ish writing			terminology,
	well as	to interact and collabora	ate with	as well a	s to interact and collabor	ate with			collaborate,
	others.	•		others w	ith Technology and Tech	nology and			interact
				Technolo	ogical Resources and liter	ary	LFC		Subject/verb
				Reference	ce Sheet.				agreement,
									verb tenses,
									punctuation
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Collaborate with	Collaborate v	vith	Work in a small group	Collaborate	with	Collaborate with	
	peers to write and		peers to write and		to write and publish	peers to wi	rite and	peers to write and	
		publish a research	publish a rese	earch	shared writing (a	publish a p	iece of	publ	ish a research
		article in L1 and/or	article in L1 a	ind/or	short story with	writing tha	t includes	artic	le, using the
		write and publish a	write and pul	blish a	illustrations) using	a number o	of well-	inter	net to search for
		series of short	series of sentences		the internet, using	organized paragraphs		infor	mation using
		phrases or words by	and short phi	rases	key vocabulary in a	using the ir	nternet, as	prec	ise vocabulary in
		using the internet to	using the inte	ernet.	series of simple,	needed usi	• ,	mult	iple, complex
		find Pictures and			related sentences.	vocabulary	in	sent	ences.
		assist in translating				expanded a	and some		
		native language.				complex se			
Learning Sup	ports	Native language	Native langua	age	Technology and	Technology			
		support support			Technological	Technologi	cal		
	σ,		Technology a		Resources	Resources			
			Technologica	I	Small group/ triads	Small grou			
		Resources	Resources		Literary Reference	Literary Re	ference		
		Partner work	Small group/		Sheet	Sheet			
	Teacher Support Teacher Sup			ort	Teacher Support				

Standard	Student Learning Objective (SLO)		Language Objective			Academic Language				
W.5.6	Demor	nstrate sufficient commar	nd of	Demonst	rate sufficient command	of	VU		Keyboard,	
WIDA ELDS: 2	keyboa	arding skills to type a min	imum of two	keyboarding skills to type a minimum of two					fingers,	
Listening	pages i	in a single sitting.		pages in a single sitting following oral					practice;	
Writing				direction	s using Visuals, and Tech	nology and			content-based,	
				Technolo	gy and Technological Re	sources.			grade-level	
									vocabulary	
							LFC		Command	
									forms of the	
									verb	
							LC		Varies by level	
		ELP 1	ELP 2)	ELP 3	FII	P 4	ELP 5		
Language Obje	ectives	Demonstrate	Demonstrate		Demonstrate	Demonstra			Demonstrate	
	2001103	sufficient command	sufficient command		sufficient command	sufficient command		sufficient command		
		of keyboarding skills	of keyboarding skill		of keyboarding skills		of keyboarding skills		yboarding skills	
		to type a minimum of	, ,		to type a minimum of	•	to type a minimum of		pe a minimum of	
		two pages in a single	two pages in a single		two pages in a single	two pages			pages in a single	
		sitting in L1 and/or	sitting in L1 and/or by		sitting by using clear	sitting by u	•	l '	ng after dictating	
		using clear Visuals	using clear Visuals		Visuals and typing a	Visuals, and		precise vocabulary in		
		that show where the	and typing a series o		page at a time of key	completing one page		multiple, complex		
		letters are and model	words the tea	acher	vocabulary in simple,	of typing w		sente	ences.	
		what to do.	puts on the b	oard	related sentences.	vocabulary	words in			
			within a shor	t period	riod expanded a		and some			
			of time.			complex sentences.				
Learning Supports		Visuals	Visuals		Visuals	Visuals				
		Teacher Modeling	Teacher Mod	eling	Technology and	Technology	and and			
		Technology and	Technology a	nd	Technological	Technological				
		Technological	Technologica	I	Resources	Resources				
		Resources	Resources							

Standard	Student Learning Objective (SLO)			Language Objective			Aca	Language	
SL.5.5	Include	e multimedia component	s (e.g.,	In speaking include multimedia components			VU		Multimedia,
WIDA ELDS:	graphic	cs, sound) and visual disp	lays in	(e.g., graphics, sound) and visual displays in					film,
2-5	presen	tations when appropriate	e to enhance	presentations when appropriate to enhance					presentation,
Speaking	the dev	velopment of main ideas	or themes.	the deve	lopment of main ideas or	rthemes			graphics, text,
				using Gra	aphic Organizers, and Vid	eo Clips			main ideas;
				and Film	s and films.				content-based,
									grade-level
									vocabulary
							LFC		Past tense of
									verbs,
									descriptive
									adjectives
							LC		Varies by level
	ELP 1		ELP 2	2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	In writing or speaking	In speaking, include		In speaking, include	In speaking, include		1	eaking, include
		include multimedia	multimedia		multimedia	multimedia		multimedia	
		components and visual	components a	nd visual	components and visual	components and visual			onents (and visual
		displays in	displays in	whon	displays in	displays in presentations using key		displays in presentations using	
		presentations in L1 and/or by watching a	presentations appropriate to		presentations using key vocabulary in a series of	vocabulary in expanded			se vocabulary in
		short video clip and	the developme		simple, related	and some complex		multiple, complex	
		identifying the main	main ideas or theme		sentences.	sentences.		sentences.	
		idea with a picture of a	L1 and/or by w						
		description.	short video an	_					
		·	identifying the	main					
			ideas and themes, in						
			short sentences and						
			phrases, accon	-					
			by drawings, as needed.						
Learning Sup	ports	Native language	Native languag	ge	Video Clips and Films	Video Clips a			
		support	support	d Ethan	Graphic Organizers	Graphic Orga	anizers		
		Video Clips and Films	Video Clips and						
		Graphic Organizers	Graphic Organ	izers					

Standard	S	Student Learning Objective (SLO)		Language Objective			Academic Language			
SL.5.6	Adapt	speech to a variety of cor	ntexts and	Adapt social speech to a variety of context s			VU		Socio-cultural	
WIDA ELDS:	tasks, ι	ısing formal English whei	า	and tasks, using formal English when					language,	
2-5	approp	riate to task and situatio	n.	appropriate to task and situation using					registers,	
Speaking				Technolo	gy and Technology and				accents;	
				Technolo	gical Resources.				content-based,	
									grade-level	
									vocabulary	
							LFC		Formal English	
									vs. everyday	
									English	
							LC		Varies by level	
		FLD 1	ELD.	•	FID 3	FI	D 4		ELP 5	
Language Ohio		ELP 1	ELP 2		ELP 3	ELP 4				
Language Obje	ectives	Adapt social speech	Adapt social speech		Adapt social speech	•	Adapt social speech to a variety of context		Adapt social speech to a variety of	
		to a variety of context	· ·		to a variety of context			contexts and tasks,		
		s and tasks, using	s and tasks, using		s and tasks using	s and tasks	_		•	
		formal English when	formal English when		formal English when	formal English when		1	g formal English	
		appropriate by	appropriate by		appropriate using key	appropriate using key			n appropriate by	
		watching a very short	answering question		vocabulary in simple,	vocabulary in		,	g precise	
		video that exhibits	with selected		related sentences.	expanded and some		vocabulary in		
		formal English and	vocabulary in	key		complex se	ntences.		iple, complex	
		draw the people	phrases.					sent	ences.	
		talking in Cartoons								
	with bubbles.									
Learning Supports Native		Native language	Native langua	age	· · · · · · · · · · · · · · · · · · ·					
		support	support		Technology and	Technology				
		Cartoons	Video Clips a		Technological	Technologi	cal			
		Video Clips and Films	Technology a		Resources Resources					
		Technology and	Technologica	I	Visuals	Visuals				
		Technological	Resources							
	Res		Visuals							

Standard	Student Learning Objective (SLO)			Language Objective			Academic Language		
L.5.1.c	Use ve	rb tense to convey varioເ	ıs times,	Apply the proper verb tense to convey			VU		Verb tenses,
WIDA ELDS:	sequer	ices, states, and condition	ns.	various times, sequences, states and					sequences,
2-5				condition	ns by working with a part	ner and			states,
Writing				using a la	anguage reference sheet.				conditions
Speaking							LFC		Verb tenses,
									modals, subject
									verb agreement
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Apply the proper verb	Apply the proper verb		Apply the proper verb	Apply the p	roper verb	Apply the proper verb	
		tense to convey	tense to convey		tense to convey	tense to convey		tense to convey	
		various times,	various times,		various times,	various times,		various times,	
		sequences, states and	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '		sequences, states and	sequences,	states and	sequences, states and	
		conditions by	choosing the correct		conditions by writing	conditions	, .		litions by writing
		sequencing a series of			a series of simple,	the correct			iple paragraphs
		events matching key	when it is presented		related sentences in	the verb in a series of		that correctly use at	
		vocabulary words to	in a sentence frame		different tenses.	related expanded		least 3 different	
		the Pictures of time	or cloze activity.			sentences t			es in multiple,
		related events.				contain key		com	plex sentences.
					vocabulary				
Learning Supports		Native language	Native language		Language Reference	Language F	Reference		
		support	support		Sheet	Sheet			
		Language Reference	Language Re	terence	Partner work	Partner wo	rk		
		Sheet	Sheet						
		Teacher Support	Teacher Supp						
		Partner work	Partner work						

Standard	Student Learning Objective (SLO)				Language Objective	Academic Language			
L.5.4.c	Consul	t reference materials (e.g	5.,	Read refe	Read reference materials (e.g., dictionaries,				Consult, digital,
WIDA ELDS:	diction	aries, glossaries, thesaur	uses), both	glossaries, thesauruses) both print and					key words,
1-5	print a	nd digital, to find the pro	nunciation	digital, to	find the pronunciation	and			clarify
Reading	and de	termine or clarify the pre	ecise	determin	ne or clarify the precise m	neaning of	LFC		Reference
Writing	meanir	ng of key words and phra	ses.	key word	ls and phrases using Tech	nnology			skills,
				and Tech	nology and Technologica	al	LC		Varies by level
				Resource	es and multiple resources	S.			
		ELP 1	ELP 2	2	ELP 3	EL	P 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 be and digital, words and defined wr sentences correct me the words.	ooth print to define once ite with the aning of	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 langua support Technology a Technologica Resources Teacher Supp	and I	Technology and Technological Resources	Technology Technologi Resources			

Standard	S	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).			appropri specific v that sign logical re although in additio	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,			VU However althout nevert similar moreound addition LFC Puncture word of the state		
				technology.			LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 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-spec words that si contrast, add other relation L1 and/or by selected voca from a short adding it to t sentence.	d ific gnal lition and nships in choosing abulary list and he	Correctly use academic and key domain-specific words that signal contrast, addition and other relationships in a series of simple, related sentences.	other relat a paragrap expanded a complex se	and key, ecific signal ddition and ionships in h with and some entences.	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