Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.1	Cite te	xtual evidence to suppor	't analysis of	Analyze	text and identify supporti	ive textual	VU		Textual
WIDA: 2	what tl	he text says explicitly in g	rade 6	evidence	through the use of a gra	phic			evidence
Reading	text(s).			organize	r and/or marking the text	t.	LFC		Quotations,
Speaking									direct and
									reported
									speech
									sentence
							LC		structure
									Varies by level
	L	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Analyze text and	Analyze text a	and	Analyze text and	Analyze tex	kt and	Analyze text and	
		identify supportive	identify supp	ortive	identify supportive	identify sup	oportive	identify supportive	
		textual evidence in L1	textual evidence in L1		textual evidence from	textual evid	dence from	textu	al evidence from
		and/or by matching	and/or by ma	ntching	adapted literature.	literature a	-	grade	e-level literature.
		phrase citations from	sentence cita			5-6 text lev	el band.		
		adapted text to visual	from appropr	•					
		representations of	leveled text t						
		the text.	representatio	ons of					
			the text						
Learning Sup	ports	Graphic Organizer	Graphic Orga	nizer	Graphic Organizer	Graphic Or	ganizer		
		Template	Template		Template	Bold			
		Partner Work	Partner Work	(Partner Work	Faced/High	lighted		
		L1 support	L1 support		Word Wall	Words			
	Phrase citations Sentence cit				Bold				
		Pictures/Photographs	Pictures/Phot	tographs	Faced/Highlighted				
		of text	of text		Words				
		Word Wall	Word Wall						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.1	Cite te	xtual evidence to suppor	't analysis of	Analyze	text and identify supporti	ive textual	VU		Textual
WIDA: 2	what tl	he text says explicitly in g	rade 6	evidence	through the use of a gra	phic			evidence
Reading	text(s).			organize	r and/or marking the text	t.	LFC		Quotations,
Speaking									direct and
									reported
									speech
									sentence
									structure
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Analyze text and	Analyze text a	and	Analyze text and	Analyze tex	kt and	Analyze text and	
		identify supportive	identify supp	ortive	identify supportive	identify sup	tify supportive		ify supportive
		textual evidence in L1	textual evidence in L1 t		textual evidence from	textual evid	dence from	textu	al evidence from
		and/or by matching	and/or by ma	ntching	adapted literature.		t the grade	grade	e-level literature.
		phrase citations from	sentence cita	tions		5-6 text lev	el band.		
		adapted text to visual	from appropr	•					
		representations of	leveled text t						
		the text.	representatio	ons of					
			the text						
Learning Sup	ports	Graphic Organizer	Graphic Orga	nizer	Graphic Organizer	Graphic Or	ganizer		
		Template	Template		Template	Bold			
		Partner Work	Partner Work	(Partner Work	Faced/High	lighted		
		L1 support	L1 support		Word Wall	Words			
	Phrase citations Sentence cit				Bold				
		Pictures/Photographs	Pictures/Phot	tographs	Faced/Highlighted				
		of text	of text		Words				
		Word Wall	Word Wall						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
6.1		extual evidence to suppo	-		lyze text and infer detail		VU		Inferences
WIDA: 2 Reading Speaking	infe	inferences drawn from grade 6 text(s).			pportive textual evidence through the use f a graphic organizer and/or marking the text.				Quotations, direct and reported speech sentence structure
							LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	ELP 4		ELP 5	
Language Obje		ctives Analyze text and infer Analyze details from details f supportive textual supportive evidence in L1 and/or evidence by matching phrase by matching citations from citations		1 and/or sentence n / leveled ons of	Analyze text and infer details from supportive textual evidence from or adapted grade-level band literature.	5-6 text lev	n textual om t the grade el band.	detai supp evide	yze text and infer ils from ortive textual ence from grade- literature.
Learning Sup	s Supports Graphic Organizer Graphic Orga Partner Work Partner Wor L1 support L1 support Phrase citations Sentence cit Pictures/Photographs Pictures/Photographs Word Wall Word Wall				Graphic Organizer Bold Faced/Highlighted Words Word Wall	Graphic Or Bold Faced			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.2	Detern	nine the central idea of a	text and	Explain a	and summarize the main i	idea of a	VU		: Phrases: (on
WIDA: 2	explain	how it is conveyed throu	ugh details to	text, usir	ng supportive textual evid	lence			page, in
Reading	provide	e a summary of a text dis	tinct from	through	the use of a story map ar	nd/or			other words);
Speaking	person	al opinions or judgments		marking	the text.				logical
									connectors
							LFC		Complex
									sentences using
									relative clauses
									i.e. who, that
									which
							LC		Varies by level
	ELP 1		ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje			Explain and		Explain and	Explain and	1	Explain and	
		summarize the	summarize th	ne	summarize the	summarize the		summarize the	
		central idea and key	central idea and key		central idea and key	central idea and key		cent	ral idea and key
		details from grade-	details from g	grade-	details from adapted	details from	n literature	deta	ils from grade-
		level literature in L1	level literatur	e in L1	literature in the grade	in the grad	e 5-6 text	level	literature. Use
		and/or identify the	and/or by ma	itching	5-6 text level band.	level band.	Use	deta	iled sentences of
		central idea a	sentence cita	tions	Use key content	complete s	entences	varyi	ing lengths and
		summary of an	from appropi	riately	based vocabulary in	of varying l	engths and	com	plexity with
		appropriately leveled	leveled text t	o visual	simple, related	emerging c	omplexity	cont	ent based
		text by matching	representatio	ons of	sentences which may	with some	content	voca	bulary.
		phrase citations to	text.		include errors which	based voca	bulary.		
		visual			do not interfere with				
		representations.			meaning				
Learning Sup	ports	Story Map	Story Map		Story Map	Story Map			
		Partner Work	Partner Work	(Partner Work				
		L1 support	L1 support		Adapted Text				
		Phrase citations	Sentence cita	itions					
		Visuals	Visuals						
		Adapted Text Adapted Text							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
RL.6.3	Descril	be how a particular story	r's plot	Describe	and sequence plot in a s	tory by	VU		Main idea; plot
WIDA: 2		s in a series of episodes i	n 6 ^{°°} grade	using a p	lot diagram and creating	a video.	LFC		Describe
Reading	text(s).						LFC		people, places,
Speaking									things i.e.
Listening									present
									progressive
									tense, adverbs
							LC		Varies by level
									varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	ectives				Describe and	Describe a	-		ribe and
	sequence how the sequence ho				sequence how the	sequence h			ence how the
	story's plot unfolds in story's p				story's plot unfolds	story's plot unfolds		story's plot unfolds	
		grade level text in L1	grade level text in L1		from adapted	from literature in the			ies of episodes in
		and/or sequence the	and/or seque		literature in the grade	grade 5-6 t		•	e-level text. Use
		plot by using	plot by sortin	•	5-6 text level band.	band. Use	•		iled sentences of
		gestures, single word,	content-relat		Use key content	sentences			ng lengths and
		or yes/no responses	visuals with s		based vocabulary in	lengths and	00		plexity with
		to questions and	sentences fro		simple, related	complexity	with some		ent based
		matching short phrase citations to	appropriately		sentences which may include errors that do			voca	bulary.
		illustrated text.	text in Englis	n.	not interfere with	vocabulary			
		mustrateu text.			meaning.				
Learning Sup	norts	Plot diagram	Plot diagram		Plot diagram	Plot diagra	m	Plot	diagram
	ports	Story Map	Story Map		Story Map	i lot didgid		1100	andBrann
		L1 support	Bilingual Dict	ionarv	Bilingual Dictionary				
		Illustrated text	Glossary	- /	Glossary				
		Bilingual Dictionary	L1 support		,				
			Illustrated te	xt					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
RL.6.3	Descril	pe how characters respo	nd or change	Describe	changes and responses i	n	VU		Characters,	
WIDA: 2	as the	plot moves toward a reso	olution in 6^{*}	characte	rs over time using plot di	agram and			change,	
Reading	grade t	ext(s).		characte	r web.				resolution	
Speaking							LFC		Describing	
									actions, people,	
									places, thing;	
									present and	
									past tense	
									verbs	
							LC		Varies by level	
	ELP 1ELPctivesDescribe changes andDescribe ch			2	ELP 3	ELI	P 4		ELP 5	
Language Obje				nges and	Describe changes and	Describe ch	nanges and	Desc	ribe changes and	
	responses of response				responses of	responses of	ponses of		responses of	
		characters as plot	characters as	plot	characters as plot	characters	•	characters as plot		
	moves to resolution moves to re		olution	moves to resolution	moves to re			es to a resolution		
		in L1 and/or	in L1 and/or					in a g	grade level text.	
		answering yes/no or	answering w		literature in the grade	level band.			detailed	
		either/or questions	questions usi	• •	5-6 text level band.	complete s			ences of varying	
		with single words,	short phrases	s in	Use key content	of varying l	•	0	ths and	
		gestures or visuals.	English or to		based vocabulary in	emerging c			plexity with	
			complete ser	ntence	simple, related	with some			ent based	
			frames.		sentences which may	based voca	bulary.	voca	bulary.	
					include errors but do					
					not interfere with					
					meaning					
Learning Sup	ports	Plot diagram	Plot diagram		Plot diagram					
		Character Web	Character We	eb	Character Web					
		Role play	Role play							
		Word Wall	Word Wall							
		Character Web								
		Word Wall								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.4 WIDA: 2		nine the meaning of wor s as they are used in a te			nd analyze words and ph t relates to tone using a c		VU		
Reading	analyzi	ng the impact of a specif		and thin	-	lictionaly	LFC		
Speaking Listening	choice	on tone					LC		Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje		Choose single word or picture that matches tone from appropriately leveled text.	Choose phra matches tone appropriately text by sortir words and pl and using the phrases to co sentence fra	e from y leveled ng known hrases ose omplete	Define and analyze word choice, as it relates to tone in an adapted grade level text. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	complexity content ba vocabulary	e, as it one in a ext level complete of varying d emerging with some sed	word relat in a g Use o sento lengt comp conto	ne and analyze d choice as it ed to tone used grade level text. detailed ences of varying ths and plexity with ent based bulary.
Learning Sup	ports	Think Aloud Choral Reading Bilingual Dictionary L1 support Pictures/Photographs	Think Aloud Choral Readi Bilingual Dict L1 support Sentence Fra	ionary	Think Aloud Choral Reading Bilingual Dictionary	Think Alou Bilingual D			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	Language		
RL.6.5 WIDA: 2	-	e how a particular senter structure and contributes			how one sentence fits int and contributes to them		VU		Theme, literary analysis	
Reading Speaking Listening	develo	pment.		developr aloud.	nent from sentences usir	ng a think	LFC		Subject verb agreement, embedded clauses	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5		
Language Obje		Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words in one sentence and how they connect to the theme.	Analyze one s and discuss h connects to t theme in L1 a analyze word phrases in on sentence to understand t	iow it he and/or Is and ie	Analyze one sentence and discuss how it connects to the theme using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Analyze on and discuss connects to theme usin complete s of varying l emerging c with some based voca	s how it o the entences engths and omplexity content bulary.	and o conn them sente lengt comp conte	yze one sentence discuss how it ects to the ne using detailed ences of varying ths and plexity with ent based bulary.	
Learning Sup	ports	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Sma Groups Pictures/Pho Semantic We Bilingual Dict Glossary L1 support	tographs b	Think Aloud Triads or Small Groups Word Wall Template	Think Alou	d			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.5 WIDA: 2	-	e how a particular sente structure and contributes		-	particular sentence in rel sing an outline.	lation to	VU		Setting
Reading		pment.	ito setting	Setting u	sing an outline.		LFC		Subject-verb
Speaking							LC		agreement Varies by level
		ELP 1	ELP 2	ELP 2 ELP 3			P 4	ELP 5	
Language Obj		Analyze particular sentence in relation to setting development in L1 and/or English using single words, pictures and outline.	Analyze parti sentence in r to setting development and/or Englis short phrases pictures and frames.	elation t in L1 h using s,	Analyze particular sentence in relation to setting development using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	emerging c with some based voca	n relation sent to sent sent using dev sentences deta lengths and vary complexity com content con		yze particular ence in relation tting lopment using iled sentences of ng lengths and olexity with ent based bulary.
Learning Sup	Think AloudThink AloudPictures/PhotographsWord Wall		Word Wall Pictures/Pho	tographs	Outlines Think Aloud Word Wall	Outlines			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.5	Analyze	e how a particular chapte	er fits into a	Analyze l	how a particular chapter	fits into	VU		Setting, text's
WIDA: 2	text's s	tructure and contributes	to setting.	text strue	cture and in relation to se	etting using			structure
Reading				an outlin	e and think aloud.		LFC		Describe
Speaking									people, places
									things, e.g.
									nouns,
									pronouns
						LC			Varies by level
		ELP 1 ELP 2 es Analyze how a Analyze how			ELP 3	ELI	P 4		ELP 5
Language Obje	ectives				Analyze how a	Analyze ho	w a	Analyze how a	
				apter fits	particular chapter fits	particular c	hapter fits	particular chapter fi	
		into text structure in	into text structure in		into text structure in	into text st	to text structure in		text structure in
		relation to setting in	relation to setting in		relation to setting	relation to setting		relat	ion to setting
		L1 and/or English	L1 and/or Eng	glish	using key content	using comp	lete	-	g detailed
		using single words,	using short p		based vocabulary in	sentences of varying			ences of varying
		pictures and outline.	pictures and	sentence	simple, related	lengths and		-	ths and
			frames.		sentences which may	complexity	with some	comp	plexity with
					include errors that do	content ba			ent based
					not interfere with	vocabulary		voca	bulary.
					meaning.				
Learning Sup	ports Outlines Outlines		Outlines		Outlines	Outlines			
			Think Aloud		Think Aloud	Think Aloue	b		
		Word Wall	Word Wall		Word Wall				
		Pictures/Photographs	Pictures/Phot	tographs					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.5	-	e how a particular senter			analyze how a particular		VU		Plot, text
WIDA: 2	text's s	structure and contributes	to plot	fits into a	a text's structure and cor	ntributes to			structure
Reading	develo	pment.		plot deve	elopment by answering V	VH-	LFC		Subject verb
Speaking				question	s using a graphic organiz	er.			agreement
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read to analyze how	Read to analy	/ze how	Read to analyze how	Read to ana	alyze how	Read	to analyze how
		a particular sentence	a particular s	entence	a particular sentence	a particular	sentence	a pa	rticular sentence
	contributes to plot contribut			o plot	contributes to plot	contributes to plot		contributes to plot	
		development in L1	development in L1		development using	developme	nt using	deve	elopment using
		and/or match	and/or complete a		simple sentences to	supporting	evidence	grad	e-level text.
		pictures to single	plot diagram using		identify supporting	from grade level or			
		words in relation to a	short phrase		evidence from grade	adapted lite	erature.		
		plot diagram.	responses to	WH-	level or adapted				
			questions.		literature.				
Learning Sup	ports	Plot diagram	Plot diagram		Plot diagram	Plot diagra	m		
		Word Wall	Word Wall		Word Wall				
		Word Bank	Word Bank		Word Bank				
		L1 support	L1 support						
		Choice questions	Wh- questior	ıs					
		Pictures/Photographs							

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.5	Analyze	e how a particular chapte	er fits into a	Read to a	analyze how a particular	sentence	VU		Plot, chapter,
WIDA: 2	text's s	tructure and contributes	to plot	fits into a	a text's structure and cor	ntributes to			structure
Reading	develo	pment.		plot deve	elopment by answering V	VH-	LFC		Describe
Speaking				question	s using a graphic organiz	er			actions,
				(example	e: outline, story map).				present
									progressive
									tense
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Read to analyze how	Read to analy	/ze how	Read to analyze how	Read to an	alyze how	Read to analyze how	
		a particular chapter	a particular c	hapter	a particular chapter	a particula	particular chapter		rticular chapter
		contributes to plot	contributes t	o plot	contributes to plot	contributes	s to plot	cont	ributes to plot
		development in L1	development	t in L1 development using development			ent using	deve	lopment using
		and/or match	and/or comp	lete a	simple sentences to	supporting	evidence	grad	e-level text.
		pictures to single	plot diagram	using	identify supporting	from grade	le level or		
		words in relation to a	short phrase		evidence from grade	adapted lit	erature.		
		plot diagram.	responses to	wh-	level or adapted				
			questions.		literature.				
Learning Sup	ports	Word Wall	Word Wall		Word Wall				
		Word Bank	Word Bank		Word Bank				
		L1 support	support L1 support						
		Choice questions	Wh- questior	IS					
		Pictures/Photographs							

Standard	St	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RL.6.7	Compa	re and contrast the expe	rience of	Compare	and contrast what they	"see" and	VU		Compare,
WIDA: 2	reading	g a story to listening to or	viewing an	"hear" w	hen reading the text to v	vhat they			contrast, audio,
Reading	audio,	video, or live version of t	he text	perceive	when they listen or wate	ch it			visual, live
Speaking	includi	ng contrasting what they	"see" and	through	the use of a Venn Diagra	m.			version,
	"hear"	when reading the text to	what they						perceive
	perceiv	e when they listen or wa	tch.				LFC		Comparative
									and superlative
									adjectives;
									conjunctions;
									adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Compare and	Compare and		Use short simple	Use comple	ete	Use detailed	
		contrast the	contrast the s		sentences with key	constructe	d	sente	ences of varying
		experience of reading	experience of	f reading	content based	sentences	with some	lengt	hs and
		a story versus multi-	a story versus	s multi-	vocabulary to	content ba	sed	comp	plexity with
		media version in L1	media versio	n in L1.	compare and contrast	vocabulary	to	conte	ent based
		and/or match single	And/or use sl	nort	the live version to the	compare a	nd contrast	voca	bulary to
		words to pictures;	phrases to an	iswer	written version of the	the live ver	sion to the	comp	pare and contrast
		use single words to	questions; ma		text.	written ver	sion of the		experience of
		complete Venn	images and p			text.			ing a story versus
		Diagram; or answer	or complete	Venn				mult	i-media version.
		yes/ or either/or	Diagram.						
		questions.							
Learning Sup	ports	Venn Diagram	Venn Diagran	n	Venn Diagram	Venn Diagr	am		
		Word Wall	Word Wall		Word Wall				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Phot						
		Video Clips/Films	Video Clips/F						
		Word card	Sentence stri	ps					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.3b. WIDA: 2 Reading Writing	experie technie descrip	narratives to develop rea ences or events using effe que such as dialogue, pac otion to develop experien	ective ing, and	such as d develop	rratives using effective te lialogue, pacing, and des experiences, events, and rs using a story map.	cription to	VU		Narrative, dialogue, pacing, storyboard
	and/or	characters.					LFC		Describe people, place, things actions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters in L1 and/or using single words to respond to WH-, yes/no and either/or questions related to illustrated text.	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events and/or characters in L1 and/or draw pictures with corresponding phrases to tell a		Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using phrases. Use short simple sentences with key content based vocabulary	Write narra effective te such as dia pacing, and description develop ex events, and characters complete of sentences content ba vocabulary	logue, d to periences, d/or using constructed with some sed	effec such pacir desc deve even charz deta varyi comp cont	e narratives using stive technique as dialogue, ng, and ription to lop experiences, ts, and/or acters. Use iled sentences of ng lengths and olexity with ent based bulary.
Learning Sup	ports	Story Map Word Wall L1 support Pictures/Photographs Choice questions Gestures	Story Map Word Wall L1 support Sentence Fra Pictures/Pho		Story Map Word Wall	Story Map			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3d. WIDA: 2 Writing	experie descrip phrase	narratives to develop rea ences or events using rele ptive details; use precise v s, and sensory language t	evant words and	experien details, p	rratives to develop real o ces using relevant descri precise words and phrase anguage using a writing o	ptive s, and	VU		Sensory and descriptive nouns and adjectives
	experie	ences and events.					LFC		Describe people, place, things actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obj	ectives	Write narrative in L1 and/or short word captions in English with key content based vocabulary, descriptive details, and sensory language.	Write narrati and/or short, under caption English with I content base vocabulary, descriptive de and sensory language.	, phrases ns in key d etails	Write narrative in simple sentences with some errors that do not interfere with meaning, descriptive details, sensory language and key content based grade level vocabulary.	Write narra complete s of emerging complexity descriptive sensory lan some conte grade level vocabulary	entences g with details, nguage and ent based	deta varyi type deta langu base voca	e narrative in iled sentences of ng length and with descriptive ils, sensory Jage and content d grade level bulary.
Learning Sup	g Supports Sensory details chart Sensory details chart Writing diamond Writing diam Word Wall Word Wall Visuals Visuals Phrase captions Phrase capting Gestures L1 support				Sensory details chart Writing diamond Word Wall	Sensory de Writing dia		Sens	ory details chart

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic l	Language
W.6.3a.	Write ı	narratives to develop rea	l or imagined	Write na	rratives to develop real of	or imagined	VU		Event
WIDA: 2	experie	ences or events using we	ll-structured	experien	ces or events using well-	structured			sequencing
Writing	event s	sequences.		event see	quences on a graphic org	anizer (e.g.	LFC		Sequencing:
				story ma	p).				adverbs of
									time, relative
									clauses and
									subordinate
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Write narratives in	Write narra	atives in	Write	narratives in
	complete detailed complete detailed			tailed	simple sentences	complete s	entences	comp	lete detailed
	sentences of varying			varying	with some errors that	of emergin	g	sentences of varying	
		length and type using	length and type using		do not interfere with	complexity	•	length and type usin	
		well-structured event	well-structur	ed event	meaning, using well-	well-struct		well-s	tructured event
		sequences in L1	sequences in		structured event	sequences			nces with
		and/or short, phrases	and/or short,		sequences with key	content ba	-		nt based grade
		or captions under	sentence-lev	-	content based grade	level vocab	ulary.	level v	ocabulary.
		pictures in English	narratives as	•	level vocabulary.				
		with key content	under picture						
		based vocabulary.	English with l	-					
			content base	d					
			vocabulary.					_	
Learning Sup	ports	Story Map	Story Map		Story Map	Story Map		Story	Мар
		Word Wall	Word Wall		Word Wall				
		Word Bank	Word Bank						
		Visuals	Visuals						
		Phrase captions	Sentence cap	DTIONS					
		Gestures	L1 support						
		L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3a.	Write r	narratives to develop rea	l or imagined	Write na	rratives to develop real o	or imagined	VU		Sequencing
WIDA: 2	•	ences or events by organi	-		ces or events by organizi	-	LFC		Convencingu
Reading		sequence that unfolds na	turally and		quence that unfolds natu	•	LFC		Sequencing: adverbs of
Speaking	logicall	у.			using a graphic organizer	r (e .g.			time, relative
				timeline)					clauses and
									subordinate
									conjunctions
							LC		Varies by level
							_		•
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	ectives				Write narratives in	Write narra			e narratives in
					simple sentences	complete s			plete detailed
	sentences of varying sentences of var			with some errors that			sentences of varying		
		length and type using	event sequences that event sequences that		do not interfere with		complexity using		h and type using
		-							t sequences that
		unfold naturally and		•	sequences that	unfold naturally and		ld naturally and	
		logically in L1 and/or	logically in L1	-	unfold naturally and	logically wi		-	ally with content
		short, phrases or	short, senter		logically with key	content ba	•		d grade level
		captions under	narratives as	•	content based grade	level vocab	oulary.	vocal	bulary.
		pictures in English	under picture		level vocabulary.				
		with key content based vocabulary.	English with content base	•					
		baseu vocabulary.	vocabulary.	u					
Learning Sup	norts	Timeline	Timeline		Timeline	Timeline		Time	lino
Learning Sup	ports	Writing diamond	Writing diam	ond	Writing diamond	Writing dia	mond	-	ng diamond
		Word Wall	Word Wall	iona	Word Wall	writing dia	mona	vviitti	ng ulumonu
		Word Bank	Word Bank						
		Visuals							
		Phrase captions	Sentence cap	otions					
		Gestures	L1 support						
		L1 support							

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
W.6.3a.	Write r	narratives to develop real	l or imagined	Write na	rratives to develop real o	or imagined	VU		Hook, orient,
WIDA: 2	experie	ences or events to engage	e and orient	experien	ces or events to engage a	and orient			engage
Reading	the rea	der by establishing a con	text.	the read	er using think alouds.		LFC		Modals,
Speaking									compound
									tenses;
									describing
									actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write narratives in	Write narrati	ves in	Write narratives in in	Write narra	atives in	Writ	e narratives in
		complete detailed complete detailed			simple sentences	complete s	entences	com	olete detailed
	sentences of varying set		sentences of	varying	with some errors that	of emergin	g		ences of varying
	length and type to		length and type to		do not interfere with	complexity	to orient	length and type to	
		orient and engage the	00		meaning, to orient	and engage			nt and engage the
		reader with	reader with		and engage the	reader with			er with
		imaginative and	imaginative a		reader with	imaginative		-	inative and
		creative vocabulary in	creative voca	•	imaginative and	creative wi			tive grade level
		L1 and/or short,	L1 and/or sho		creative key grade	content ba	•	voca	bulary.
		phrases or captions in	sentence-lev		level vocabulary.	level vocab	ulary.		
		English to orient and	personal nari						
		engage the reader	captions in E	-					
		with imaginative and	orient and er reader with	igage the					
		creative key content based vocabulary.	imaginative a	nd					
		based vocabulary.	creative key of						
			based vocabi						
Learning Sup	ports	Think Aloud	Think Aloud	andri y .	Think Aloud	Think Alou	d	Writ	ing diamond
		Word Wall	Word Wall		Writing diamond	Writing dia	-		
		Visuals	Visuals		Word Wall				
		Gestures	L1 support						
l		L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3a.	Write ı	narratives to develop rea	l or imagined	Introduc	ce a narrator and/or char	acters in a	VU		Character,
WIDA: 2	exp	eriences or events by inti	roducing a	narrativ	e to develop experience	or events			narrator
Writing		narrator and/or charac							Describe people, place, things, & actions, e.g. nouns, pronouns, adjectives, adverbs Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		
Language Obje	ectives	Introduce a narrator	Introduce a n		Introduce a narrator	Introduce a		Intro	duce a narrator
		and/or characters in a	and/or chara	cters in a	and/or characters in a	and/or cha	racters in a		characters in a
		narrative in complete	narrative in c		narrative in simple	narrative ir	o complete	narra	ative in complete
		detailed sentences of	detailed sent	ences of	sentences with some	sentences	of	detailed sentences	
		varying length and	varying lengt	h and	errors that do not	emerging c	omplexity	varyi	ng length and
		type in L1 and/or	type in L1 and	d/or	interfere with	with some	content	type	with and content
		short, phrases or	short, senten		meaning, with key	based grad			d grade level
		captions in English	personal narr		content based grade	vocabulary	•	voca	bulary.
		with key content	captions in Er	-	level vocabulary.				
	based vocabulary. with key con based vocab		with key cont based vocabu						
Learning Sup	ports	Think Aloud	Think Aloud		Think Aloud	Think Alou	d		
		Character Web	Character We	eb	Character Web	Character \	Veb		
		Word Wall	Word Wall		Word Wall				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Phot	tographs					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Academic Lar		Language
L.1.3; RL.1.7	Use a v	variety of transition word	s, phrases,	Sequenc	e and signal time/setting	shifts	VU		Transition
WIDA: 2	and cla	uses to convey sequence	e and signal	using a t	ransitional phrase word v	wall.			words
Reading	shifts f	rom one time frame or se	etting to				LFC		Prepositional
Writing	anothe	r when writing narrative	S.						phrases,
									relative clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write using	Write using		Write using	Write using	5	Write	e using
		sequential	sequential		sequential	sequential		sequ	ential
				hrases	transitional phrases	transitional phrases		transitional phrases	
		and clauses to signal	and clauses to signal		and clauses to signal	and clauses	s to signal	and clauses to signal	
		shifts from one time	shifts from one time		shifts from one time	shifts from	one time	shifts	s from one time
		frame or setting to	frame or setting to		frame or setting to	frame or setting to			e or setting to
		another in L1 and/or	another in L1 and/or		another in simple	another in complete		anot	her in complete
		with single words to	in phrases to		sentences with key	sentences of	of	and o	detailed
		complete cloze	complete ser		content based	emerging c	omplexity		ences of varying
		sentences with	frames with l	•	vocabulary.	with some		lengt	th and type with
		illustrations and key	content voca	bulary.		based voca	bulary.	cont	ent based
		content vocabulary.						voca	bulary.
Learning Sup	ports	Transitional phrase	Transitional p	ohrase	Transitional phrase	Transitiona	l phrase		
		Word Wall	Word Wall		Word Wall	Word Wall			
		Gestures	Visuals						
		Cloze sentences	Sentence Fra	mes					
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3e. WIDA: 2		writing narratives, provid sion that follows from the			conclusion that follows th ative using graphic organ		VU		Conclusion, narrative
Reading Speaking	experie	ences or events.		story ma			LFC		Complex sentences, drawing conclusions Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	Language Objectives Vrite a conclusion that follows the events of a narrative in L1 and/or choose key content vocabulary to complete conclusion sentences with illustrations.		Write a concl that follows t events of a na in L1 and/or o short, senten conclusions t follow the even narrative.	he arrative choose ce-level hat	Write a conclusion that follows the events of a narrative using simple sentences with key content based vocabulary.	Write a cor that follow events of a using comp sentences of emerging c with some based voca	s the narrative plete of omplexity content	that even using deta varyi type	e a conclusion follows the its of a narrative g complete, iled sentences of ing length and with content d vocabulary.
Learning Sup	ports	Story Map Word Wall Visuals Cloze conclusion	Story Map Word Wall Visuals Sentence Fra	mes	Story Map Word Wall	Story Map			

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	: Language
W.6.4 WIDA: 2		ce clear and coherent wri velopment, organization,	-	-	and organize sentences i e appropriate to the read		VU		Task, purpose, audience
Writing	are ap audien	propriate to task, purpose ce.	e, and	writing d	iamond.		LFC		Sentences appropriate to task
							LC		Varies by level
		ELP 1	ELP 2	ELP 2 ELP 3					ELP 5
Language Obje	ectives	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary.	Develop and sentences, in which are appropriate t reader using appropriate r in L1 and/or a graphic org with phrase a content base vocabulary.	a task, to the register complete anizer and key	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in simple sentences with key content based vocabulary.	Develop an sentences, which are appropriate reader usin appropriate in complete sentences of emerging c with some based voca	in a task, e to the g e register e of omplexity content	sente whic appr read appr in co sente lengt cont	elop and organize ences, in a task, th are copriate to the er using copriate register omplete detailed ences of varying th and type with ent based bulary.
Learning Sup	Bilingual DictionaryBilingual DictionaryVisualsVisualsWord WallWord Wall		Writing Diam Bilingual Dict Visuals Word Wall L1 support		Writing Diamond Bilingual Dictionary Word Wall	Writing Dia	imond		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.5	With so	ome guidance and suppo	rt from	Plan, rev	ise, edit, and rewrite nar	rative	VU		Specific to text;
WIDA: 2	peers a	and adults, develop and s	trengthen	using pee	er editing, conferencing v	vith			editing,
Reading	writing	as needed by planning, i	revising,	teacher,	dictionary/thesaurus usa	ge			rewriting, peer
Speaking	editing	, rewriting, or trying a ne	w approach.						edit
							LFC		Complex
									sentences,
									increasing
									specificity of
									nouns, verbs
									and adjectives;
									correlative
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write, plan, revise	Write, plan, r	evise	Write, plan, revise	Write, plan	, revise	Write	e, plan, revise
		and edit to develop,			and edit to develop,	and edit to	develop,	and e	edit to develop,
		strengthen, and focus	strengthen, a	ind focus	strengthen, and focus	strengthen	, and focus	stren	gthen, and focus
		a narrative using L1	a narrative us	sing L1	a narrative written in	a narrative	written in	a nar	rative written in
		and/or teacher	and/or teach	er	simple sentences	complete s	entences	comp	olete detailed
		feedback and support	feedback and	••	with key content	with emerg	•		ences of varying
		throughout the	throughout t	he	based vocabulary.	complexity	and some	lengt	h and type with
		writing process.	writing proce	ess.		content bas			ent based
						vocabulary		voca	bulary.
Learning Sup	ports	Teacher feedback	Teacher feed		Partner Work	Writing Ou	tlines		
		Technology support	Technology s	upport	Technology support				
		Word Wall	Word Wall						
		Story Elements	Story Elemen	its					
		Worksheet	Worksheet						
		L1 support L1 support							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.6	Use t	echnology, including the	Internet, to	Produce	e and publish narrative w	riting with	VU		Collaborate,
WIDA: 2	prod	uce and publish narrative	e writing as	tech	nnology, using Microsoft	Office,			interact,
Reading	well	as to interact and collab	orate with	vic	deoconferencing, or podo	asts.			publish
Speaking	others	; demonstrate sufficient	command of				LFC		Subject verb
	keyb	oarding skills to type a m	ninimum of						agreement,
		three pages in a single si	itting.						embedded
									clauses
							LC	LC Varies by le	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Publish written work	Publish writte	en work	Publish written work	Publish wri	tten work	Publi	sh written work
	to apply technology to apply spec			ific	to apply specific	to apply sp	ecific	to ap	ply specific
	and collaborative tec			nd	technology and	technology	and	technology and	
		skills and present	collaborative skills co		collaborative skills	collaborativ	ve skills	collaborative skills	
		relationship between	•		and present	and presen		and p	present
		information and ideas	relationship b	between	relationship between	relationshi	p between	relati	onship between
		using L1 and/or	information a		information and ideas	information a	n and ideas	infor	mation and ideas
		complete cloze	using L1 and/		using simple	using comp			complete
		sentences or captions	complete ser	itence	sentences with key	sentences	of	detai	led sentences of
		for drawings with	frames or cap		content based	emerging c		-	ng length and
		words and key	drawing with	•	vocabulary.	with some			with content
		content based	and key cont			based voca	bulary.	based	d vocabulary.
		vocabulary.	based vocabu	,					
Learning Supp	ports	Teacher feedback	Teacher feed		Publishing checklist	Publishing checklist			
		Technology support	Technology s	upport	Partner Work	Partner Wo	ork		
	Word Wall Word Wall				Technology support				
		Story Elements	Story Elemen	ts	Word Wall				
		Worksheet	Worksheet						
		Cloze sentences	Sentence Fra	mes					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.6.9a WIDA: 2 Reading Speaking	to supp grade (evidence from 6 th grade lit port analysis and reflection 6 reading standards to lite pare and contrast texts in	on; apply erature (e.g.,	different	and reflect on literary tex forms or genres using a r (i.e. Venn Diagram)		VU		Specific to text; compare and contrast, theme, genres
Speaking	forms histori	or genres [e.g., stories an cal novels and fantasy sto of their approaches to sir	d poems; vries] in				LFC		Comparative adjectives, conjunctions, adverbs, superlatives
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
	Language Objectives Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures.		Write to cite from literary support analy reflection fro texts and appropriately texts in Englis phrases and	texts to ysis and m L1 y leveled sh with pictures.	Write to cite evidence from literary texts to support analysis and reflection from adapted literature.	from literal support an reflection f prose and narratives approachin level.	alysis and rom poetic personal in texts ng grade	from supp refle	e to cite evidence literary texts to ort analysis and ction from grade literature.
Learning Sup	rning Supports Graphic Organizer Graphic Org Word Wall Word Wall Technology support Technology Visuals Visuals Cloze sentences Sentence Fra L1 support L1 support				Graphic Organizer Word Wall Technology support	Graphic Or	ganizer		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.10.	Write r	narratives routinely over	extended	Write na	rratives of varying length	n using do-	VU		Journal, task,
WIDA: 2-5	time fr	ames (time for reflection	, and	nows, op	en-ended responses, dai	ily journal			purpose
Writing	revisio	n) and shorter time fram	es (a single	writing, a	and responses to literatu	re using a	LFC		Verb forms;
	sitting	or a day or two) for a ran	ge of	word wa	II.				declarative
	discipli	ne-specific tasks, purpos	es, and						sentences,
	audien	ces.							compound and
									complex
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write narratives	Write narrati	ves	Write narratives	Write narra	atives	Write narratives	
		routinely to create a	routinely to create a		routinely to create a	routinely to create a		routi	nely to create a
		portfolio or make	portfolio or make		portfolio or make	portfolio o	r make	portf	olio or make
		periodic journal	periodic journal		periodic journal	periodic jo	urnal	peric	odic journal
		entries for a specific	entries for a specific		entries for a specific	entries for	•	entri	es for a specific
		purpose or audience	purpose or a	udience	purpose or audience	purpose or	audience	purp	ose or audience
		in L1 and/or by	in L1 and/or l	by	using simple related	at a level c	omparable	at a l	evel comparable
		writing words from a	extending ser	ntence	sentences and key	to non-ELL	peers.	to no	on-ELL peers.
		word bank under	starters with	original	content based				
		pictures.	ideas.		vocabulary.				
Learning Sup	ports	Word Wall	Word Wall		Templates				
		Word Bank	Word Bank		Word Wall				
		Visuals	Visuals		Word Bank				
		Cloze sentences	Sentence Sta	rters					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1 WIDA: 2 Speaking Listening	colla gro	Engage effectively in a ra borative discussions (one ups, and teacher-led) wit rs on grade 6 topics, text	-on-one, in h diverse	discu	ipate in a variety of colla ssion settings using a che iate ways to participate i discussion type.	cklist of	VU		In my opinion, I feel that, I understand that
	building on others' ideas and expressing their own clearly.						LFC		Compound and complex sentences Varies by level
	ELP 1								
			ELP 2		ELP 3		P 4	ELP 5	
Language Obje	ectives	Participate in a			Participate in a	Participate in a			cipate in a
		variety of teacher led	•		variety of	variety of		varie	ty of
		discussions in L1	discussions, using L1		collaborative	collaborati	ve	colla	borative
	and/or answer questions with single words; YES/NO or either/or - questions.		and/or ask ar answer wh- c with short ph simple senter	questions trase or	discussion in pairs, using key content based vocabulary in simple sentences which may include errors that do not	discussion using comp sentences content ba vocabulary	olete with some sed	using sente lengt	ission settings, g detailed ences of varying chs with content d vocabulary.
			Manal Ma		obscure meaning.				
Learning Sup	ports	Word Wall	Word Wall		Partner Work				
		Visuals	Visuals		Word Wall				
		Choice questions	Sentence Fra	mes	Bilingual Dictionary				
	L1 support L1 support								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1a.	Come	to discussions prepared,	having read	Speak an	d listen to share ideas or	na	VU		Probe,
WIDA: 1-5	or stud	lied required material; ex	plicitly draw	synthesis	s of research materials re	levant to			According to,
Speaking	on tha	t preparation by referring	g to evidence	the discu	ission L1 and graphic org	anizers.			The text states
Listening	on the	topic, text, or issue to pr	obe and				LFC		Declarative and
	reflect	on ideas under discussio	n						interrogatory
									sentences;
									subordinate
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Speak and listen to	Speak and lis	ten to	Speak and listen to a	Speak and	listen in a	Spea	k and listen in a
		develop an	develop an		grade-level discussion	grade-leve	discussion	grad	e-level discussion
		understanding of how	understandir	ng of how	to further probe and	to further p	probe and	to fu	rther probe and
		to further probe and	to further pro	obe and	reflect on a	reflect on a	3	refle	ct on a
		reflect on a	reflect on a		previously researched	previously			iously researched
		previously researched	previously re		topic using	topic using	opic using complete		c using complete,
		topic in L1 and/or use	topic in L1 ar	nd/or	information	sentences	with	deta	iled sentences of
		visuals and	appropriately	•	researched from	emerging c			ing length and
		appropriately leveled	text using ph		adapted and	and some of			with content
		text to answer single	sentence fram		authentic texts using	based voca	bulary.	base	d vocabulary.
		word response or	teacher mod	eled	simple related				
		yes/no questions.	techniques.		sentences with key				
					content based				
					vocabulary.				
Learning Sup	ports	Cornell notes	Cornell notes		Cornell notes	Cornell not			
		Triads or Small	Triads or Sma	all	Word Wall	Triads or Si	mall		
		Groups	Groups		Triads or Small	Groups			
		Word Wall	Visuals		Groups				
		Visuals	Sentence Fra	imes					
		Gestures	L1 support						
		L1 support							

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.lb.	When t	taking part in collaborativ	/e	Create a	nd post guidelines for dis	cussions,	VU		Goals, roles,
WIDA: 1	discuss	ions, follow rules for coll	egial	choose s	tudent roles and set class	sroom			deadlines;
Reading	discuss	ions, set specific goals ar	nd deadlines,	goals usi	ng a word wall.				specific to text
Speaking	and de	fine individual roles as ne	eeded.				LFC		Verb forms;
									declarative
									sentences,
									compound and
									complex
							LC		Varies by level
	ELP 1		ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Identify pictures	Create guidelines,		Create guidelines for	Create guidelines for		Creat	te guidelines for
		showing student roles	student roles and		discussion, choose	discussion, choose		discu	ission, choose
		in discussions; use L1	classroom go	als using	student roles and set	student rol	es and set	stude	ent roles and set
		as a resource to	L1, pictorial		classroom goals using	classroom		class	room goals
		understand	representatio		key grade level	complete s		throu	ugh negotiated
		discussion guidelines.	words and ph	nrases.	vocabulary in simple	with grade		agree	ement using
					sentences which may	vocabulary			iled sentences o
					include error that do				ng length with
				not interfere with				ent based	
				comprehension.			voca	bulary.	
Learning Supp	ports	Word Wall	Word Wall		Word Wall				
		Pictures/Photographs	Pictures/Phot	tographs					
	L1 support L1 support								

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
SL.6.1c.	Pose a	nd respond to specific qu	estions with	Compo	ose and respond to quest	ions with	VU		Elaborate,
WIDA: 2	elabor	ation and detail by makir	g comments	elaborat	ion and detail by making	comments			detail, 5-W
Reading	that o	contribute to the topic, te	ext, or issue	that c	ontribute to the discussion	on using			words
Speaking		under discussion.		sentence	e frames, graphic organiz	ers, and L1	LFC		Asking
					support.				informational
									and clarifying
									questions;
									expressing and
									supporting
									opinions
							LC		Varies by level
I		ELP 1 ELP 2			ELP 3	EL	P 4		ELP 5
Language Obje				1	Compose and	Compose and		Compose and	
		respond to questions	respond to questions		respond to questions	respond to	questions	respo	ond to questions
		with elaboration and	with elaboration and		with elaboration and	with elabor	ration and	with	elaboration and
		detail by making	detail by mak	ing	detail by making	detail by m	aking	detai	I by making
		comments that	comments th	at	comments that	comments	that	comr	ments that
		contribute to the	contribute to	the	contribute to the	contribute	to the	contr	ribute to the
		discussion in L1	discussion in	L1	discussion using	discussion	using	discu	ssion using
		and/or from	and/or from		simple related	complete s	entences	comp	olete, detailed
		appropriately leveled	appropriately	leveled	sentences with key	with emerg	ging	sente	ences of varying
		texts answering	texts using pl	nrases in	content based	complexity	and some	lengt	h and type with
		yes/no questions and	sentence frar	nes and	vocabulary.	content ba	sed	conte	ent based
		either/or choice	answering wh	٦-		vocabulary		vocal	bulary.
		questions.	questions.						
Learning Supp	ports	Bilingual Dictionary	Bilingual Dict	ionary	Bilingual Dictionary				
		Word Wall	Word Wall		Word Wall				
		Gestures	Visuals						
		Sentence Frames	Sentence Fra	mes					
		L1 support L1 support							

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1d.	W	hen participating in colla	borative	Para	aphrase and reflect on m	ultiple	VU		Reflect,
WIDA: 1-5	discus	sions, review the key ide	as expressed	perspe	ectives during a discussio	n using a			paraphrase
Reading		emonstrate understandin	•	graphi	c organizer, e.g. web or f	low chart	LFC		Retelling,
Speaking	ре	rspectives through reflect	ction and						present/past
		paraphrasing							tense verbs,
									comparing
							LC	Varies by leve	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Paraphrase and	Paraphrase a		Paraphrase and	Paraphrase	and	Para	phrase and
		reflect on multiple	reflect on mu	•	reflect on multiple	reflect on r	•		ct on multiple
	perspectives during a			during a	perspectives during a	perspective	•		pectives during a
	discussion using key			ing key	discussion using key	discussion using		discussion using	
	grade level		grade level		grade level	complete sentences		detailed sentences of	
		vocabulary in L1	vocabulary in L1		vocabulary in simple	with some	•		ing lengths with
		and/or listen to	and/or listen		sentences which may	vocabulary		•	e level
		discussion to gain	use short phr		include errors that do			voca	bulary.
		understanding using	match phrase		not interfere with				
		L1 resources as	pictures that	indicate	comprehension.				
		needed. Answer	the multiple						
		questions with single	perspectives	in a					
		words or yes/no or	discussion.						
		either/or questions about multiple							
		perspectives.							
Learning Sup	norts	Graphic Organizer	Graphic Orga	nizer	Graphic Organizer	Graphic Or	ganizer		
	ports	Word Wall	Word Wall	111201	Word Wall	Stapfile Of	Ballizel		
		L1 support	L1 support						
		Choice questions	Sentence Fra	mes					
			Phrase strips						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1.a	Demor	strate command of the o	onventions	Speak an	d write with pronouns in	the	VU		Pronouns
WIDA: 2-5	of stan	dard English grammar an	d usage	proper ca	ase and gender using tea	cher			(subjective,
Writing	when w	writing or speaking; ensu	re that	modeling	g and referent chart.				objective,
Speaking	pronou	ins are in the proper case	e (subjective,						possessive)
	objecti	ve, possessive).					LFC		Sentences with
									pronouns and
									referents
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	FL	P 4		ELP 5
Language Obje	ectives	Speak and write with	Speak and wr		Speak and write with	Speak and		Speak and write wit	
		high frequency	common pro		pronouns in the	pronouns in the		pronouns in the	
		pronouns in the	•		proper case and	proper case		•	er case and
		proper case and	gender with l		gender with key	gender wit		gend	er with content
		gender with key	content base	d,	de 5-6 level	base	d, grade level		
		content based,	appropriately	/ leveled	5-6 level vocabulary	vocabulary	and	voca	bulary and
		appropriately leveled	vocabulary a	nd short	and simple sentence	language st	tructures.	langu	uage structures.
		vocabulary.	sentence stru	uctures.	structures.				
Learning Sup	ports	Bilingual Dictionary	Bilingual Dict	ionary	Bilingual Dictionary	Bilingual Di	ctionary		
		Teacher created	Teacher creat	ted	Teacher created	Teacher cre	eated		
		referent chart	referent char	t	referent chart				
		Pictures/Photographs	Pictures/Phot	tographs	Word Wall				
		L1 support	L1 support						
		Word Wall	Word Wall						
		Cloze sentences	Sentence Fra	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1b.	Use	e intensive pronouns (e.g	., myself,	Dem	onstrate correct use of in	tensive	VU		Intensive
WIDA: 2-5	oursel	ves) to demonstrate com	mand of the	prono	uns through word walls a	and cloze			pronouns
Writing	conve	entions of standard Englis	sh grammar		sentences.		LFC		Describing
Speaking	an	d usage when writing or a	speaking.						people and
									actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Use high frequency	Use common		Use intensive	Use intensi	ve	Use intensive	
		intensive pronouns	intensive pro	nouns	pronouns when	pronouns when		pron	ouns when
		(myself, himself)	when writing	or				writi	ng or speaking
		when writing or	speaking with	n key	with key content	nt based,	with	content based	
		speaking with key	content base	d,	based, grade 5-6 level	grade 5-6 l	evel	grad	e level
		content based,	appropriately	/ leveled	vocabulary and	vocabulary	and	voca	bulary and
		appropriately leveled	vocabulary a	nd short	simple sentence	language st	tructures.	langu	uage structures.
		vocabulary.	sentences.		structure.				
Learning Sup	ports	Word Wall	Word Wall		Word Wall				
		Cloze sentences	Sentence Fra	mes					
		Pictures/Photographs	Pictures/Phot	tographs					
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
L.6.2a.	Demon	strate command of the o	conventions	Write us	ing the proper capitalizat	ion and	VU		Punctuation
WIDA: 2-5	of stan	dard English capitalizatio	n,	punctuat	tion conventions of stand	lard English			marks,
Writing	•	ation, when writing; use	•	using tea	icher created mechanics	chart and			capitalization
	•	as, parentheses, dashes)		checklist			LFC		Sentence
	nonres	trictive/ parenthetical ele	ements.						structure
									specific to text
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Write using the	Write using t	he	Write using the	Write using the		Write using the	
		proper capitalization	proper capita	alization	proper capitalization	proper cap	italization	prop	er capitalization
		and punctuation	and punctuat	tion	and punctuation	and punctu	ation	and	punctuation
		conventions of	conventions of		conventions of	convention			entions of
		standard English with	standard Eng		standard English with	standard E	•		dard English with
		high frequency	key content b		key content based	content ba	•		ent based grade
		content based,	appropriately		grade 5-6 level	5-6 level vo	•	level	vocabulary and
		appropriately leveled	vocabulary a	nd short	vocabulary and	and langua	ge	lang	uage structures.
		vocabulary and short	sentences.		simple sentence	structures.			
		sentences.			structure.				
Learning Sup	ports	Bilingual Dictionary	Bilingual Dict	ionary	Bilingual Dictionary	Bilingual Di	ctionary	Bilin	gual Dictionary
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.2b.	Demon	strate command of the o	conventions	Demonst	trate accurate spelling th	rough	VU		Spelling
WIDA: 2-5	of stan	dard English to spell corr	ectly	using a d	lictionary for support				conventions
Writing							LFC		Apply
									conventional
									spelling rules
							LC		Varies by level
		ELP 1 ELP			ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Demonstrate	Demonstrate		Demonstrate	Demonstrate		Dem	onstrate
		command of English	command of	English	command of English	command	of English	com	mand of English
		spelling conventions	spelling conv	ventions spelling conventions spelling conventions		nventions	spell	ing conventions	
		for high frequency	for key grade	5-6	for key grade 5-6	for grade 5	-6 reading	for r	eading and
		words.	content voca	bulary	reading and content	and conten	it	cont	ent grade level
			and high freq	luency	vocabulary.	vocabulary		voca	bulary.
		words.							
Learning Sup	oorts Bilingual Dictionary Bilingual Die		Bilingual Dict	ionary	Bilingual Dictionary	Bilingual Dictionary		Bilin	gual Dictionary
	Word Wall Word Wall		Word Wall		Word Wall	Word Wall			
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
L.6.4a.		nine or clarify the meanir	-		ne the meaning of unkno		VU		Context clues	
WIDA: 1-5		wn and multiple-meaning			ses through the use of st	-	LFC		Definition	
Reading		s based on grade 6 readi	-		context clues through the		LIC		genre	
Speaking		t, choosing flexibly from	-	dictionar	y and examination of tex	t.	LC		Varies by level	
	-	ies; use context (e.g., the							varies by level	
		ng of a sentence or parag	•							
		position or function in a								
	a clue t	clue to the meaning of a word or phrase. ELP 1 ELP								
					ELP 3		P 4		ELP 5	
Language Obje	guage Objectives Determine or clarify the Determine				Determine or clarify	Determine	•	Dete	Determine or clarify	
		meaning of unknown	the meaning of		the meaning of	the meaning of		the meaning of		
		and multiple-meaning	unknown and	ł	unknown and	unknown a	nd	unkr	nown and	
		words and phrases based on appropriately	multiple-mea	ining	multiple-meaning	multiple-m	eaning	mult	iple-meaning	
		leveled reading and	words and ph	nrases	words and phrases	words and	phrases	word	ds and phrases	
		content; use sentence	based on		based on adapted	based on g	rade 5-6	base	d on grade 6	
		level context clues.	appropriately	leveled	grade 6 reading and	reading and	d content;	read	ing and content	
		Match content-related	reading and c	content;	content; use sentence	use senten	ce and	using	g sentence and	
		pictures to words.	use sentence	level	and paragraph level	paragraph	level	para	graph level	
			context clues.		context clues.	context clu	es.	cont	ext clues.	
Learning Sup	ports	Cognates	Cognates		Cognates	Cognates				
		Bilingual Dictionary	Bilingual Dict	ionary						
		L1 support	L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4.c.d.	Determ	nine or clarify the meanir	ng of	Determi	ne meaning of unknown	words and	VU		Pronunciation
WIDA: 1-5 Reading	phrase	wn and multiple-meaning s based on grade 6 readin t, shaasing flavibly from	ng and	as conte	through the use of strate at clues through the use a materials such as distic	of	LFC		Definition genre
Speaking	strategies; Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase				reference materials such as dictionaries, Glossary, and thesauruses in both English and L1				Varies by level
	of a word or phrase ELP 1 ELP			P 2 ELP 3 ELP		РД		ELP 5	
	Language ObjectivesDetermine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content. Match key content— related pictures to		Determine or the meaning unknown and multiple-mea words and pl based on appropriately leveled/ illust reading and o	of d aning nrases / trated	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 5- 6 reading and content	Determine the meanir unknown a multiple-m words and based on g reading ba	ng of Ind Ieaning phrases rade 5-6	the r unkr mult word base	ermine or clarify meaning of nown and iple-meaning ds and phrases d on grade 6 ing and content
Learning Sup	ports	Cognates L1 support	Cognates L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.1 WIDA ELDS: 2-5 Reading	what t	xtual evidence to support the text says explicitly ces drawn from the text.	as well as	evidence	cite the most support from informational text and graphic organize	text using	VU		Explicit, evidence, quotes, inferences
Speaking	ELP 1 ELP 2 ELP 3						LFC		Use quotation marks Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ctives	Read to cite the most supportive textual evidence in L1 and/or by matching phrase citations from leveled informational text to visual representations of the text in English.	te the most e textualRead to cite the most supportive textualRead to cite the most supportive textualRead to cite the most supportive textualRead to cite the supportive textualn L1 and/or ng phraseevidence in L1 and/or by matching sentenceevidence from adaptedevidence from informational text.evidence from informational text.onal text to resentationsinformational text to visual representationsinformational textevidence from informational text.				textual om nal texts grade 5-6	supp evide	to cite the most ortive textual ence from grade- informational
Learning Supp	ports	Graphic organizer Template Partner L1 support Phrase citations Pictures of text Word/picture wall Leveled text Cornell note taking	Graphic orga Template Partner L1 support Sentence cita Pictures of te Word/picture Leveled text Cornell note	ations ext e wall	Graphic organizer Template Partner Word wall Highlight/mark text Adapted leveled text Cornell note taking	Graphic org Highlight/n Grade 5-6 t complexity Cornell not	nark text ext level band		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.1	Cite te	xtual evidence to suppor	t analysis of	Read to d	cite the most supportive	textual	VU		Explicit,
WIDA	what tl	he text says explicitly as w	vell as	evidence	from informational text	using			evidence,
ELDS: 2-5	inferen	ices drawn from the text.		adapted	text and graphic organize	ers.			quotes,
Reading									inferences
Speaking							LFC		Use quotation
									marks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read to cite the most	Read to cite t	the most	Read to cite the most	Read to cite	e the most	Read	to cite the most
		supportive textual	supportive te	extual	supportive textual	supportive	textual	supp	ortive textual
		evidence in L1 and/or	evidence in L	1 and/or	evidence from	evidence from		evidence from grade-	
		by matching phrase	by matching sentence		adapted	informatio	nal texts	level	informational
		citations from leveled	citations fron	n leveled	informational text.	within the	grade 5-6	text.	
		informational text to	informationa	l text to		text comple	exity level.		
		visual representations	visual represe	entations					
		of the text in English.	of the text in	English.					
Learning Sup	ports	Learning Supports	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer	Grap	hic organizer
			Partner		Partner	Partner		High	light/mark text
			L1 support		L1 support	Word wall		Grad	e 5-6 text
			Phrase citation	ons	Sentence citations	Highlight/n	nark text	comp	plexity level band
			Pictures of te	ext	Pictures of text	Adapted le	veled text	Corn	ell note taking
			Word/picture	e wall	Word/picture wall	Cornell not	e taking		
			Leveled text		Leveled text				
			Cornell note	taking	Cornell note taking				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic La	anguage
RI.6.2 WIDA ELDS: 2-5		nine the central idea of a is conveyed through part		informat	d identify the central idea ional text and its support a graphic organizer.		VU	s	Aain idea, upporting letails
Reading Speaking						LFC	c c	Adverbs, ompound and omplex entences	
					LC	Ň	/aries by level		
	ELP 1				ELP 3	ELI	P 4		ELP 5
	Language ObjectivesRead and identify the central idea and key details from leveledRead and central details from leveledL1 and/or byL1 and/or byL1 and/ matching phrase representations.citation representations.				Read and identify the central idea and key details from adapted informational text using key content based vocabulary in simple, related sentences.	Read and id central idea details from information within grac complexity complete s of varying l emerging c with some based voca	a and key n nal text le 5-6 text level using entences engths and omplexity content- bulary.	central details level in text usi senten lengths comple	exity with t-based
Learning Sup	ports	Graphic organizer Template Partner L1 support Phrase citations Visual representations Leveled text	Graphic orga Template Partner L1 support Sentence cita Visual representatio Leveled text	ations	Graphic organizer Template Partner Adapted leveled text	Graphic org Marking th Text within grades	e text		

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.6.2 WIDA ELDS: 2 - 5 Reading Speaking	When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments. ELP 1				d objectively summarize ional text distinct from o its using a story map with	•	VU LFC		Summary, analyze Sentences with transitional phrases
		FID 1	ELP	2	ELP 3	LC P 4		Varies by level	
Language Obje	ectives	Read and summarize informational text in L1 and/or from a leveled text, complete summary by matching phrase citations to visual representations.	Read and sur informationa L1 and/or fro leveled text, phrases and s sentences to complete sur	nmarize I text in om a use short	Read and objectively summarize adapted informational text. Use key content based vocabulary in simple, related sentences.	Read and c summarize informatio within the text compl Use comple sentences lengths and	objectively nal text grade 5-6 exity level. ete of varying d emerging with some sed	Read and objectively summarize informational grade- level texts. Use detailed sentences of varying lengths and complexity with content based vocabulary.	
Learning Sup	ports	Story map Partner L1 support Phrase citations Visual representations Leveled text	Story map Partner L1 support Sentence cita Sentence fran Visual representatio Leveled text	mes	Story map Partner Adapted text	Story map Text within the grades 5-6 complexity level			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.3	Analyz	e in detail how a key indi	vidual,	Read and	d analyze how a key indiv	idual,	VU		Traits,
WIDA	event,	or idea is introduced, illu	strated, and	event, or	r idea is developed in an				characteristics,
ELDS: 2 - 5	elabora	ated in a text.		informat	ional text by using a Corr	nell note-			events,
Reading				taking sh	neet, pictures and a word	wall.			challenges
Speaking							LFC		Sentence
									structure,
									adjectives,
									sequential
									phrases
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				alyze	Read and analyze	Read and a	nalyze	Read	l and analyze
				dividual,	how a key individual,	how a key i	individual,	how a key individua	
		event, or idea is	-		event, or idea is	event, or ic	lea is	event, or idea is	
		developed from an	developed fro	om an	developed from an	developed	from	deve	loped from
		informational text in	informationa	l text in	adapted	informatio	nal text	grad	e-level text. Use
		L1 and/or by	L1 and/or by		informational text.	within the	grades 5-6	deta	iled sentences of
		matching phrase	matching sen	itence	Use key content-	complexity	level. Use	varyi	ing lengths and
		citations from a	citations fron	n leveled	based vocabulary in	complete s	entences	com	plexity with
		leveled text to visual	texts to visua	l	simple, related	of varying l	engths and	cont	ent-based
		representations.	representatio	ons of	sentences.	emerging c	omplexity	voca	bulary.
			text.			with conte	nt-based		
						vocabulary	•		
Learning Sup	ports	Highlight/mark text	Highlight/ma	rk text	Highlight/mark text	Highlight/n			
		Leveled text	Leveled text		Adapted leveled text	Text within	the		
		Cornell note taking	Cornell note	taking	Cornell note taking	grades 5-6	complexity		
		L1 support	L1 support		Partner	level			
		Phrase citations	Sentence cita	ations	Word wall	Cornell not	e taking		
		Pictures of text	Pictures of te	xt					
		Partner	Partner						
		Word/picture wall	Word/picture	e wall					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.6.4		nine the meaning of word	ds and		determine the figurative,		VU		Literary terms
WIDA ELDS: 2-5 Reading Speaking		s as re used in a text, includin rative, and technical mea			words and phrases in an informational text, LFC including using reference materials and L1				Sentences with figurative, connotative and technical language
		-		ELP 2 ELP 3 ELP 4					Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	Р4	ELP 5	
Language Obje	Language ObjectivesRead to determine the figurative, connotative and technical meanings of tech words and phrases from informational text in L1 and/or wisual representationsRead the text phrases		Read to dete the figurative connotative a technical me words and ph from an infor text in L1 and match phrase leveled text t representation texts.	e, and anings of nrases rmational d/or es from co visual	Read to determine the figurative, connotative and technical meaning of words and phrases from an adapted informational text using key content based vocabulary in simple, related sentences.	Read to de the figurati connotativ technical m words and from inforr text within 5-6 comple using comp sentences lengths and complexity content-ba vocabulary	ive, e and heaning of phrases mational the grades exity level blete of varying d emerging with sed	the f conn techi worc an in using sente lengt comp conte	to determine igurative, otative and nical meanings of ls and phrases in formational text g detailed ences of varying ths and olexity with ent-based bulary.
Learning Sup	Word/picture wall Word/pictu		L1 support Pictures of te Word/picture Leveled text		Highlight/mark text Adapted text Word wall	Highlight/n Text withir grades 5-6 level			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.4 WIDA	Detern phrase	nine the meaning of word	ds and		determine the figurative, ive and technical meanir		VU		Literary terms
ELDS: 2-5 Reading Speaking	2-5 they are used in a text, including figurative, ng connotative, and technical meanings.				nd phrases in an informat susing reference materia	tional text,	LFC		Sentences with figurative, connotative and technical language
			ELP 2 ELP 3 ELP						Varies by level
	ELP 1				ELP 3	EL	Р4		ELP 5
Language Objectives Read to determine the figurative, connotative and technical meaning words and phrases from informationa text in L1 and/or match single word		the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match single words to visual representations	the figurative, connotative and technical meanings of words and phrases nal from an informational text in L1 and/or rds to match phrases from		Read to determine the figurative, connotative and technical meaning of words and phrases from an adapted informational text using key content based vocabulary in simple, related sentences.	Read to de the figurati connotativ technical m words and from inforr text within 5-6 comple using comp sentences lengths and complexity content-ba vocabulary	ive, e and neaning of phrases mational the grades exity level olete of varying d emerging with sed	the f conn techi worc an in using sente lengt comp conte	I to determine igurative, iotative and nical meanings of Is and phrases in formational text g detailed ences of varying ths and plexity with ent-based bulary.
Learning Sup	Pictures of text Pictures o Word/picture wall Word/pict		L1 support Pictures of te Word/picture Leveled text		Highlight/mark text Adapted text Word wall	Highlight/n Text within grades 5-6 level			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.6.5		e how a particular senter			d analyze how a particula		VU		Structure
WIDA ELDS: 2 - 5 Reading Speaking		erall structure of a text an outes to the development	-		tes to the development on ational text by using an		LFC		Complex sentences with various verb forms
		-				LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read and analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match word and phrase citations to the overall structure of a leveled text.	Read and and how a particu sentence con to the develo of ideas from informationa L1 and/or ma sentence cita overall struct leveled text.	ular opment opme	Read and analyze how a particular sentence contributes to the development of ideas from an adapted informational text using key content- based vocabulary in simple, related sentences.	Read to and a particular contributes developme from inforr text within complexity complete s of varying l emerging c with some	r sentence s to the ent of ideas national grades 5-6 level using entences engths and omplexity content-	how sente to th of id- level text sente lengt comp cont	l and analyze a particular ence contributes e development eas from grade- informational using detailed ences of varying ths and plexity with ent-based
Learning Sup	Learning Supports Outline Outline Web Web L1 support L1 support L1 support Sentence citations Sentence citations Pictures of text Pictures of text Word/picture wall Word/picture Leveled text			ext	Outline Web Word wall Highlight/mark text Adapted leveled text	based voca Outline Web Text within grades 5-6 level	the	voca	bulary.

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.2	Write i	nformative/explanatory	texts to	Select re	levant content to write a	n	VU		Relevant
WIDA		e a topic and convey ide	-		ive/explanatory text by h	ighlighting			<u>Evelopeton</u>
ELDS:	the sel	ection of relevant conten	t.	and marl	king the text.		LFC		Explanatory sentences
1-5							LC		
Writing							LC		Varies by level
Reading									
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Select relevant	Select releva	nt	Select relevant	Select relev	/ant	Selec	ct relevant
		content to produce a	content to pr	oduce a	content to produce	content to	produce	e content to produc	
		clear and coherent	clear and coh	nerent	an informative	an organized		clear and coherent	
		informative writing	informative w	•	writing piece using	informative	e writing	infor	mative writing
		piece in L1 and/or use	piece in L1 ar	nd/or use	simple sentences that	piece using	expanded	piece	e using multiple,
		single words that	phrases and	short	represent multiple,	and some o	complex	comp	olex sentences
		represent key ideas	sentences the		related ideas with	sentences	with a		a variety of
		using phrase patterns	represent ke	•	repetitive structures	variety of		gram	imatical
		and general content-	using formula		and key, content-	grammatic	al	struc	tures and
		related vocabulary.	patterns and	-	based vocabulary.	structures	and	-	se content-
			content-base	ed		content-ba		base	d vocabulary.
			vocabulary.			vocabulary			
Learning Sup	ports	Highlight/mark text	Highlight/ma	rk text	Highlight/mark text	Highlight/n	nark text		
		L1 support	L1 support		Adapted leveled text	Grade 5-6 t			
		Leveled text	Leveled text			complexity	level band		
		Cloze sentences	Sentence fra	mes					

Standard	Student Learning Obje	ective (SLO)		Language Objective		Aca	Academic Language		
W.6.2a	Write informative/explanation	atory texts to	Compose	informative/explanatory to	exts through	VU	Format; graphics		
WIDA	examine a topic and conve	ey ideas	the orgar	nization and formatting of r	elevant				
ELDS: 1-5	through the organization	of	content u	ising graphic organizers and	d L1 support.	LFC	Explanatory		
Writing	relevant content; introduc	ce a topic;					sentence		
	include formatting (e.g., h	eadings),					structures		
	graphics (e.g., charts, tabl	es), and			LC	Varies by level			
	multimedia when useful t	o aiding							
	comprehension.								
	ELP 1	ELP 2		ELP 3	P 4	ELP 5			
Language	Compose	Compose		Compose	Compose or	ganized	Compose clear and		
Objectives	informative/explanator	informative/ex	planatory	informative/explanatory	informative,	/explanatory	coherent		
	y texts in L1 and/or	texts in L1 and,	/or	texts by producing	texts by pro	ducing	informative/explanatory		
	produce single words or	produce phrase	es and	simple sentences that	expanded ar	nd some	texts using multiple,		
	drawings that represent	short sentence	s that	represent multiple,	complex ser	ntences with	complex sentences in a		
	key ideas with phrase	represent key i	ideas	related ideas using	a variety of	grammatical	variety of grammatical		
	patterns and general	using formulaid	C	repetitive structures	structures a	nd content-	structures and precise		
	content-related	sentence patte	erns and	and key, content-based	based vocab	oulary.	content-based		
	vocabulary.	general, conter	nt-based	vocabulary.			vocabulary.		
		vocabulary.							
Learning	Graphic organizer	Graphic organi	zer	Graphic organizer	Graphic orga	anizer			
Supports	Template	Template		Template					
	Partner	Partner		Partner					
	L1 support	L1 support		Word wall					
	Visuals	Sentence fram	es						
	Word wall	Word wall							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	: Language
W.6.2a	-	ze ideas, using strategies	such as		and organize ideas for w		VU		Develop,
WIDA		ion, classification,		-	ategies such as definition				organize
ELDS: 1-5	compa	rison/contrast, and cause	e/effect.	classifica	tion, comparison/contra	st, and	LFC		Comparative
Writing					fect using charts, L1 supp	oort			adjectives,
				and worl	king in small groups.				conjunctions,
									adverbs
					L		LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives				Develop and organize	Develop an	•	Develop and organize	
		ideas for writing,	ideas for writing,		ideas for writing,	ideas for w	riting,	ideas	s for writing using
		using various	using various		using various	using vario	us		ous strategies by
		strategies in L1	strategies in L1		strategies by	strategies k	ру	prod	lucing multiple,
		and/or use single	and/or use pl	hrases	producing simple	producing	•		plex sentences
		words that represent	and short ser	ntences	sentences with	and some o	complex	with	a variety of
		key ideas using	that represer	nt key	repetitive structures	sentences	with a	gram	nmatical
		phrase patterns and	ideas with fo	rmulaic	and key, content-	variety of		struc	ctures and
		general content-	sentence pat	terns	based vocabulary.	grammatica	al		ise content-
		related vocabulary.	and general,			structures and		base	d vocabulary.
			based vocabu	ulary.		content-ba	sed		
Learning Sup	ports	Chart	Chart		Chart	Chart			
		Small group	Small group		Small group				
	L1 support L1 support								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
W6.2.b WIDA ELDS: 1-5 Writing	definiti	p the topic with relevant ions, concrete details, qu nformation and example	otations, or	with rele	and organize the topic fo want facts, definitions, co juotations by using graph rs.	oncrete	VU		Fact, opinion, supporting details, main idea
							LFC		Sentences with transitional phrases and conjunctions
							LC		Varies by level
	1	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations, in L1 and/or produce single words that represent key ideas using phrase patterns and general content- related vocabulary.	Develop and the topic for with relevant definitions, co details, quota L1 and/or pro phrases and s sentences that represent key using formula sentence pat and general, based vocabu	writing facts, oncrete ations in oduce short at y ideas aic terns content-	Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing simple sentences that represent multiple related ideas using repetitive structures and key, content- based vocabulary.,	Develop an the topic for with releva definitions, details, quo producing and some of sentences variety of grammatic structures content-ba vocabulary	or writing ant facts, , concrete otations by expanded complex with a al and sed	the t with defir deta prod com a var gram struc prec	elop and organize copic for writing relevant facts, nitions, concrete ils, quotations by lucing multiple, plex sentences in riety of matical ctures and ise content- id vocabulary.
Learning Sup	Learning SupportsGraphic organizerGraWord wallWoVisualsVisuL1 supportL1 sCloze sentencesSen			nizer	Graphic organizer Word wall	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic Language
W.6.2.c WIDA ELDS: 1-5		propriate transitions to c nships among ideas and c	•	and conc	rate the relationship ame epts by using transitiona ses by using Phrase walls	l words	VU	Transitional words and phrases
Writing				charts.			LFC	Prepositional phrases, verb forms
							LC	Varies by leve
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5
Language Obje	ectives	Demonstrate the relationship among ideas and concepts by using transitional words and phrases in L1 and/or use single words transition between key ideas using phrase patterns and general content- related vocabulary.	Demonstrate relationship a ideas and cor using transiti words and ph L1 and/or use and short ser that represer transition be key ideas usin formulaic pat and general, based vocabu	among ncepts by onal nrases in e phrases ntences nt and tween ng tterns content-	Demonstrate the relationship among ideas and concepts by using transitional words and phrases using simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	Demonstra relationship ideas and c using trans words and producing e and some c sentences v variety of grammatica structures a content- ba vocabulary	o among oncepts by itional phrases by expanded complex with a al and ased	Demonstrate the relationship among ideas and concepts b using transitional words and phrases using multiple, complex sentences i a variety of grammatical structures and precise content- based vocabulary.
Learning Sup	g Supports Chart Chart Phrase wall Phrase wall Partner Partner L1 support L1 support Visuals Gestures				Chart Phrase wall Partner	Chart		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.2.d WIDA		writing informative/explate ecise language to inform	•		ise language to inform al topic using word wall ar		VU		Precise, synonyms
ELDS: 1-5 Writing	-	the topic.			e materials.		LFC		Adjectives, adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Use precise language to inform about or explain a topic in L1 and/or use precise single words that represent key ideas using phrase patterns and general content- related vocabulary.	Use precise is to inform abore explain a top and/or use p and short ser with precise using formula sentence pat and general, based vocabo	out or iic in L1 hrases ntences language aic terns content-	Use precise language to inform about or explain a topic using simple sentences with repetitive structures and key, content-based vocabulary.	Use precise to inform a explain a to producing and some o sentences variety of grammatic structures content-ba vocabulary	bout or opic by expanded complex with a al and sed	to in expla mult sente of gr strue	precise language form about or ain a topic using iple, complex ences in a variety ammatical ctures and ise content-
Learning Sup	upports RefVisuals Visuals Word Wall Word Wall L1 Support L1 Support								

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.2.f		e a concluding statement			e a conclusion statement		VU		Conclusion
WIDA ELDS: 1-5 Writing		llows from the information presented.	on or		rom the information or e d using a story map and	•	LFC		Transitional phrases, various verb forms
							LC		Varies by level
		ELP 1	ELP 2	LP 2 ELP 3 ELP 4					ELP 5
Language Obje		Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce single words that represent key concluding ideas using phrase patterns and general content- related vocabulary.	Compose a conclusion st that follows f information presented in and/or produ phrases and s sentences the concluding id using formula patterns and content-base vocabulary.	from the or L1 uce short at y leas aic general,	Compose a conclusion statement that follows from the information or explanation presented by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	grammatica structures a content-ba vocabulary	statement s from the n or by expanded complex that organized a variety of al and sed	cohe state follo infor expla prese mult sente varie gram struc prec	pose a clear and erent conclusion ement that ws from the mation or anation ented using iple, complex ences with a ety of matical ctures and ise content- d vocabulary.
Learning Sup	earning Supports Story map Story map Visuals Visuals Word Wall Word Wal L1 Support L1 Suppor				Story map Word Wall	Story map			

Standard		Student Learning Objectiv	ve (SLO)		Language Objective		Acad	emic	Language
W.6.2.e; WIDA ELDS: 1-5	exar	e informative/explanatory nine a topic and convey ide analysis of relevant conten	eas, through	that examin	formal, informative/exp nes a topic and conveys rd wall, template and L1	ideas by	VU		Transitional words and phrases
Writing	and	maintain a formal style.					LFC		Prepositional phrases, verb forms
							LC		Varies by level
		ELP 1	ELP	2	ELP 3	ELI	P 4		ELP 5
Language Objectives		Produce a coherent written informative/explanatory text that examines a topic and conveys ideas, in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.	Produce a co written informative/e text that exact topic and cor in L1 and/or o phrases and e sentences the represent key using formula sentence pat general, cont vocabulary.	explanatory mines a nveys ideas use short at y ideas aic terns and	Produce a written, formal, informative/ explanatory text that examines a topic and conveys ideas using simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	Produce an of formal informative/ text that exa topic and co using expans some compl sentences w of grammati structures an based vocab	Vexplanatory amines a nveys ideas ded and ex rith a variety cal nd content-	forn expl that topi idea mul sent varie gran stru prec	duce a coherent, nal informative/ anatory text examines a c and conveys s using tiple, complex ences with a ety of nmatical ctures and cise content- ed vocabulary.
Learning Supports				mes	Word Wall Sentence starters				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
W.6.4	Produc	e clear and coherent wri	ting in which	Develop	and organize sentences i	n a task	VU		Task, purpose,	
WIDA	the dev	velopment, organization,	and style	which is a	appropriate to the reade	r using a			audience	
ELDS: 1-5	are app	propriate to task, purpose	e, and	writing d	iamond.		LFC		Sentences	
Writing	audien	ce.							appropriate to task	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5		
Language Obje	ectives	Develop and organize	Develop and	organize	Develop and organize	Develop an	d organize	Deve	lop clear and	
		sentences in a task	sentences in	a task	sentences in a task	sentences i	in a task	coherent writing for a		
		which is appropriate which is appropriate which is appropriate which is appropriate		propriate	task	ask which is				
		to the reader in L1	to the reader in L1		to the reader using	to the read	er, using	appr	opriate to the	
		and/or use single	and/or use pl	hrases	simple sentences that	expanded a	and some	read	er using multiple,	
		words that represent	and short ser	ntences	represent multiple,	complex se	ntences	com	olex sentences	
		key ideas using	that represer		related ideas with	with a varie	•	with	a variety of	
		phrase patterns and	ideas with fo	rmulaic	repetitive structures	grammatic	al	gram	nmatical	
		general content-	sentence pat	terns	and key, content-	structures	and	struc	ctures and	
		related vocabulary.	and general,		based vocabulary.	content-ba		•	ise content-	
			based vocabu	ulary.		vocabulary		base	d vocabulary.	
Learning Sup	ports	Writing Diamond	Writing Diam	ond	Writing Diamond	Writing Dia	imond			
		Visuals Visuals			Word wall					
	Word wall Word wall				Sentence starters					
		L1 Support	L1 Support							
		Cloze sentences	Sentence fram	nes						

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.6.5 WIDA ELDS: 1-5	peers a	ome guidance and suppo and adults, develop and s g as needed by planning, r	trengthen	using pe	ise, edit, and rewrite nar er editing with a checklist rd, and dictionary/thesa	t,	VU		: Editing, rewriting, peer edit
Writing					ind, and dictionally thesa	LFC		complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obj	ectives	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use single words that represent key ideas using phrase patterns and general, content- related vocabulary.	Write, plan, r and edit to de strengthen, a a narrative us and/or use pl and short ser that represer ideas using fo patterns and content-base vocabulary.	evelop, and focus sing L1 hrases ntences nt key ormulaic general,	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	Write, plan and edit to strengthen a narrative expanded a complex se that repres organized i a variety of grammatica structures a content-ba vocabulary	develop, , and focus written in and some ntences ent deas with al and sed	and of strer a nar mult sento varie gram struc preci	e, plan, revise edit to develop, agthen, and focus rrative using iple, complex ences with a ety of matical ctures and ise content based bulary.
Learning Sup	ports	Word wall Visuals/Storyboard L1 Support Cloze sentences	Word wall Visuals/Story L1 Support	board	Storyboard grammar check).				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic		Language
W.6.9a.	Draw e	vidence from 6th grade lit	terary texts	Write to	cite evidence from litera	ry texts to	VU		Cite, reflection,
WIDA	to supp	port analysis and reflection	on; apply	support a	analysis and reflection us	ing a			evidence
ELDS: 2-5	grade 6	5 reading standards to lite	erature (e.g.,	graphic c	organizer and marking the	e text.	LFC		Referential
Writing	"Comp	are and contrast texts in	different						phrases,
	forms	or genres [e.g., stories an	d poems;						conjunctions
	historio	cal novels and fantasy sto	ories] in				LC		Varies by level
	terms o	of their approaches to sir	nilar themes						
	and to	pics").							
		ELP 1 ELP 2			ELP 3	ELI	P 4		ELP 5
Language Obje	ectives				Write to cite evidence	Write to cit	e evidence	Write	e clearly and
		from literary texts to from literary te			from adapted literary	from litera	ry texts to		rently to cite
		support analysis and	support analy	ysis and	texts to support	support an	alysis and	evidence from literary	
		reflection from L1	reflection fro	m L1	analysis and	reflection by		texts	using multiple,
		texts and/or use	texts and/or	use	reflection by	producing	expanded	com	olex sentences
		single words that	phrases and s	short	producing simple	and some o	complex	with	a variety of
		represent key ideas	sentences the	at	sentences that	sentences	that	gram	imatical
		with phrase patterns	represent key	•	represent multiple,	represent o	organized	struc	tures and
		and general content-	using formula	aic	related ideas with	ideas with	a variety of	preci	se content-
		related vocabulary.	patterns and	-	repetitive structures	grammatic	al	base	d vocabulary.
			content-base	d	and key, content-	structures	and		
			vocabulary.		based vocabulary.	content-ba			
						vocabulary			
Learning Sup	ports	Graphic organizer	Graphic orga		Graphic organizer	Graphic or	ganizer		
		Marking the text	Marking the		Marking the text				
		Word/picture wall	Word/picture	e wall	Word Wall				
		Visuals	Visuals						
		Cloze sentences	Sentence Fra	mes					
		L1 support	L1 Support						

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.6.9.b WIDA		vidence from informatio t analysis and reflection;			cite evidence from inform support analysis and refle		VU		Cite evidence, argument
ELDS: 1-5 Writing	6 Read	ing standards to literary i	nonfiction	a graphic	c organizer and marking t	he text.	LFC		Referential phrases, transition words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write to cite evidence from informational texts to support analysis and reflection from L1 texts and/or use single words that represent key ideas with phrase patterns and general content- related vocabulary.	Write to cite from informate texts to supp analysis and reflection fro texts and/or phrases and sentences the represent key using formula patterns and content-base vocabulary.	ational ort um L1 use short at y ideas aic general,	Write to cite evidence from adapted informational texts to support analysis and reflection by producing simple sentences that represent multiple, related ideas with repetitive structures and key, content- based vocabulary.	Write to cit from inform texts to sup analysis and reflection b producing e and some o sentences to represent of ideas with a grammatica structures a content-ba vocabulary	national oport d expanded complex that organized a variety of al and sed	cohe evide infor using comp with gram struc preci	e clearly and rently to cite ence from mational texts multiple, olex sentences a variety of matical tures and se content- d vocabulary.
Learning Sup	rning Supports Graphic organizer Graphic org Marking the text Marking the Word/picture wall Word/pictu Visuals Visuals Cloze sentences Sentence Fr L1 support				Graphic organizer Marking the text Word Wall	Graphic org	ganizer		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language			
W.6.9.b	Draw e	vidence from informatio	nal texts to	Write to	cite evidence from inforr	mational	VU		Cite evidence,			
WIDA	suppor	t analysis and reflection;	apply grade	texts to s	support analysis and refle	ection using			argument			
ELDS: 1-5	6 Read	ing standards to literary i	nonfiction	a graphic	c organizer and marking t	he text.	LFC		Referential			
Writing	(e.g., "	Trace and evaluate the ar	gument and						phrases,			
		c claims in a text, distingu	-						transition			
		that are supported by rea							words			
	eviden	ce from claims that are n	ot").				LC		Varies by level			
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5			
Language Obje	-			evidence	Write to cite evidence	Write to cit	e evidence	Writ	e clearly and			
	from informational			itional	from adapted	from inform	national	cohe	rently to cite			
	texts to support analysis and					texts to supp	ort	informational texts to	texts to sup	oport	evide	ence from
					support analysis and	analysis and		informational texts				
		reflection from L1	reflection fro	m L1	reflection by	reflection b	lection by oducing expanded		g multiple,			
		texts and/or use	texts and/or	use	producing simple	producing			olex sentences			
		single words that	phrases and s		sentences that	and some o	complex	with	a variety of			
		represent key ideas	sentences the		represent multiple,	sentences t		Ŭ	matical			
		with phrase patterns	represent key	•	related ideas with	represent o	-		tures and			
		and general content-	using formula		repetitive structures	ideas with			ise content-			
		related vocabulary.	patterns and	•	and key, content-	grammatica		base	d vocabulary.			
			content-base	d	based vocabulary.	structures a						
			vocabulary.			content-ba						
						vocabulary						
Learning Sup	ports	Graphic organizer	Graphic orga		Graphic organizer	Graphic org	ganizer					
		Marking the text	Marking the		Marking the text							
		Word/picture wall	Word/picture	e wall	Template							
		Visuals	Visuals		Word Wall							
		Cloze sentences	Sentence Fra	mes								
	L1 support											

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.10. WIDA FLDS: 1-5	time fr	narratives routinely over ames (time for reflection n) and shorter time frame	, and	frames a	rratives routinely for spe nd for various purposes, s using templates and w	tasks and	VU LFC		Journal, task, purpose Verb forms;
Writing	sitting	or a day or two) for a ran ne-specific tasks, purpos	ge of				LC		declarative sentences, compound and complex sentences Varies by level
		FIP 1	ELP	2	ELP 3	ELI			ELP 5
Language Obje	routinely to create a portfolio and make periodic journal entries in L1 and/or use single words that represent key ideas using phrase patterns and general, content- related vocabulary.		Write narrati routinely to o portfolio and periodic journ entries in L1 a use phrases a sentences tha represent key using formula sentence pat and general, based vocabu	create a make nal and/or and short at y ideas aic terns content-	Write narratives routinely to create a portfolio and make periodic journal entries by producing simple sentences that represent multiple, related ideas with repetitive structures and key, content- based vocabulary.	Write narra routinely to portfolio ar periodic jou entries by p expanded a complex se that repres organized i a variety of grammatica structures a content-ba vocabulary	o create a and make urnal producing and some ntences ent deas with al and sed	routi portf peric entri- multi sente varie gram struc preci	e narratives nely to create a folio and make odic journal es using uple, complex ences with a ty of matical tures and se content- d vocabulary.
Learning Sup	ports	Word/picture wall Visuals	Word/picture Visuals	e wall	Word wall/bank Sentence starters				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.1 WIDA ELDS: 2 Speaking Listening	collabo groups partne buildin	e effectively in a range of prative discussions (one-c , and teacher-led) with d rs on grade 6 topics, text g on others' ideas and ex wn clearly.	on-one, in iverse s, and issues,	discussio	te in a variety of collabor in settings using an outlir ation Cue cards.		VU LFC LC	In my opinion, I feel that, I understand that Compound and complex sentences Varies by level	
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Participate in a variety of teacher led discussions using L1 and/or use single words that represent key ideas using phrase patterns and general content- related vocabulary.	Participate in variety of tea discussions, i and/or use p and short ser that represer ideas using fo sentence pat and general, based vocabo	icher led n L1 hrases ntences nt key ormulaic terns content-	Participate in a variety of collaborative discussion using simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	Participate variety of collaboration discussion using expansion some composed of sentences of represent of ideas with grammatic structures of content-ba vocabulary	ve settings nded and olex that organized a variety of al and sed	varie collal discu using comp with gram struc preci	cipate in a ty of porative ssion settings multiple, olex sentences a variety of matical tures and se content based pulary.
Learning Sup	ports	Outline Conversation Cue cards Multiple reference	Outline Conversation cards Multiple refe		Outline Conversation Cue cards Multiple reference materials	Outline Conversatio cards Multiple re	on Cue		

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demi	c Language		
SL.6.1a.	Come	to discussions prepared, I	naving read	Share ide	eas based on texts studie	d using	VU		According to,		
WIDA: 1-5	or stuc	lied required material.		notes an	d Cue cards.				The text states		
Speaking							LFC		Declarative and		
Listening									interrogatory		
									sentences;		
									subordinate		
									conjunctions		
							LC		Varies by level		
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5		
Language Obje	ectives	Share ideas in a	Share ideas in	n a	Share ideas in a	Share ideas	s in a	Shai	re ideas in a		
	grade-level discussion		grade-level discussion		grade-level discussion	grade-level	discussion	grad	de-level discussion		
	on a previously			on a previously on a previously		sly	on a previously	on a previo	usly	on a	a previously
researche		researched topic	researched topic in L1		researched topic	researched	topic	researched topic			
		using L1 and/or use	and/or use phrases		using simple	using expan	nded and	usin	ig multiple,		
		single words that	and short sentences		sentences that	some comp			plex sentences		
		represent key ideas	that represer	•	represent multiple,	sentences t			n a variety of		
		with phrase patterns	ideas using fo		related ideas with	represent o	-	-	nmatical		
		and general, content-	sentence pat		repetitive structures	ideas with			ctures and		
		related vocabulary.	and general,		and key, content-	grammatica			cise, content-		
			based vocabu	ulary.	based vocabulary.	structures		base	ed vocabulary.		
						content-ba					
			C			vocabulary					
Learning Sup	ports	Cornell notes	Cornell notes	5	Cornell note-taking	Cornell not	e-taking				
		Cue cards	Cue cards	alad	Cue cards Word wall	Cue cards	~				
		Teacher modeled	Teacher mod	leiea		Peer group	5				
		techniques Word wall	techniques Word wall		Peer groups						
		Visuals	Visuals								
		Gestures	Sentence frai	mos							
		L1 support	L1 support	11162							
		LT Support	ET Subbour		1			L			

Standard	Student Learning C	Objective (SLO)		Language Objecti	ve	Acad	emio	: Language
SL.6.lb. WIDA ELDS: 1 Reading Speaking	When taking part in col discussions, follow rule discussions, set specific deadlines, and define in needed.	s for collegial goals and	for c	ak and listen to peers to collaborative discussions rence sheet of specific d s.	using a	VU LFC		Goals, roles, deadlines Verb forms; declarative sentences
						LC	Varies by lev	
1	ELP 1	ELP 2		ELP 3		P 4	6	ELP 5
Language Objectives	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use single words that represent key ideas using phrase patterns and general content- related vocabulary.	Speak and listen to peers to create guidelines, student roles and classroor goals in L1 and/or phrases and short sentences that represent key idea using formulaic sentence patterns general, content-be vocabulary.	t n use s and ased	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using simple sentences with repetitive structures and key, content-based vocabulary.	and some co sentences wi	delines for hoose and set bals expanded mplex th a variety cal structures based	pe gui dis stu cla thr agu mu ser of str pre	eak and listen to ers to create idelines for cussion, choose ident roles and set ssroom goals rough negotiated reement using iltiple, complex intences in a variety grammatical uctures and ecise ontent-based ocabulary.
Learning Supports	Word/picture wall L1 support	Word/picture wall L1 support		Word wall				
	Cloze sentences	Sentence frames						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.1c. WIDA ELDS: 2 -5 Reading Speaking	Pose a elabora that co	nd respond to specific qu ation and detail by makin intribute to the topic, tex discussion.	estions with g comments	elaborati that cont	e and respond to question ion and detail by making tribute to the discussion frames and L1 support.	comments	VU LFC		Elaborate, detail, 5-W words Asking informational and clarifying questions; expressing and supporting
							LC		opinions Varies by level
		ELP 1 EL			ELP 3	ELP 4		ELP 5	
	ELP 1 Language Objectives Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using L1 and/or use single words that represent key ideas using phrase patterns and general, content-related vocabulary.		Compose and to questions w elaboration an by making con that contribute discussion in L use phrases an short sentence represent key using formulai sentence patte general, conte vocabulary.	vith ad detail nments e to the 1 and/or ad es that ideas c erns and nt-based	Compose and respond to questions by making comments that contribute to the discussion using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Compose an to questions elaboration by making of that contrib discussion, k producing es and some compl sentences th represent or ideas with a grammatica and content vocabulary.	with and detail omments ute to the by kpanded ex nat ganized variety of structures	to qu elabo by ma that o discu multi sente with a gram and p	pose and respond estions with aration and detail aking comments contribute to the ssion using ple, complex ences a variety of matical structures precise content- d vocabulary.
Learning Sup	ports	Sentence frames Word wall Visuals/Gestures L1 support Choice questions	Sentence frai Word wall Visuals L1 support Wh-question		Sentence starters				

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.1.d. WIDA ELDS: 1-5 Reading Speaking		participating in collabora ions, review the key idea		review k	te in collaborative discus ey ideas expressed using r and notes		VU LFC LC		Reflect, paraphrase Retelling, present/past tense verbs, comparing Varies by level
		ELP 1	ELP	2	ELP 3	EL			ELP 5
Language Obje	ectives	Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using L1 and/or use single words that represent key ideas using phrase patterns and general content- related vocabulary.	Participate in collaborative discussion an key ideas exp in L1 and/or phrases and sentences the using formula sentence patterns and content-base vocabulary.	nd review pressed use short at y ideas aic general, ed	Participate in collaborative discussion and review key ideas expressed by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content- based vocabulary.	Participate collaborativ discussion key ideas e by producin expanded a complex se that repres organized i with a varie grammatic structures a content-ba vocabulary	ve and review xpressed ng and some ent ent deas ety of al and sed	colla discu key id using comp with gram struc preci	cipate in borative ission and review deas expressed g multiple, blex sentences a variety of imatical tures and se, content- d vocabulary.
Learning Sup	ng Supports Graphic organizer Graphic orga Word/picture wall Word/pictur L1 support L1 support Choice questions Sentence fra				Graphic organizer Word wall	Graphic or	ganizer		

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language			
SL.6.1d.		participating in collabora		-	ise and reflect on multipl		VU		Reflect,	
WIDA: 1-5		ions, review the key idea	•	perspect	ives during a discussion ι	using a			paraphrase	
Reading		monstrate understanding		graphic c	organizer and notes.		LFC		Retelling,	
Speaking	• •	ctives through reflection	and						present/past	
	paraph	rasing.							tense verbs,	
									comparing	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje	ectives	Paraphrase and	Paraphrase a	nd	Paraphrase and	Paraphrase	and	Parap	ohrase and	
		reflect on multiple reflect on mul			reflect on multiple	reflect on r	nultiple	reflect on multiple		
		perspectives during a perspectives			spectives during a perspectives during a perspectives				perspectives during a	
		discussion in L1	discussion in L1		discussion producing	discussion by		discussion using		
		and/or listen to	and/or use p	hrases	simple sentences that	producing	expanded	multi	ple, complex	
		discussion to gain	and short ser		represent multiple,	and some o	•		ences with a	
		understanding using	that represer	•	related ideas using	sentences t		varie		
		L1 and/or use	ideas using fo	ormulaic	repetitive structures	represent o	-	-	matical	
		single words that	sentence		and key, content-	ideas with	•		tures and	
		represent key ideas	patterns and		based vocabulary.	grammatica	al		se, content-	
		using phrase patterns	content-base	d		structures a		base	d vocabulary.	
		and general content-	vocabulary.			content-ba				
		related vocabulary.				vocabulary				
Learning Sup	ports Graphic organizer Graphic org			nizer	Graphic organizer	Graphic org	ganizer			
	Word/picture wall Word/picture		e wall	Word wall						
		L1 support	L1 support							
		Choice questions	Sentence fra	mes						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic Lar	nguage		
SL.6.2	Interpr	et information presented	d in diverse	Listen to	information and explain	how it	VU	In	terpret,		
WIDA: 1-5	media	and formats (e.g., visuall	у,	contribut	tes to a topic using notes	and an		ex	plain		
Speaking	quantit	atively, orally) and expla	in how it	outline.			LFC	Pr	esent and		
Listening	contrib	outes to a topic, text, or is	ssue under					pa	ist tense		
	study.							ve	erbs,		
								de	ependent and		
								in	dependent		
								cla	auses		
							LC	Va	aries by level		
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5		
Language Obje	ectives	Listen to presentation	Listen to pres	sentation	Listen to presentation	Listen to pr	resentation	Listen to	presentation		
	of grade-level of g				of adapted grade	of grade lev		of grade			
	information and			and	level information and	informatio	n and	information and			
		explain how it	explain how it		explain how it	explain how	explain how it		now it		
			contributes t	•	contributes to a topic	contributes	•		ites to a topic		
		using L1 and/or using			in L1 and/or use		producing simple	by produci	•	using m	
		single words that	phrases and		sentences that	expanded a			sentences		
		represent key ideas	sentences th		represent	complex se		with			
		using phrase patterns	represent ke	•	multiple, related	that repres		structur			
		and general, content-	using formula		ideas using repetitive	organized i		•	content-		
		related vocabulary.	sentence pat		structures and key,	a variety of		based vo	ocabulary.		
			and general,		content-based	grammatic					
			based vocab	ulary.	vocabulary.	structures					
						content-ba					
- · · · ·			a			vocabulary	•				
Learning Sup	ports	Outline	Outline		Outline	Outline					
		Notes	Notes		Notes						
		Word/picture bank	Word/picture	e bank	Word bank						
		L1 support	L1 support								
		Cloze sentences	Sentence fra								
		Pictures/Visuals	Pictures/Visu	ials							

Standard	St	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.6; L.6.3a		strate a command of for	•		trate a command of form	•	VU		Formal vs.
WIDA: 2-5	and its	conventions when writin	ng, speaking,	and its co	onventions when writing	, speaking,			informal
Reading	-	g, or listening; vary sente	nce patterns	reading,	or listening according to	English			English
Speaking	for mea	aning.		language	e proficiency level with ap	opropriate	LFC		Varies by level
Listening				supports					
Writing							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate a	Demonstrate	a	Demonstrate a	Demonstra	te a	Dem	onstrate a
		command of formal	command of	formal	command of formal	command o	of formal	comi	mand of formal
		English and its	English and it	ts	English and its	English and	lits	Engli	sh and its
		conventions by	conventions	by	conventions by	convention	s by conve		entions by
		producing or	producing or		producing or	producing	or	producing or	
		processing single	processing pl			expanded	proc	essing multiple,	
		words that represent	and short ser	ntences	sentences that	and some o	complex	com	olex sentences
		key ideas using	that represer					with	a variety of
		phrase patterns and	ideas using fo	ormulaic	related ideas using	•	t organized grar		nmatical
		general content-	sentence pat	terns	repetitive structures	ideas with	a variety of	struc	ctures and
		related vocabulary.	and general,		and key, content-	grammatic	al		ise, content-
			based vocabu	ulary.	based vocabulary.	structures		base	d vocabulary.
						content-ba			
						vocabulary	•		
Learning Sup	ports	Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	L1 support		Template				
		Cloze sentences	Sentence fra						
		Gestures	Pictures/Visu	ials					
		Pictures/Visuals							

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.6; L.6.3a		strate a command of for	•		rate a command of form	•	VU		Formal vs.
WIDA: 2-5	and its	conventions when writin	ng, speaking,	and its co	onventions when writing	, speaking,			informal
Reading	reading	g, or listening; vary sente	nce patterns	0.	or listening according to	•			English
Speaking	for mea	aning.		language	e proficiency level with ap	opropriate	LFC		Varies by level
Listening				supports					
Writing							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate a	Demonstrate	a	Demonstrate a	Demonstra	te a	Dem	onstrate a
		command of formal	command of	formal	command of formal	command o	of formal	comi	mand of formal
		English and its	English and it	ts	English and its	English and	lits	Engli	sh and its
		conventions by	conventions	by	conventions by conventions by			conventions by	
		producing or	producing or		producing or	producing	or	producing or	
		processing single	processing pl			expanded	proc	essing multiple,	
		words that represent	and short ser		sentences that represent multiple,	and some o	complex		olex sentences
		key ideas using	that represer	-	that		a variety of		
		phrase patterns and	ideas using fo		related ideas using	represent o	-	gram	nmatical
		general content-	sentence pat		repetitive structures		a variety of		tures and
		related vocabulary.	and general,		and key, content-	grammatic			ise, content-
			based vocabi	ulary.	based vocabulary.	structures		base	d vocabulary.
						content-ba			
						vocabulary	•		
Learning Sup	ports	Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	L1 support						
		Cloze sentences	Sentence fra						
		Gestures	Pictures/Visu	ials					
		Pictures/Visuals							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1b. WIDA ELDS:		ensive pronouns (e.g., m ves) to demonstrate com	•		trate correct use of inten is using pronoun Chart an		VU		Intensive pronouns
2-5 Writing Speaking	conver	ntions of standard English age when writing or spea	n grammar				LFC		Describing people and actions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obj	Language Objectives Use high frequency intensive pronouns (myself, himself) when writing or speaking with key, content-based, leveled vocabulary.		Use common intensive pro when writing speaking with content-base leveled vocal and short ser	onouns g or h key ed, oulary	Use intensive pronouns when writing or speaking with key content- based, grade 5-6 level vocabulary and simple sentence structure.	Use intensi pronouns v writing or s with conte grade 5-6 k vocabulary language st	vhen speaking nt-based, evel and	pron writi with grade voca	ntensive ouns when ng or speaking content-based, e-level bulary and uage structures.
Learning Sup	ports	Pronoun Chart Word/picture wall Cloze sentences Pictures L1 support	Pronoun Cha Word/picture Sentence fra Pictures L1 support	e wall	Pronoun Chart Word wall	Pronoun Cl	nart		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.2a. WIDA ELDS: 2-5 Writing	of stan punctu (comm	nstrate command of the o dard English capitalizatio lation, when writing; use las, parentheses, dashes)	n, punctuation to set off	punctuat	ing the proper capitalizat tion conventions of stanc acher created mechanics	lard English	VU LFC	marks, capitalization LFC Sentence	
	nonres	trictive/ parenthetical ele	ements.		ELP 3	ELI	LC		structure Varies by level ELP 5
Language Obj	ectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content-based, leveled vocabulary and short sentences.	Write using t proper capita and punctual conventions standard Eng key, content- leveled vocal and short ser	he alization tion of lish with based, pulary	Write using the proper capitalization and punctuation conventions of standard English with key, content-based, grade 5-6 level vocabulary and simple sentence structure.	Write using proper cap and punctu convention standard Ei content-ba 5-6 level vo and langua structures.	the italization ation s of nglish with sed, grade ocabulary	prop and conv stan cont level	e using the per capitalization punctuation ventions of dard English with ent-based, grade- l vocabulary and uage structures.
Learning Sup	ports	L1 support	L1 support		Reference materials	Reference	materials	Refe	rence materials

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language	
L.6.2b. WIDA: 2-5		nstrate command of the o dard English to spell corr			trate accurate spelling th lictionary and Spellcheck	-	VU		Spelling conventions	
Writing				support.			LFC		Apply conventional spelling rules	
						LC		Varies by level		
		ELP 1	ELP 2	ELP 2 ELP 3 I					ELP 5	
Language Obje	Language Objectives Demonstrate command of English spelling conventions for high frequency words.		Demonstrate command of spelling conv for key, comr grade 5-6 rea content-relat vocabulary.	English entions non, iding and	Demonstrate command of English spelling conventions for key, grade 5-6 reading and content- based vocabulary.	Demonstra command of spelling con for grade 5 and conten vocabulary	of English nventions -6 reading nt-based	com spell for r cont	ionstrate mand of English ling conventions eading and ent-based, grade- l vocabulary.	
Learning Sup	Learning SupportsWord wallWord wallPicture dictionaryPicture dictionaryPicture dictionaryPersonal dictionaryL1 supportL1 support				Word wall	Word wall				

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.6.3a. WIDA ELDS:	-	entence patterns for mea g, speaking, reading, or lis	-		tence patterns for meani speaking, reading, or liste	-	VU		Spelling conventions
2-5 Writing Speaking			-	a diction	ary for support.		LFC		Apply conventional spelling rules
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Vary sentence patterns for meaning when writing, speaking using single words that represent key ideas using phrase patterns and general, content- related vocabulary.	Vary sentence patterns for meaning when speaking and writing using phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content- based vocabulary.		Vary sentence patterns for meaning when speaking and writing using simple sentences that represent multiple, related ideas with repetitive structures and key, content- based vocabulary.	Vary senter patterns fo when spea writing usin expanded a complex se with a varie grammatic structures content-ba vocabulary	r meaning king and ng and some entences ety of al and sed	patte when writi mult sente yarie gram struc preci	sentence erns for meaning in speaking and ing using iple, complex ences with a ty of imatical ctures using ise, content- d vocabulary.
Learning Sup	Learning SupportsWord wallWordPicture dictionaryPicturePersonal dictionaryPersonalL1 supportL1 support			onary ionary	Word wall	Word wall			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4	Determ	nine or clarify the meanir	ng of	Read to d	determine the meaning o	of unknown	VU		Suffixes,
WIDA: 2	unknov	wn and multiple-meaning	g words and	and mult	iple meaning words and	phrases			prefixes, root
Reading	phrase	s based on grade 6 readi	ng and	through	context clues using a refe	erence			words,
Speaking	conten	t, choosing flexibly from	a range of	Chart, lis	d using			synonyms,	
	strateg	ies.		specialized reference material (e.g.					antonyms,
				dictionaries, glossaries, thesauruses and					multiple
				online support).			LFC		Nouns, verbs,
									adjectives,
									adverbs, phrase
							LC		Varies by level
		ELP 1 ELP 2		2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Read to determine	Read to determine		Read to determine	Read to de	termine	Read	l to determine
		the meaning of	the meaning	of	the meaning of	the meanin	ig of	the n	neaning of
		unknown and	unknown and	ł	unknown and	unknown a	nd	unkn	iown and
		multiple meaning	multiple mea	. .		multiple m	eaning	mult	iple meaning
		words and phrases	words and phrases		words and phrases	words and	phrases	word	ls and phrases
		through context clues	through cont	ext clues	through context clues	through context clues		throu	ugh context clues
		with high frequency,	with key cont	tent-	with key content-	with conter	nt-based,	with	content-based,
		content-based,	based, levele	d	based, grade-level	grade 5-6 le	evel	grad	e-level
		leveled vocabulary.	vocabulary a	nd short	vocabulary and	vocabulary	and	voca	bulary and
			sentences.		simple sentence	language st	ructures.	langı	uage structures.
					structure.				
Learning Sup	ports	Word wall	Word wall		Word wall	Word wall			
		Picture dictionary	Picture dictio	nary					
		Personal dictionary	Personal dict	ionary					
		L1 support L1 support							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.6.1 WIDA ELDS: 2-5 Reading	what t	xtual evidence to support he text says explicitly as v nces drawn from the text.	vell as	evidence	cite the most supportive from informational text Organizers.		VU		Explicit, evidence, quotes, inferences
Speaking							LFC		Use quotation marks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read to cite the most supportive textual evidence in L1 and/or by matching Phrase Citations from leveled informational text to visual representations of the text in English.	Read to cite to supportive te evidence in L by matching Citations from informationa visual represe of the text in	extual 1 and/or Sentence n leveled l text to entations	Read to cite the most supportive textual evidence from adapted informational text.	Read to cite supportive evidence fr information within the text comple	textual fom nal texts grade 5-6	supp evide	to cite the most ortive textual ence from grade- informational
Learning Sup	ports	Graphic Organizers Template Partner L1 support Phrase Citations Pictures of text Word/Picture Wall Cornell Notes (partially completed by teacher)	Graphic Orga Template Partner L1 support Sentence Cita Pictures of te Word/Picture Cornell Notes (partially con by teacher)	ations ext e Wall s	Graphic Organizers Template Partner Word Wall Highlight/mark text Cornell Notes	Graphic Or Highlight/n Cornell Not	nark text		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.2 WIDA ELDS: 2-5 Reading Speaking		nine the central idea of a is conveyed through part		informat	d identify the central idea ional text and its support a Graphic Organizers and	ing details	VU LFC LC		Main idea, supporting details Adverbs, compound and complex sentences Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read and identify the central idea and key details from informational text in L1 and/or by matching Phrase Citations to visual representations from leveled text.	Read and ide central idea a details from informationa L1 and/or in l texts by mato Sentence Cita visual represe of text.	and key I text in leveled ching ations to	Read and identify the central idea and key details from adapted informational text using key content based vocabulary in simple, related sentences.	Read and id central idea details from information within grac complexity key, conter vocabulary expanded s with emerg complexity grammatic structures.	a and key n nal text le 5-6 level using nt-based in sentences ging of	centr detai level, text u conte vocal multi sente varyi	and identify the ral idea and key ls from grade- informational using precise, ent-based oulary in ple, complex ences with ng grammatical tures.
Learning Sup	earning Supports Graphic Organizers Graphic Organizers Graphic Organizers Graphic Organizers Graphic Organizers Template Partner L1 support L1 support Phrase Citations Sentence C Pictures and Photographs Photograph				Graphic Organizers Template Partner	Graphic Or Marking th	-		

Standard		Student Learning Objective (S	LO)		Language Objective		Acad	lemic Language
RI.6.2 WIDA ELDS:		n reading a 6th grade informationa de a summary of the text distinct f			nd objectively summari. ational text distinct fror		VU	Summary, analyze
2 - 5 Reading Speaking	perso	onal opinions or judgments.	opinions or judgments using a story map with L1 support.			story	LFC	Sentences with transitional phrases
							LC	Varies by level
L		ELP 1	ELP 2	2	ELP 3	EL	Р4	ELP 5
Language Objectives		Read and summarize informational text in L1 and/or from a leveled text, complete summary by matching Phrase Citations to visual representations.	summarizeoinformational textoin L1 and/or from aileveled text,ocomplete summaryoby using phrasesoand short sentencesowith formulaico		Read and objectively summarize adapted informational text. Use key, content- based vocabulary in simple, related sentences with repetitive structures.	complexit Use key, d	e onal text grade 5-6 y level. content- cabulary in s with y of cal	Read and objectively summarize informational grade-level texts. Use precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supp	oorts	Story map Template Partner L1 support Phrase Citations Illustrations/diagrams/drawings	Story map Template Partner L1 support Sentence Cit Sentence fra		Story map Template Partner	Story map)	

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic La	nguage
RI.6.3	Analyz	e in detail how a key indi	vidual,	Read and	l analyze how a key indiv	idual,	VU	Т	raits,
WIDA ELDS: 2	event,	or idea is introduced, illu	strated, and	event, or	idea is developed in an			cl	haracteristics,
- 5	elabora	ated in a text.		informat	ional text by using a Corr	nell Notes-		e	vents,
Reading				taking sh	eet, pictures and a Word	l Wall.		cl	hallenges
Speaking							LFC	S	entence
								st	tructure,
								a	djectives,
								Se	equential
								р	hrases
							LC	V	aries by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				alyze	Read and analyze	Read and a	nalyze	Read ar	nd analyze
		how a key individual,	how a key in	dividual,	how a key individual,	how a key i	ndividual,	how a k	ey individual,
	event, or idea is			a is	event, or idea is	event, or ic	lea is	event, o	or idea is
		developed from an	developed fr	om an	developed from an	developed	from	develop	oed from
		informational text in	informationa	al text in	adapted	informatio	nal text	grade-le	evel text. Use
		L1 and/or by	L1 and/or by		informational text.	within the	•	precise,	, content-
		matching Phrase	matching Ser	ntence	Use key content-	complexity	level. Use	based v	ocabulary in
		Citations from a	Citations from	m leveled	based vocabulary in	key, conter	nt-based	multiple	e, complex
		leveled text to visual	texts to visua	al	simple, related	vocabulary	in	sentend	ces of varying
		representations.	representatio	ons of	sentences.	expanded s		gramma	atical
			text.			with emerg		structu	res.
						complexity			
						grammatic	al		
						structures.			
Learning Sup	ng Supports Highlight/mark text Highlight				Highlight/mark text	Highlight/n			
	Cornell Notes Cornell				Cornell Notes taking	Cornell Not	es taking		
	L1 support L1 sup				sheet				
		Phrase Citations	Sentence Cita		Partner				
		Pictures of the text	Pictures of th	ne text	Word Wall				
		Partner	Partner						
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic Language	e
RI.6.4		nine the meaning of word			determine the figurative,		VU	Literary	terms
WIDA ELDS: 2-5 Reading Speaking	-	s as they are used in a tex ive, connotative, and tecl ngs.		words ar	connotative and technical meanings of words and phrases in an informational text, including using Reference Sheet and L1 support.			Sentenc figurativ connota and tech languag	ve, itive innical e
								LC Varies by le	
		ELP 1	ELP 2		ELP 3		P 4	ELP 5	· ·
Language Obje	ectives	Read to determine the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match single words to visual representations of leveled texts.	Read to dete the figurative connotative a technical me words and ph from an infor text in L1 and match phrase leveled text t representation texts.	e, and anings of hrases rmational d/or es from to visual	Read to determine the figurative, connotative and technical meaning of words and phrases from an adapted informational text using key content- based vocabulary in simple, related sentences with repetitive structures.	Read to de the figurati connotativ technical m words and from inforr text within 5-6 comple using key, o based voca expanded s of emergin complexity	ive, e and heaning of phrases mational the grades exity level content- bulary in sentences g	Read to detern the figurative, connotative an technical mea words and phr an information using precise, content-based vocabulary in multiple, com sentences.	nd nings of rases in nal text
Learning Sup	earning Supports Reference Sheet Reference S L1 support L1 support Pictures of text Pictures of Word/Picture Wall Word/Picture				Reference Sheet Highlight/mark text Word Wall	Reference Highlight/n			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RI.6.5		e how a particular senter			d analyze how a particula		VU		Structure
WIDA ELDS: 2 - 5 Reading Speaking		erall structure of a text ar outes to the development	-		tes to the development c national text by using an		LFC		Complex sentences with various verb forms
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	-			Read and analyze	Read to ana	alyze how	Read	l and analyze
		how a particular how a particu			how a particular	a particular		how	a particular
		sentence contributes sentence co			sentence contributes	cributes contributes to the		sentence contributes	
		to the development	to the development		to the development	development of ideas			e development
		of ideas from an	of ideas from		of ideas from an	from inform			eas from grade-
		informational text in	informationa		adapted	text within	-		informational
		L1 and/or match	L1 and/or ma		informational text	complexity	-		using precise,
		words to the overall	Sentence Cita		using key, content-	key, conter			ent-based
		structure of a leveled	overall struct	ure of a	based vocabulary in	vocabulary			bulary in
		text.	leveled text.		simple, related	expanded s		mult	iple, complex
					sentences with	of emerging	-	sent	ences.
					repetitive structures.	complexity			
Learning Sup	ports	Outline	Outline		Outline	Outline			
		Web Web			Web	Web			
	L1 support L1 support				Word Wall				
	Phrase Citations Sentence C		Sentence Cita		Highlight/mark text				
	Pictures of text Pictures of t								
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RI.6.5 WIDA ELDS:		e how a particular paragr erall structure of a text ar	•		d analyze how a particula In contributes to the dev		VU		Structure
2-5 Reading Speaking		putes to the development			in an informational text b	•	LFC		Complex sentences with various verb forms
							LC	Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		Read and analyze how a particular paragraph contributes to the development of ideas from an informational text in L1 and/or match content- related, paragraph- summary phrases to the overall structure of a leveled text.	Read and and how a particu paragraph contributes t development from an infor text in L1 and match parage summary ser to the overal structure of a text.	o the t of ideas mational d/or raph- ntences	Read and analyze how a particular paragraph contributes to the development of ideas from an adapted informational text using key, content- based vocabulary in simple, related sentences with repetitive structures.	Read to analyze how a particular paragraph contributes to the development of ideas from informational text within grades 5-6 complexity level using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical		how paraget contri deve from infor using contro vocal mult sente gram	and analyze a particular graph ributes to the lopment of ideas grade-level mational text precise, ent-based bulary in iple, complex ences of varying matical tures.
Learning Sup	earning Supports Outline Outline Web Web L1 support L1 support Phrase Citations Sentence Pictures of text Pictures o Word/Picture Wall Word/Pict			ext	Outline Web Word Wall Highlight/mark text	Outline Web			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic Language
RI.6.6 WIDA ELDS:		nine an author's point of se in a text and explain ho			informational text to ide point of view and analyz	•	VU	Purpose, point- of-view
2-5 Reading	convey	ved in the text.			listinguishes his or her po ually supported text and		LFC	Adjectives
Speaking				Organize	, ,,	·	LC	Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5
Language Obj	ectives	Read an informational text to identify an author's point of view and analyze how the author distinguishes his or her position in L1 and/or by identifying key, high- frequency, content- related words and phrases within the passage.	Read an informationa identify an au point of view analyze how author distin his or her pos L1 and/or by identifying pl within the pa and completi formulaic ser patterns.	uthor's and the guishes sition in hrases issage ing	Read an adapted informational text to identify an author's point of view and analyze how the author distinguishes his or her position using key, content- based vocabulary in simple, related sentences.	Read an information (grades 5-6 complexity identify an point of vie analyze how author dist his or her p using key, of based voca expanded s with emerge complexity grammatice structures.	text level) to author's w and w the inguishes oosition content- bulary in sentences ging of al	Read an informational text to identify an author's point of view and analyze how the author distinguishes his or her position using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Sup	Leveled text Leveled to Visuals Visuals Graphic Organizers Graphic O Cloze sentences Sentence		L1 support Leveled text Visuals Graphic Orga Sentence fran Word/picture	mes	Bilingual dictionary Graphic Organizers Word bank	Graphic Or	ganizers	

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
RI.6.7 WIDA ELDS:	•	ite information presented or formats (e.g., visually,	d in different		utilize information preser media or formats as wel		VU		Figurative, connotative,
2-5		tatively) as well as in wor	ds to	words to	develop a coherent und	erstanding			meanings
Reading	develo	p a coherent understand	ing of a topic	of a topic	c or issue using online su	pport and	LFC		Word choice,
Speaking	or issu	е.		Word Wa	alls.				part of speech,
									and meaning
									changes
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read to utilize	Read to utiliz	e	Read to utilize	Read to uti	lize	Read	to utilize
		information	information		information	informatio	า	information	
		presented in different	presented in	different	presented in different	•	esented in different		ented in different
		media or formats as	media or forr	nats as	media or formats as	media or fo	ormats as	medi	a or formats as
		well as in words to	well as in wo		well as in words to	well as in w		-	as in words to
		develop a coherent	•	evelop a coherent develop a coherent		develop a coherent			lop a coherent
		understanding of a	understandin	•	understanding of a	understand	•		rstanding of a
		topic or issue phrases	topic or issue		topic or issue as they	topic or iss		topic	or issue.
		as they are used in L1	are used in L2	L and/or	are used in adapted	informatio			
		and/or in a leveled	in a leveled		informational text.	within grac			
		informational text in	informationa	l text in		complexity	band.		
		English.	English.						
Learning Sup	ports	Online support	Online suppo	rt	Online support	Online sup			ne support
		Word/picture wall	Visuals		Idiom Dictionary	Idiom Dicti	onary	laion	n Dictionary
		Visuals	Sentence fram	nes	Word Wall				
		Gestures	L1 support						
		L1 support	Word/Picture	evvali					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.8	Trace a	and evaluate the argumer	nt and	Read and	l analyze the argument a	nd specific	VU		Analyze,
WIDA ELDS:	specific	c claims in a text, distingu	iishing	claims in	a text using Visuals, Tead	cher			interpretation,
2-5	claims	that are supported by rea	asons and	Modeling	g, peer support, and / or	Graphic			conflict(-ing),
Reading	eviden	ce from claims that are n	ot.	Organize	rs.				contradict(-
Speaking									ion), disagree /
									agree
							LFC		Comparatives,
									superlatives,
									pronouns,
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Read and analyze the	Read and ana	alyze the	Read and analyze the	Read and a	nalyze the	Read	and analyze the
		argument and specific	argument and specific		argument and specific	argument a	and specific	argu	ment and specific
		claims in a text in L1	claims in a text in L1		claims in a text using	claims in te	exts within	claim	ns in a text using
		and/or in leveled	and/or in leve	eled	key, content-based	grade 5-6 c	omplexity	preci	se, content-
		informational texts in	informationa	l text in	vocabulary in simple,	band using	key,	base	d vocabulary in
		English, match	English, matc	h	related sentences	content-ba	sed	mult	iple, complex
		conflicting content-	conflicting fa	ctual	with repetitive	vocabulary	in	sente	ences with a
		related phrases to	sentence leve	el	structures.	expanded a	and some	varie	ty of
		visual	descriptors to	o visual		complex se	ntences	gram	imatical
		representations.	representatio	ons using		with a varie	ety of	struc	tures.
			phrases in for	rmulaic		grammatica	al		
			patterns.			structures.			
Learning Sup	ports	Venn diagram	Venn diagran	n	Venn diagram	Venn diagr	am		
		Phrase Citations	Sentence Cita	ations	Partner				
		Visuals	isuals Visuals						
		L1 text and/or	L1 text and/o	or					
		support	support						
			Sentence Fra	me					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.1a.b. WIDA ELDS: 2 Writing	claims eviden	arguments to introduce a with clear reasons and re ce, using credible source	elevant s and	claims w evidence	guments to introduce an ith clear reasons and rele e, using a Word Wall, Per	evant sonal	VU LFC		Opinion, topic, text First person
	demor topic o	istrating an understandin r text.	g of the	Dictional	ry, and Teacher Modelin	g.			singular. "I thinkI believe that.
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high-frequency, content-related single words in phrases with formulaic structures.	Write argume introduce and support claim clear reasons relevant evid L1 and/or use pictures, draw general, cont based vocabu phrases or sh sentences wi formulaic stru	d ns with and ence in e wings or cent- ulary in hort th	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content- based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write argui introduce a support cla clear reaso relevant ev using key, o based voca expanded a complex se with a varie grammatica	and ims with ns and ridence content- bulary in and some entences ety of	Write arguments to introduce and support claims with clear reasons and relevant evidence using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.	
Learning Sup	Charts/Posters Word/Picture Wall Personal Dictionary			leling rs e Wall ionary mes	Teacher Modeling Charts/Posters Word Wall Personal Dictionary Sentence starters	Teacher M	odeling		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SLO: 14	Gather	relevant information fro	m multiple	Identify r	relevant information from	n multiple	VU		Cite, research,
CCSS:	print a	nd digital sources and ass	sess the	print and	l digital sources using a G	iraphic			evidence,
W.6.8	credibi	lity of each source.		Organize	rs and marking the text.				probe, reflect
WIDA ELDS:							LFC		Declarative
2-5									sentences,
Writing									interrogatives
Speaking							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Identify relevant	Identify relev	ant	Identify relevant	Identify rel	evant	Ident	tify relevant
		information from	information f	rom	information from	informatio	n from	infor	mation from
		multiple print and multiple pri			multiple print and	multiple print and		multiple print and	
		digital sources in L1	digital source		digital sources by	digital sour	•	digita	al sources using
		and/or by producing	and/or by pro		producing key,	producing l	key,		se, content-
		high-frequency,	general, cont		content-based	content-ba			d vocabulary in
		content-related single	based vocabu	•	vocabulary in simple	vocabulary		mult	iple, complex
		words in phrases or	phrases and s		sentences using	expanded a			ences with
		memorized patterns	sentences us	•	repetitive structures	complex st		varyi	ng grammatical
		that represent key	formulaic ser	ntence	that represent	with a varie	ety of	struc	tures.
		ideas.	patterns that		multiple-related	grammatica	al		
			represent key		ideas.	structures.			
Learning Sup	ports	Graphic Organizers	Graphic Orga		Graphic Organizers	Graphic Or	-	Onlir	ne resources
		Marking the text	Marking the		Marking the text	Marking th			
		L1 support	Sentence sta	rters	Word bank	Online resc	ources		
		Word/picture bank	L1 support		Online resources				
		Online resources	Word/picture						
		Cloze sentences	Online resou	rces					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.1c.d. WIDA ELDS: 2		writing arguments, suppo ear reasons and relevant			guments to introduce an ith clear reasons and rele		VU		Opinion, topic, text
Writing	the rel	ords, phrases, and clauses ationships among claim(s s; establish and maintain	and		e, using a Word Wall, Per 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	ectives	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high-frequency, content-related single words in phrases with formulaic structures.	Write argume introduce and support claim clear reasons relevant evid L1 and/or use pictures, draw general, cont based vocabu phrases or sh sentences wi formulaic stru	d ns with and ence in e wings or cent- ulary in nort th	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content- based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write argui introduce a support cla clear reaso relevant ev using key, o based voca expanded a complex se with a varie grammatica	and ims with ns and ridence content- bulary in and some entences ety of	intro supp clear relev using cont voca mult sent varie gram	e arguments to oduce and port claims with reasons and vant evidence g precise, ent-based bulary in iple, complex ences with a ety of matical ctures.
Learning Sup	ports	Teacher Modeling Charts/Posters Word/Picture Wall Personal Dictionary Cloze sentence L1 support	Teacher Mod Charts/Poste Word/Picture Personal Dict Sentence fran L1 support	rs e Wall ionary	Teacher Modeling Charts/Posters Word Wall Personal Dictionary Sentence starters	Teacher M	odeling		

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.4 WIDA ELDS: 2		writing arguments, produnt writing in which the d		-	and organize a coherent appropriate to the reade	-	VU		Task, purpose, audience
Writing	0	zation, and style are appr urpose, and audience.	opriate to	Graphic (Template	Organizers, Word Wall ar e.	nd	LFC		Sentences appropriate to task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Develop and organize a coherent argument that is appropriate to the reader in L1 and/or use drawings and high-frequency, content-related single words in phrase and memorized patterns that represent key ideas.	Develop and a coherent ar that is approp the reader in and/or use ge content-base vocabulary in and short ser using formula sentence pat that represer ideas.	rgument priate to L1 eneral, ed phrases ntences aic terns	Develop and organize a coherent argument that is appropriate to the reader and conveys multiple, related ideas using key, content-based vocabulary in simple sentences with repetitive structures.	Develop an an organize argument t appropriate reader usin content-ba vocabulary expanded a complex se with a varie grammatica structures.	ed hat is e to the g key, sed in and some ntences ety of	a coh that i the re precis based multi sente varie gram	lop and organize erent argument s appropriate to eader using se, content- d vocabulary in ple, complex ences with a ty of matical tures.
Learning Sup	g Supports Graphic Organizers Graphic Org Word/Picture Wall Word/Pictur Template Template Visuals Visuals L1 Support L1 Support Cloze sentences Sentence fra			e Wall	Graphic Organizers Word Wall Template Sentence starters	Graphic Or Template	ganizers		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.5	With s	ome guidance and suppo	rt from	Plan, rev	ise, edit, and rewrite usir	ng peer	VU		Editing,
WIDA ELDS: 2	peers a	and adults, develop and s	trengthen	editing w	vith a checklist, storyboar	d, and			rewriting, peer
Writing	writing	g as needed by planning, i	revising,	dictionar	y/thesaurus.				edit
	editing	, rewriting, or trying a ne	w approach.				LFC		Complex
									sentences,
									increasing
									specificity of
									nouns, verbs
									and adjectives;
									correlative
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write, plan, revise	Write, plan, r	evise	Write, plan, revise	Write, plan	, revise	Writ	e, plan, revise
		and edit to develop,	and edit to d	•	and edit to develop,	and edit to	•		edit to develop,
		strengthen, and focus	strengthen, a	ind focus	strengthen, and focus	strengthen	, and focus	strengthen, and focus	
		a narrative using L1	a narrative us	•	a writing task that	an organize	•		ar and coherent
		and/or use high-	and/or use ge		represents multiple,	task using l			ng task using
		frequency, content-	content-base		related ideas using	content-ba			ise, content-
		related single words	vocabulary in	•	key, content-based	vocabulary			d vocabulary in
		in memorized	and short ser		vocabulary in simple	expanded a			iple, complex
		patterns that	using formula		sentences using	complex se			ences with a
		represent key ideas.	patterns that		repetitive structures.	with a varie	•		ety of
			represent key	y ideas.		grammatic	al	•	nmatical
						structures.			ctures.
Learning Sup	ports	Technology	Technology		Storyboard	Writing out		Tech	nology support
		Template	Template		Template	Checklist fo	-		
		Word/Picture Wall	Word/Picture	e Wall	Checklist for editing	Technology	/		
		Visuals	Visuals		Technology				
		Storyboard	Storyboard						
		L1 Support	L1 Support						
		Cloze sentences							

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.6 WIDA ELDS: 2-5	produc interac	chnology, including the Ir te and publish writing as with and collaborate with ot	well as to hers;		and publish writing using peer and a checklist.	g Microsoft	VU LFC		Collaborate, interact, publish
Writing	keyboa	estrate sufficient commar arding skills to type a min pages in a single sitting.					LC		Subject verb agreement, embedded clauses Varies by level
						1			•
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje		Publish written work to apply technology and collaborative skills using L1 and/or high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Publish writte by applying s technology a collaborative using L1 and/ using genera content-base vocabulary in and short ser with formula patterns that represent key	pecific nd skills /or by l, ed phrases ntences ic	Publish written work by applying specific technology and collaborative skills using key, content- based vocabulary in simple sentences with repetitive structures that represent multiple, related ideas.	Publish wri by applying technology collaborativ using key, o based voca expanded a complex se with a varie grammatic structures.	s specific and ve skills content- bulary in and some entences ety of al	cohe work speci and o skills conto voca mult sento varie gram struc	sh clear and rent written by applying ific technology collaborative using precise ent-based bulary in iple, complex ences with a ty of imatical tures.
Learning Sup	ing Supports Checklist for publishing publishing publishing Technology Template Word/Picture Wall Word/Picture Visuals/Storyboard Visuals/Story Cloze sentences Sentence framelate L1 Support L1 Support			board	Checklist for publishing Peer feedback Technology Template Word Wall	Checklist fo publishing Peer feedb Technology	ack	Tech	nology

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
W.6.8 WIDA ELDS: 2 Writing		e basic bibliographic info s when writing argument		sources	c bibliographic informati when writing arguments sources, Template and ⁻ g.	using	VU LFC		Process, analysis, resources Explanatory
					5		LC		sentences Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		List basic bibliographic information for sources when writing arguments in L1 and/or by producing single words that represent key ideas using phrase patterns and general, content- related vocabulary.	List basic bibliographic information f sources wher arguments in and/or by pro phrase and sl sentences that represent key using formula sentence pat and general, based vocabu	for n writing oducing hort at y ideas aic terns content- ulary.	List basic bibliographic information for sources.	List basic bibliograph informatio sources wh arguments	n for Ien writing	biblic infor sourc argu	complete ographic mation for ces when writing ments.
Learning Sup	Teacher Modeling Teacher Modeling L1 support L1 support UV Vord/picture bank VV Vord/picture bank Online resources Online resources Cloze sentences completed) Sentence fra			e bank rces mi-	Word bank Online resources Template	Online resc	ources	Onlir	ne resources

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.9b.	Draw e	vidence from informatio	nal texts to	Write to	cite evidence from inforr	mational	VU		Cite evidence,
WIDA ELDS: 2	suppor	t analysis, reflection, and	l research;	texts to s	support analysis and refle	ection using			argument
Writing	apply g	grade 6 Reading standard	s to literary	a Graphi	c Organizers and marking	the text.	LFC		Referential
		ion (e.g., "Trace and eval							phrases,
	•	ent and specific claims in							transition
	-	uishing claims that are su	• • •						words
		s and evidence from clair	ns that are				LC		Varies by level
	not").								
		ELP 1	ELP 2	2	ELP 3	ELI			ELP 5
Language Obje	ectives				Write to cite evidence	Write to cit			e clearly and
	from informational from informa			from adapted	from inform			rently to cite	
		texts to support	texts to supp	ort	informational texts to	texts to sup	•		ence from
		analysis and	analysis and		support analysis and	analysis an		informational texts	
		reflection from L1	reflection fro		reflection by	reflection b	•	using precise content	
		texts and/or use high-	texts and/or		producing key,	producing l			d vocabulary in
		frequency, content-	general, cont		content-based	content-ba			iple, complex
		related single words	based vocabu	•	vocabulary in simple	vocabulary			ences with a
		in phrase or	phrases and		sentences with	expanded a		varie	•
		memorized patterns	sentences wi		repetitive structures	complex se		-	imatical
		that represent key	formulaic pat		that represent	with a varie	•	struc	tures.
		ideas.	that represer	пт кеу	multiple, related	grammatica			
			ideas.		ideas.	structures t			
						represent o ideas.	organized		
Learning Sup	norts	Graphic Organizers	Graphic Orga	nizorc	Graphic Organizers	Graphic Or	anizora		
Learning Sup	puits	Marking the text	Marking the		Marking the text	Graphic Of	Samzers		
		Word/Picture Wall	Word/Picture		Template				
		Visuals	Visuals		Word Wall				
		Cloze sentences	Sentence Fra	mes					
		L1 support	L1 Support						
			LT Support						

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	Academic Language	
W.6.10	Write r	narratives routinely over	extended	Write na	rratives routinely for spe	cific time	VU		Journal, task,
WIDA ELDS: 2	time fr	ames (time for research,	reflection,	frames a	nd for various purposes,	tasks and			purpose
Writing	and rev	vision) and shorter time f	rames (a	audience	es using Templates and W	/ord Walls.	LFC		Verb forms;
	single s	sitting or a day or two) fo	r a range of						declarative
	discipli	ne-specific tasks, purpose	es, and						sentences,
	audien	ces.							compound and
									complex
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write narratives	ves	Write narratives	Write narra	atives	Write	e narratives	
		routinely to create a	routinely to o	reate a	routinely to create a	routinely to	o create a	routinely to create a	
		portfolio and make	portfolio and	make	portfolio and make	portfolio ai	nd make	portfolio and make	
		periodic journal	periodic jour	nal	periodic journal	periodic jo	urnal	perio	odic journal
		entries in L1 and/or	entries in L1	and/or	entries by producing	entries by p	producing		es using precise
		use high-frequency,	use general,	content-	key, content-based	key, conter	nt-based	conte	ent-based
		content-related single	based vocabu	•	vocabulary in simple	vocabulary			bulary in
		words in phrase or	phrases and	short	sentences with	expanded a	and some		iple, complex
		memorized patterns	sentences wi	th	repetitive structures	complex se		sente	ences with a
		that represent key	formulaic ser		that represent	with a varie	•	varie	ty of
		ideas.	patterns that		multiple, related	grammatic		gram	imatical
			represent ke	y ideas.	ideas.	structures		struc	tures.
						represent o	organized		
						ideas.			
Learning Sup	ports	Template	Template		Template				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Visuals	Visuals		Sentence starters				
		Cloze sentences	Sentence fra	mes					
		L1 Support	L1 Support						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language	
SL.6.1	00	e effectively in a range of			te in a variety of collabo		VU		In my opinion, I	
WIDA ELDS:		prative discussions (one-c			on settings using an outlin	ne, notes			feel that, I	
2-5	• •	, and teacher-led) with d		and Conv	versation Cue Cards.				understand	
Speaking	•	rs on grade 6 topics, text					150		that	
Listening		g on others' ideas and ex wn clearly.	pressing				LFC		Compound and complex	
	then 0	win cleanly.							sentences	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	FU	P 4		ELP 5	
Language Obje	ectives	Participate in a	Participate in		Participate in a	Participate		Parti	cipate in a	
		variety of teacher led	variety of tea		variety of	variety of		varie	•	
		discussions using L1	, discussions, i		collaborative	collaborativ	ve		, borative	
	5			and/or use high- and/or use gen		eneral,	neral, discussion using key, discussion settings		discu	ission settings
		frequency, content-	content-based content-b		content-based	using key, o	content-	using	g precise content	
		related single words	vocabulary ir		vocabulary in simple,		vocabulary in		based vocabulary in	
		in phrase or	and short ser		related sentences	expanded s			iple, complex	
		memorized patterns	with formula		with repetitive	with emerg			ences with a	
		that represent key	sentence pat		structures.	complexity		varie	•	
		ideas.	that represer	nt key		grammatic	al	•	imatical	
La sura la sur Cours		Outline	ideas.		Outline	structures.		struc	tures.	
Learning Sup	ports	Conversation Cue	Outline Conversation	Cue	Notes	Outline Notes				
		Conversation Cue	Conversation	l Cue	Conversation Cue	Conversatio	on Cue			
		Multiple reference	Sentence frai	mes	Cards	Cards	on cue			
		materials (thesaurus,	Pictures/Pho		Multiple Reference	Multiple re	ference			
			Word/Picture		Sheet	materials (
		dictionary)	L1 support		(thesaurus, English	dictionary)				
		Pictures/Photographs			and					
		Word/Picture Wall			bilingual dictionary)					
		L1 support			Word Wall/bank					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.1a	Come t	to discussions prepared, l	having read	Share ide	eas based on texts studie	d using	VU		According to,
WIDA ELDS: 2	or stud	lied required material; ex	plicitly draw	notes an	d Cue Cards.				The text states
Speaking	on that	t preparation by referring	g to evidence				LFC		Declarative and
Listening		topic, text, or issue to pr							interrogatory
Reading	reflect	on ideas under discussio	n.						sentences;
									subordinate
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Share ideas in a	Share ideas	s in a	Share	e ideas in a
	grade-level discussion grade-leve			iscussion	grade-level discussion	grade-level	discussion	grade	e-level discussion
		to further probe and	to further pro	obe and	to further probe and	to further probe and		to further probe and	
		reflect on a	reflect on a		reflect on a	reflect on a		reflect on a	
	previously researched previously re			previously researched	previously		•	ously researched	
		topic using L1 and/or	topic in L1 and/or use	-	topic using key,	topic using	•		using precise,
		use high-frequency,	general, cont		content-based	content-ba			ent-based
		content-related single	based vocabu	•	vocabulary in simple,	vocabulary			oulary in
		words in phrase or	phrases and s		related sentences	expanded s			ple, complex
		memorized patterns	sentences wi	-	with repetitive	with emerg			ences with a
		that represent key	formulaic ser		structures.	complexity		varie	•
		ideas.	patterns that			grammatic	al	-	matical
		Coursell Nister	represent key		Comell Notes taking	structures.		struc	tures.
Learning Supp	ports	Cornell Notes Cue Cards	Cornell Notes	5	Cornell Notes-taking Cue Cards	Cornell Not Cue Cards	tes-taking		
			Cue Cards	مانمح	Word Wall		-		
		Teacher Modeling Word Wall	Teacher Mod Word/Picture	•		Peer group	5		
		Visuals	Visuals	e vvali	Peer groups				
		Gestures	Sentence frai	mac					
	L1 support L1 support			1162					
		LT Support	LT Support		l				

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic Language		
SL.6.1b WIDA ELDS: 1		taking part in collaborativ ions, follow rules for coll			nd listen to peers to creat ative discussions using a		VU	Goals, roles, deadlines		
Speaking Listening		ions, set specific goals ar fine individual roles as ne		Sheet.			LFC	Verb forms; declarative sentences		
							LC	Varies by level		
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5		
Language Obje		Speak and listen to peers and follow guidelines, define student roles and set goals in L1 and/or use Gestures and high- frequency, content- related, single words in phrase or memorized patterns that represent key ideas.	Speak and lis peers and fol guidelines, de student roles goals in L1 an general, cont based vocabu phrases and s sentences wi formulaic ser patterns that represent key	low efine and set nd/or use cent- ulary in short th ntence y ideas.	Speak and listen to peers and follow guidelines for discussion, define student roles and set goals using key, content-based vocabulary in simple, related sentences with repetitive structures.	Speak and peers and f guidelines discussion, student rol goals using content-ba vocabulary expanded a complex se with a varie grammatica structures.	follow for define es and set key, sed in and some entences ety of al	Speak and listen to peers and follow guidelines for discussion, define student roles and set goals through negotiated agreement using precise content- based vocabulary in multiple, complex sentences with a variety of grammatical structures.		
Learning Sup	ports	 Reference Sheet Role Play Template Word/Picture Wall L1 support Cloze sentences Sentence 		e Wall	Reference Sheet Role Play Template Word Wall	Reference : Role Play Template	Sheet			

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.1c.	Pose a	nd respond to specific qu	estions with	Compose	e and respond to questio	ns with	VU		Elaborate,
WIDA ELDS: 2	elabora	ation and detail by makin	g comments	elaborati	ion and detail by making	comments			detail, 5-W
Speaking	that co	ontribute to the topic, tex	t, or issue	that cont	tribute to the discussion	using			words
Listening	under	discussion.		sentence	e frames, Cue Cards and I	1 support.	LFC		Asking
									informational
									and clarifying
									questions;
									expressing and
									supporting
									opinions
						LC		Varies by level	
		ELP 1	2	ELP 3	EL	P 4	ELP 5		
Language Obje	ectives	Compose and respond	Compose and	•	Compose and respond	Compose an	d respond	Com	oose and respond
		to questions with	to questions w		to questions by making	to questions			
		elaboration and detail	elaboration an		comments that	elaboration		elaboration and detai	
		by making comments	by making con		contribute to the	by making c		-	aking comments
		that contribute to the	that contribut		discussion using key,	that contrib			contribute to the
		discussion using L1 and/or use Gestures	discussion in L use general, co	•	content-based vocabulary in simple,	discussion, t content-bas			ssion using precise ent-based
		and high-frequency,	based vocabul		related sentences with	vocabulary i			bulary in multiple,
		content-related single	phrases and sh	•	repetitive structures.	and some co			blex sentences with
		words in phrase or	sentences with			sentences w	•		iety of grammatical
		memorized patterns	formulaic sent	ence		of grammati			tures.
		that represent key	patterns that r	represent		structures.			
		ideas.	key ideas.						
Learning Sup	ports	Cue Cards	Cue Cards		Cue Cards	Cue Cards		Cue	Cards
		Word/Picture Wall	Sentence fra	mes	Sentence starters				
		Visuals	Word/Picture	e Wall	Word Wall				
		Gestures	Visuals						
		L1 support	L1 support						
		Choice questions	Wh-question	S					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.1d WIDA ELDS: 2		participating in collabora sions review the key ideas		•	te in collaborative discus ey ideas expressed using		VU		Reflect, paraphrase
Speaking Listening	and de	monstrate understanding ctives through reflection	g of multiple		rs and notes.		LFC		Retelling, present/past tense verbs, comparing Varies by level
		ELP 1	ELP 2		ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using L1 and/or use high frequency, content- related single words in phrase or memorized patterns that represent key ideas.	Participate in collaborative discussion an key ideas exp in L1 and/or of general, cont based vocabu phrases and s sentences wi formulaic ser patterns that represent key	nd review pressed use ulary in short th ntence	Participate in collaborative discussion and review key ideas expressed by producing key, content-based vocabulary in simple, related sentences with repetitive structures.	Participate collaborati discussion key ideas e by produci content-ba vocabulary expanded s with emerg complexity grammatic structures.	in ve and review xpressed ng key, sed in sentences ging of al	collal discu key id using conte vocal multi sente varie gram	cipate in borative ssion and review deas expressed precise, ent-based bulary in iple, complex ences with a
Learning Sup	arning Supports Graphic Organizers Graphic Organ Word/Picture Wall Word/Picture L1 support L1 support Choice questions Sentence fran Teacher or peer Teacher or peer support support			e Wall mes	Graphic Organizers Word Wall	Graphic Or	ganizers		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.2	Interpr	et information presented	d in diverse	Listen to	information and explain	how it	VU		Interpret,
WIDA ELDS: 2	media	and formats (e.g., visually	γ,	contribut	tes to a topic using notes	and an			explain
Speaking	quanti	tatively, orally) and expla	in how it	outline.			LFC		Present and
Listening	contrib	outes to a topic, text, or is	sue under						past tense
	study.								verbs,
									dependent and
									independent
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				sentation	Listen to presentation	Listen to pr	resentation	Lister	n to presentation
	of grade-level of			l	of adapted grade	of grade lev	vel	of gra	ade level
	information and		information and		level information and	informatio	n and	information and	
		explain how it	-		explain how it	explain how	w it	expla	in how it
		contributes to a topic	contributes to a topi		contributes to a topic	contributes	s to a topic	contributes to a topic	
		using L1 and/or using	in L1 and/or		producing key,	by produci		-	precise,
		Gestures and high-	general, cont		content-based	content-ba			ent-based
		frequency, content-	based vocabu	•	vocabulary in	vocabulary			oulary in
		related single words	phrases and		multiple, simple,	expanded s			ple, complex
		in phrase or	sentences us	•	related sentences	with emerg			nces with a
		memorized patterns	formulaic ser		with repetitive	complexity		varie	
		that represent key	patterns that		structures.	grammatic	al	•	matical
		ideas.	represent ke			structures.		struc	tures.
Learning Sup	ports	Outline (completed)	Outline (sem	i-	Outline (partially	Outline			
		Notes	completed)		completed)				
		Word/picture bank	Notes		Notes				
		L1 support	Word/picture	e bank	Word bank				
		Cloze sentences	L1 support						
		Pictures/Visuals	Sentence fra						
			Pictures/Visu	ials					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.3	Delinea	ate a speaker's argument	and specific	Speak an	d identify a speaker's ar	gument	VU		Analyze,
WIDA ELDS: 2	claims,	distinguishing claims that	at are	and spec	ific claims, distinguishing	claims			interpretation,
Speaking	suppor	ted by reasons and evide	ence from	that are	supported by reasons and	d evidence			conflict(-ing),
Listening	claims	that are not.		from clai	ms that are not by using	a T-chart			contradict(-
				Word Wa	all and Teacher Modeling	ξ.			ion), disagree /
									agree, factual
							LFC		Comparatives,
									superlatives,
									pronouns,
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Speak and identify a	Speak and ider	ntify a	Speak and identify a	Speak and ic	lentify a	Speak and identify a	
	, , , , , , , , , , , , , , , , , , , ,					speaker's argument and		speaker's argument and	
		specific claims,			specific claims,	specific claims,			fic claims,
		distinguishing claims	distinguishing claims		distinguishing claims	distinguishir	-		iguishing claims
		that are supported by	that are suppo	•	that are supported by	that are sup			are supported by
		reasons and evidence	reasons and ev		reasons and evidence	reasons and			ons and evidence
		from claims that are not using L1 and/or by using	from claims th using L1 and/o		from claims that are not by using key, content-	from claims by using key			claims that are not se, content-based
		Gestures and high-	general, conte		based vocabulary in	by using key based vocab			oulary in multiple,
		frequency, content-	vocabulary in p		multiple, simple,	expanded se	•		olex sentences with
		related single words in	and short sent		related sentences with	with emergi			iety of grammatical
		phrase or memorized	with formulaic	sentence	repetitive structures.	complexity of		struct	
		patterns that represent	patterns that r	epresent		grammatica	l structures.		
		key ideas.	key ideas.						
Learning Sup	ports	Teacher Modeling	Teacher Mod	-	Teacher Modeling	Teacher M	odeling		
		Completed T-chart Semi-completed			T-chart				
		Visuals	chart Word/F	Picture	Word Wall				
		Gestures	Wall						
		Yes / no questions	Visuals						
		L1 support	L1 support						
		Sentence Fra							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Academic Language		
SL.6.6 WIDA ELDS: 2 All domains	and its	nstrate a command of for conventions when writin g, or listening.	•	and its co reading, language	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening according to English anguage proficiency level with appropriate supports.			VU Formal inform English LFC Varies LC Varies	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate a command of formal English and its conventions by producing or processing high- frequency, content- related single words in phrase or memorized patterns that represent key ideas.	Demonstrate command of English and it conventions producing or processing ge content-base vocabulary ir and short ser with formula sentence pat that represer ideas.	formal ts by eneral, ed phrases ntences ic terns	Demonstrate a command of formal English and its conventions by producing or processing key, content-based vocabulary in multiple, simple, related sentences using repetitive structures.	Demonstra command English and convention producing processing content-ba vocabulary expanded s with emerg complexity grammatic structures.	of formal l its is by or key, sed in sentences ging of	comi Engli conv prod proc cont voca mult sent varie gram	onstrate a mand of formal sh and its entions by ucing or essing precise, ent-based bulary in iple, complex ences with a ety of imatical ctures.
Learning Sup	Learning SupportsReference SheetReferenceWord/Picture WallWord/Picture WallWord/PictureL1 supportL1 supportL1 supportGesturesPictures/VisualsPictures/Visuals			e Wall	Reference Sheet Word Wall Template	Reference	Sheet		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language	
L.6.1a.	Demor	nstrate command of the o	onventions	Speak an	d write with pronouns in	the	VU		Pronouns	
WIDA ELDS: 2	of stan	dard English grammar an	d usage	proper c	ase and gender using a re	eferent			(subjective,	
Writing	when w	writing or speaking; ensu	re that	chart.					objective,	
Speaking	pronou	uns are in the proper case	e (subjective,						possessive)	
	objecti	ve, possessive).					LFC		Sentences with	
									pronouns and	
									referents	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5	
Language Obje	ectives	Speak and write with	Speak and wr	rite with	Speak and write with	Speak and	Speak and write with		Speak and write with	
		high frequency	common pronouns in		pronouns in the	pronouns in the		pronouns in the		
		pronouns in the	the proper ca	ise and	proper case and	proper case and		proper case and		
		proper case and	gender with I	key	gender using key	gender using key,	ng key,	gender using precise content based		
		gender with key	content-base	d,	content based	content-ba	sed			
		content-based,	leveled vocat	bulary	vocabulary in	vocabulary	in	voca	bulary in	
		leveled vocabulary.	and short ser	ntence	multiple, simple,	expanded s	sentences	mult	iple, complex	
			structures.		related sentences.	with emerg	ging	sente	ences.	
						complexity	•			
Learning Sup	ports	Reference Sheet	Reference Sh	eet	Reference Sheet	Reference	Sheet			
		referent Chart	referent Char	rt	referent Chart	referent Ch	nart			
		Pictures	Pictures		Word Wall					
	L1 support L1 support									
		Word/Picture Wall	Word/Picture	e Wall						
		Cloze sentences	Sentence fram	nes						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
L.6.1b.	Use int	ensive pronouns (e.g., m	yself,	Demons	trate correct use of inten	sive	VU		Intensive
WIDA ELDS: 2	ourselv	ves) to demonstrate com	mand of the	pronoun	s using pronoun chart an	d Visuals.			pronouns
Writing	conver	ntions of standard English	n grammar				LFC		Describing
Speaking	and us	age when writing or spea	iking.						people and
									actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Use high frequency	Use common	1	Use intensive	Use intensi	ve	Use	intensive
		intensive pronouns	intensive pro	nouns	pronouns when	pronouns when		pronouns when	
		(myself, himself)	when writing	or	writing or speaking writing or spe			writi	ng or speaking
		when writing or	speaking with	h key,	with key content-	using key, a	content-	usin	g precise,
		speaking with key,	content-base	ed,	based vocabulary in	based, voca	abulary in	cont	ent-based,
		content-based,	leveled vocat	oulary	multiple, simple,	expanded sentences		voca	bulary in
		leveled vocabulary.	and short ser	ntences.	related sentences.	with emerg	th emerging mu		iple, complex
						complexity	•	sent	ences.
Learning Sup	ports	Pronoun Chart	Pronoun Cha	rt	Pronoun Chart	Pronoun Cl	nart		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
	Cloze sentences Sentence fr			mes					
		Pictures	Pictures						
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Academic Language		
L.6.2a	Demor	nstrate command of the c	onventions	Write us	ing the proper capitalizat	ion and	VU		Punctuation
WIDA ELDS: 2	of stan	dard English capitalizatio	n,	punctuat	ion conventions of stand	lard English			marks,
Writing	punctu	ation, when writing; use	punctuation	using tea	cher created mechanics	chart and			capitalization
	(comm	as, parentheses, dashes)	to set off	checklist			LFC		Sentence
	nonres	trictive/ parenthetical ele	ements.						structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write using the	Write using t	he	Write using the	Write using	g the	Write	e using the
				alization	proper capitalization	proper cap	italization	prop	er capitalization
	and punctuation			tion	and punctuation	and punctu	ation	and punctuation	
		conventions of	conventions of		conventions of	conventions of		conventions of	
		standard English with	standard English with		standard English with	standard Ei	nglish with	stand	dard English with
		high frequency	key, content-	based,	key, content-based,	content-ba	sed, grade	cont	ent-based, grade-
		content-based,	leveled vocat	oulary	grade 5-6 level	5-6 level vocabulary		level	vocabulary and
		leveled vocabulary	and short ser	ntences.	vocabulary and	and langua	ge	langı	lage structures.
		and short sentences.			simple sentence	structures.			
					structure.				
Learning Sup	ports	Reference Sheet	Reference Sh	eet	Reference Sheet	Reference	Sheet	Refe	rence Sheet
		Teacher created	Teacher crea	ted	Teacher created	Teacher cre	eated		
	mechanics chart mech				mechanics chart	mechanics			
	Teacher created Teach			ted	Teacher created	Teacher cre	eated		
	checklist check				checklist	checklist			
		L1	L1						
		support/comparison	support/com	parison					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
L.6.2b WIDA ELDS: 2		nstrate command of the o dard English to spell corr			trate accurate spelling us y and spell check for sup	-	VU		Spelling conventions
Writing							LFC		Apply conventional spelling rules
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Demonstrate	Demonstrate		Demonstrate	Demonstrate		Demonstrate	
		command of English	command of English		command of English	command of English command		com	mand of English
		spelling conventions	spelling conv				nventions	spell	ing conventions
		for high frequency	for key conte	content- for grade 5-6 reading for grade 5		5-6 reading for r		eading and	
		words.	related vocat	oulary.	and content-based	and conter	ent-based cont		ent-based, grade-
					vocabulary.	vocabulary	•	level vocabulary.	
Learning Sup	ports	Reference Sheet	Reference Sh	eet	Reference Sheet	Reference	Sheet	Refe	rence
		Word/Picture Wall	Word/Picture	e Wall	Word Wall	Word Wall			
	Picture dictionary Picture dic			nary					
	Personal Dictionary Personal Di			ionary					
		L1 support	L1 support						

Standard	S	tudent Learning Objecti	ve (SLO)		Language Objective		A	adem	nic Language
L.6.3a. WIDA ELDS: 2		entence patterns for me g and speaking.	aning when	-	tence patterns for mear speaking, reading, or list	-	VU		Sentence patterns
Writing Speaking	vviiciii			-	acher Modeling and Ten	-	LFC		Sentences with different patterns/structures
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Copy or complete varied sentence patterns for meaning when writing, speaking using high- frequency, words in phrase or memorized patterns.	Vary sentend patterns for when speakin writing using and short sen	meaning ng and ; phrases	Vary sentence patterns for meaning when speaking and writing using multiple, simple, related sentences.	Vary sente patterns for when spea writing usi expanded with emer complexity grammatio structures	or meaning aking and ng sentences ging / of cal	for n spea using sent of gr	sentence patterns neaning when king and writing g multiple, complex ences with a variety rammatical ctures.
Learning Sup	ports	Teacher Modeling Template Word/Picture Wall L1 support	Teacher Moo Template Word/Picture L1 support	U U	Teacher Modeling Template Word Wall	Teacher Modeling Word Wall			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.3b.	Mainta	in consistency in style an	d tone when	Maintair	o consistency in style and	tone when	VU		Intonation,
WIDA ELDS: 2	writing	and speaking.		writing a	nd speaking using multip	le			inflection,
Writing				resource	s and a checklist of strate	egies.			pausing,
Speaking									breathing,
									slowing down,
									eye contact
							LFC		Correct use of
									transition
									words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Maintain consistency	Maintain con	nsistency Maintain consistency Maintain consistency		Mair	ntain consistency		
		in style and tone	in style and t	one	in style and tone	in style and	tone	in sty	le and tone
		when writing and	when writing	and	when writing and	ng and	whe	n writing and	
		speaking in L1 and/or	speaking in L	1 and/or	speaking using key,	speaking us	sing key,	spea	king using
		using high-frequency,	using genera	l,	content-based	content-ba	sed	prec	ise, content-
		content-related single	content-base	ed	vocabulary in	vocabulary	in	base	d vocabulary in
		words in phrase or	vocabulary ir	n phrases	multiple, simple,	expanded s	entences	mult	iple, complex
		memorized patterns.	and short ser	ntences.	related sentences.	with emerg	. 0	sent	ences.
						complexity			
Learning Sup	ports	Multiple resources	Multiple reso		Multiple resources	Multiple re			
		Checklist of strategies	Checklist of s	-	Checklist of strategies	Checklist o	strategies		
		Word/picture bank	Word/picture	e bank	Word bank				
		L1 support	L1 support						
		Visuals	Visuals						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4a. WIDA ELDS: 2 Writing Speaking	Detern unknov phrase conten strateg meanin word's	nine or clarify the meaning wn and multiple-meaning s based on grade 6 readin at, choosing flexibly from gies; use context (e.g., the ng of a sentence or parag position or function in a to the meaning of a word	ng of g words and ng and a range of e overall raph; a sentence) as	and mult through referenc	determine the meaning of tiple meaning words and context clues using speci e material (e.g. dictionari is, thesauruses and online	phrases alized es,	LFC		Suffixes, prefixes, root words, synonyms, antonyms, multiple meaning Nouns, verbs, adjectives,
							LC		adverbs, phrase Varies by level
	•	ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
	Language Objectives Read to deter the meaning unknown an multiple mea words and p through com with high free content-base leveled voca		Read to dete the meaning unknown and multiple mea words and pl through cont with key, con based vocabu short sentene	of d nrases ext clues itent- ulary and ces.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with key content- based, grade-level vocabulary and simple sentence structure.	Read to de the meanin unknown a multiple m words and through co with conte grade 5-6 lo vocabulary language st	ng of nd eaning phrases ntext clues nt-based, evel and tructures.	the m unkn mult word throu with grade voca	I to determine neaning of own and iple meaning ds and phrases ugh context clues content-based, e-level bulary and uage structures.
Word Wall Word Wall Picture dictionary Picture dict			Picture dictio Personal Dict	nary	Reference Sheet Word Wall	Reference Word Wall	Sheet		

Standard	St	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
L.6.4b. WIDA	Determ	nine or clarify the meanin	g of	Clarify th	e meaning of unknown v	vords and	VU		Multiple-
ELDS: 2	unknov	wn and multiple-meaning	words and	•	using multiple resources	and a			meaning
Writing	phrase	s based on grade 6 readir	ng and	checklist	of strategies.				words, phrases,
Speaking	conten	t, choosing flexibly from	а						strategies
	range o	of strategies; use commo	n grade-				LFC		Sentences with
	approp	riate Greek or Latin affix	es and roots						unknown and
	as clue	s to the meaning of a wo	rd (e.g. <i>,</i>						multiple
	audien	ce, auditory, audible).							meaning words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Clarify the meaning of	Clarify the me	eaning of	Clarify the meaning of	Clarify the	meaning of	Clari	fy the meaning of
		unknown words and	unknown wo	rds and	unknown words and	unknown words and		unkn	own words and
		phrases in L1 and/or	phrases in L1	and/or	phrases of key,	phrases of	key,	phra	ses of precise,
		high-frequency, grade	key, grade 6	content-based, grade content-bas			sed, grade	conte	ent-based, grade
		6 vocabulary in	vocabulary in				ry in texts	6 voo	abulary in
		leveled texts and	texts and		adapted texts and	and presen	tations at	grade	e-level text and
		presentations.	presentation	S.	presentations.	a grade 5-6	i	prese	entations.
						complexity	level		
						band.			
Learning Sup	ports	Multiple resources	Multiple reso	urces	Multiple resources	Multiple re	sources		
		Checklist of strategies Checklist of			Checklist of strategies	Checklist o	f strategies		
		Word/ picture bank Word/pictu			Word bank				
		L1 support	L1 support						
		Visuals	Visuals						
		Native language text	Native langua	age text					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4c.d.	Detern	nine or clarify the meanin	ng of	Read to d	determine the meaning o	of unknown	VU		Pronunciation,
WIDA ELDS: 2	unknov	wn and multiple-meaning	g words and	and mult	iple-meaning words and	phrases			meaning, part
Writing	phrase	s based on grade 6 readii	ng and	based on	n grade 6 reading and cor	ntent using			of speech,
Speaking	conten	t, choosing flexibly from	а	multiple	resources.				etymology
	range o	of strategies					LFC		Varies with
									reading task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Read and reread to	Read and r	eread to	Read	and reread to
				e	determine the	determine	the	dete	rmine the
		meaning of unknown	meaning of unknown		meaning of unknown	meaning of	f unknown	mear	ning of unknown
		words and phrases in	words and phrases in		words and phrases of	words and	phrases of	word	ls and phrases of
		L1 and/or high-	L1 and/or key,		key, content-based,	key, content-based,		preci	se, content-
		frequency, grade 6	general, grade 6		grade 6 vocabulary in	grade 6 vocabulary in		base	d, grade 6
		vocabulary in leveled	vocabulary in	leveled	adapted texts and	texts and		voca	bulary in grade-
		texts and	texts and		presentations.	presentatio	ons at a	level	text and
		presentations.	presentation	s.		grade 5-6 c	complexity	prese	entations.
						level band.			
Learning Sup	ports	Multiple resources	Multiple resc	ources	Multiple resources	Multiple re	sources		
		Checklist of strategies	Checklist of s	trategies	Checklist of strategies	Checklist o	f strategies		
		Word/picture bank	Word/picture	e bank	Word bank				
		L1 support	L1 support						
		Visuals	Visuals						
	Native language text Native lang			age text					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Academic Language		
L.6.6 WIDA ELDS: 2 Writing Speaking	approp specific vocabu word o	e and use accurately grad priate general academic a c words and phrases; gath lary knowledge when cou r phrase important to ehension or expression.	nd domain- ner	with grad	d listen in order to speak de-level general, academ specific words using a wo cards.	ic and	VU LFC LC		Intonation, inflection, pausing, breathing, slowing down, eye contact Correct use of transition words Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	bjectives Read and listen in Read order to speak and orde write with grade-level write general, academic gene and domain-specific and o words in L1 and/or by word producing key ideas prod using high-frequency, using content-related conte single, written and voca spoken words with and s phrase or memorized and s		Read and list order to spea write with gra- general, acad and domain-s words in L1 a producing ke using general content-base vocabulary in and spoken p and short ser with formula sentence pat	ik and ade-level lemic specific nd/or by y ideas l, d written written whrases ntences ic	Read and listen in order to speak and write with grade-level general, academic and domain-specific words by producing multiple, related ideas using key, content-based vocabulary in simple, written and spoken sentences with repetitive structures.	Read and li order to sp write with general, ac and domain words by p organized i content-ba vocabulary expanded s with emerg complexity grammatics structures.	eak and grade-level ademic n-specific roducing deas using sed in sentences ging of	orde write gene and o word clear writi using conto voca mult sento varie gram	and listen in r to speak and with grade-level ral, academic domain-specific ds by producing and coherent ng and speech g precise, ent-based bulary in iple, complex ences with a ety of matical ctures.
Learning Sup	g Supports Multiple resources Multiple res Word/picture bank Word/pictu L1 support L1 support Visuals Visuals				Multiple resources Word bank Note Cards	Multiple re Note Cards			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL 6.1	Cite te	xtual evidence to support	t analysis of	Analyze	text and infer details from	n	VU		Inferences;
WIDA: 2	inferer	ices drawn from grade 6	text(s).	supportiv	ve textual evidence throu	igh the use			content-based,
Reading				of a grap	hic organizer and/or mar	king the			grade-level
Speaking				text.					vocabulary
							LFC		Quotations,
									direct and
									reported
									speech
									sentence
									structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Analyze text and infer	Analyze text	and infer	Analyze text and infer	Analyze tex	t and infer	Anal	yze text and infer
		details from	details from		details from	details from	n	deta	ils from
		supportive textual	supportive te	extual	supportive textual	supportive		supp	ortive textual
		evidence in L1 and/or	evidence in L	1 and/or	evidence from or	evidence fr	om	evide	ence from grade-
		by matching Phrase	by matching	sentence	adapted grade-level	literature a	t the grade	level	literature.
		Citations from grade-	excerpts fron	0	band literature.	5-6 text lev	el band.		
		level text to visual	level text to v	/isual					
		representations.	representatio	ons of					
			the text.						
Learning Sup	ports	Graphic Organizer	Graphic Orga	nizer	Graphic Organizer	Graphic Or	ganizer		
		Template	Template		Bold	Bold			
			Partner Work	K	Faced/Highlighted	Faced/High	lighted		
		L1 support	L1 support		Words	Words			
		Phrase Citations	Sentence Cita		Word Wall				
		Pictures/Photographs	Pictures/Pho		Template				
		Word/Picture Wall	Word/Picture	e Wall					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.2	Detern	nine a theme or central io	lea of a text	Explain a	ind summarize the centra	l message	VU		Phrases: logical
WIDA: 2	and ho	w it is conveyed through	particular	via detai	ls from a story, drama, or	r poem			connectors;
Reading	details	; provide a summary of th	ne text	using sto	ory map and shared group	activities.			content-based,
Speaking	distinct	t from personal opinions	or						grade-level
	judgme	ents.							vocabulary
							LFC		Complex
									sentences using
									relative clauses
									i.e. who, that
									which
						LC		Varies by level	
		ELP 1 ELP 2			ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Explain and	Explain and		Explain and	Explain and		Explain and	
		summarize the			summarize the	summarize the			narize the
		central idea and key	central idea and key		central idea and key	central idea and key			al idea and key
		details from grade-	details from grade-		details from adapted	details from literature			Is from grade-
		level literature in L1	level literatur	-	literature in the grade	5			literature. Use
		and/or identify the	and/or by ma	•	5-6 text level band.	level band.	•	•	se vocabulary in
		central idea a	Sentence Cita		Use key vocabulary in	vocabulary		multi	ple, complex
		summary of a grade-	from grade-le	evel text	a series of simple,	expanded s		sente	ences.
		level text by matching	to visual		related sentences.	with emerg			
		Phrase Citations to	representatio	ons of		complexity			
		visual	text.						
		representations.							
Learning Sup	ing Supports Story Map Story Map			Story Map	Story Map				
		Partner Work	Partner Work	K	Partner Work				
		L1 support	L1 support						
		Phrase Citations	Sentence Cita	ations					
		Visuals	Visuals						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.3	Describ	be how a particular dram	a's plot	Describe	and sequence plot in a s	tory by	VU		Main idea; plot;
WIDA	unfolds	s in a series of episodes in	n 6th grade	using a P	lot Diagram and role-play	ying.			content-based,
ELDS: 2-5	text(s).								grade-level
Reading									vocabulary
Speaking							LFC		Describe
Listening									people, places,
									things i.e.
									present
									progressive
									tense, adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Describe and	Describe and		Describe and	Describe and		Describe and	
		sequence how the	sequence how the		sequence how the	sequence h	low the	sequ	ence how the
		story's plot unfolds in	story's plot u	nfolds in	story's plot unfolds	story's plot	unfolds	story	's plot unfolds in
		grade level text in L1	grade level te	ext in L1	from adapted	from literat	ture in the	a ser	ies of episodes in
		and/or sequence the	and/or seque	nce the	literature. Use key	grade 5-6 t	ext level	grade	e-level text. Use
		plot by using	plot by sortin	g	vocabulary in a series	band. Use l	key		se vocabulary in
		gestures, single word,	content-relat	ed	of simple, related	vocabulary	in	mult	iple, complex
		or yes/no responses	Visuals with s	hort	sentences.	expanded s	sentences	sente	ences.
		to questions and	sentences fro	m		of emergin	g		
		matching short	grade-level te	ext.		complexity			
		Phrase Citations to							
		illustrated text.							
Learning Sup	ports	Plot Diagram	Plot Diagram		Plot Diagram	Plot Diagra	m	Plot	Diagram
		Role Play	Role Play		Role Play	Role Play			
		Story Map	Story Map						
		L1 support	L1 support						
		Illustrated text	Illustrated tex						
		Recordings of text	Recordings o	ftext					

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.3	Describ	e how characters respor	nd or change	Describe	changes and responses i	n	VU		Characters,
ELDS: 2-5	as the p	plot moves toward a reso	olution in 6th	characte	rs over time using Plot D	iagram and			change,
Reading	grade t	ext(s).		characte	r web.				resolution;
Speaking									content-based,
Listening									grade-level
									vocabulary
							LFC		Describing
									actions, people,
									places, thing;
									present and
									past tense
									verbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Describe changes and	Describe chan	ges and	Describe changes and	Describe cha	anges and		ibe changes and
		responses of characters	responses of c		responses of characters	responses of characters			onses of characters
		as plot moves to	as plot moves		as plot moves to	as plot move		as plot moves to a	
		resolution in L1 and/or	resolution in L	•	resolution from	resolution fr	-		ution in a grade
		by answering yes/no or either/or questions	by answering v questions usin		adapted literature in the grade 5-6 text level	5-6 text leve			text. Use precise
		with single words,	short phrases	• •	band. Use key	key vocabula expanded se	•		oulary in multiple, llex sentences.
		gestures or Visuals.	complete Sent		vocabulary in a series of	emerging co		comp	iex sentences.
			Frame.	ence	simple, related		inprexity.		
					sentences.				
Learning Sup	ports	Plot Diagram	Plot Diagram		Plot Diagram	Plot Diagran	า		
	-	Character Web	Character Web)	Character Web	Character W	'eb		
		Role Play			Word Wall				
		Word/Picture Wall	Illustrated text						
		Illustrated text	Native Langua	ge Texts					
		Native Language Texts	L1 support						
	L1 support Sentence Frame		ie						
		Gestures						1	

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.4 WIDA ELDS: 2-5 Reading Speaking Listening	phrase: figurati	nine the meaning of word s as they are used in a ter we and connotative mean ization" connotes a sense ss).	xt, including nings (e.g.,	Define w usage in dictionar	VU LFC LC		Figurative, connotative; content-based, grade-level vocabulary Idiomatic expressions, sentences with figurative language Varies by level		
Language Obje		ELP 1 Define words and phrases from grade- level text in L1 and/or identify selected examples of figurative and connotative language by matching objects/pictures to words.	ELP 2 Define words phrases from level text in L identify select examples of figurative and connotative l by matching to Visuals.	and grade- 1 and/or ted d anguage phrases	ELP 3 Define words and phrases and identify examples of connotative and figurative language in literature from adapted grade 5-6 text-level band.	ELI Define wor phrases and connotative figurative la grade 5-6 t band.	ds and d identify e and anguage in ext level	phra figur conn	ELP 5 ne words and ses including ative and otative nings, in grade-
Learning Sup	upports Bilingual Dictionary Bilingual Dictionary Marking the Text Marking the T L1 support L1 support			•	Bilingual Dictionary Marking the Text	Marking th	e Text		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	nic Language	
RL.6.4 WIDA ELDS: 2-5 Reading	phrase analyzi	nine the meaning of word s as they are used in a tea ng the impact of a specif on tone.	xt, including		nd analyze words and ph t relates to tone using a c k alouds.		VU		Tone; content- based, grade- level vocabulary	
Speaking Listening							LFC		Subject verb agreement	
							LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5	
Language Obje		Define and analyze word choice, as it relates to tone in L1 and/or choose selected vocabulary or picture that matches tone from leveled text.	Define and an word choice, relates to tor and/or choos phrases that tone from lev text and use phrases to co Sentence Fra	as it ie in L1 match veled those mplete	Define and analyze word choice, as it relates to tone in an adapted grade level text. Use key vocabulary in a series of simple, related sentences.	Define and word choic relates to to grade 5-6 to band. Use Io vocabulary expanded so of emerging complexity	e, as it one in a ext level key in entences g	word relat in a Use voca mult	ne and analyze d choice as it ses to tone used grade-level text. precise bulary in siple, complex ences.	
Learning Sup	SupportsThink AloudThink AloudBilingual DictionaryBilingual DictionaryBilingual DictL1 supportL1 supportL1 supportPictures/PhotographsSentence Fra		·	Think Aloud Bilingual Dictionary	Think Aloud Dictionary	ł				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.5 WIDA	Analyz	e how a particular senter	ice, chapter,	Analyze l	now one sentence fits int	o a text's	VU		Theme, literary
ELDS: 2	scene,	or stanza fits into the ove	erall	structure	and contributes to them	ne			analysis;
Reading	structu	re of a text and contribut	tes to the	developr	nent from sentences usir	ng a think			content-based,
Speaking	develo	pment of the theme, sett	ing, or plot.	aloud an	d outline.				grade-level
Listening									vocabulary
							LFC		Subject verb
									agreement,
									embedded
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Analyze one sentence	Analyze one sentence A		Analyze one sentence	Analyze one sentence		Anal	ze one sentence
		and discuss how it	and discuss h	ow it	and discuss how it	and discuss	s how it	and o	discuss how it
		connects to the	connects to t	he	connects to the	connects to	o the	conn	ects to the
		theme in L1 and/or	theme in L1 a	and/or	theme using key	theme usin	g key	them	ne using precise
		analyze selected	analyze selec	ted	vocabulary in a series	vocabulary	in	voca	bulary in
		words in one	words and pr	nrases in	of simple, related	expanded s	sentences	mult	iple, complex
		sentence and how	one sentence	e to	sentences.	with emerg	ging	sente	ences.
		they connect to the	understand t	heme.		complexity			
		theme.							
Learning Sup	ports	Think Aloud	Think Aloud		Think Aloud	Think Alou	d		
		Triads or Small	Triads or Sma	all	Triads or Small				
		Groups	Groups		Groups				
		Pictures/Photographs	Pictures/Phot	tographs	Word Wall				
		Outline	Outline		Outline				
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.6 WIDA ELDS:	-	how an author develops f the narrator or speaker	-		l explain how an author o t of view of the narrator i		VU		Point of view, narrator
2-5 Reading Speaking Listening					nk alouds and Word Wall		LFC		Adverbs of manner; declarative sentences
		ELP 1	ELP		ELP 3		LC P 4		Varies by level
Language Obje	ctives	Read and explain how	Read and exp		Read and explain how	Read and e		Read	and explain how
	-			velops	an author develops	an author o	•		ithor develops
	the point of view of			view of	the point of view of	the point o	f view of		oint of view of
		the narrator or	the narrator through t		the narrator in an	the narrato	or in a	the n	arrator in a
		speaker in a text	tone and actions in L1		adapted text through	grade 5-6 t	ext level	grade	e level text
		through tone and	and/or answe	er wh-	tone and actions. Use	text band t	•		ugh tone of
		actions in L1 and/or	questions wit		key vocabulary in a	tone and a			ls and his
		answer yes/no or	phrases and/		series of simple,	key vocabu	•		ns. Use precise
		either/or questions or	sentence stri	•	related sentences.	expanded s			bulary in
		match single words	point of view			of emergin	-		iple, complex
		with Visuals.				complexity		sente	ences.
Learning Supp	oorts	Triads or Small	Triads or Sma	all	Triads or Small	Think Alou	d		
		Groups	Groups		Groups				
		Think Aloud	Think Aloud		Think Aloud				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Visuals	Sentence Fra	me					
		Choice questions							

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.7	Compa	re and contrast the expe	rience of	Compare	and contrast what they	"see" and	VU		Compare,
WIDA: ELDS:	reading	g a drama to listening to o	or viewing an	"hear" w	hen reading the text to v	vhat they			contrast, audio,
2-5	audio,	video, or live version of t	he text	perceive	when they listen or wate	ch it			visual, live
Reading	includi	ng contrasting what they	"see" and	through	the use of a Venn Diagra	m.			version,
Speaking	"hear"	when reading the text to	what they						perceive
Listening	perceiv	ve when they listen or wa	tch.				LFC		Comparative
									and superlative
									adjectives;
									conjunctions;
									adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Compare and	Compare and	l	Use key vocabulary in	Use key vo	cabulary in	Use precise	
		contrast the			a series of simple,	expanded a	and some	voca	bulary in
		experience of reading	experience of	f reading	related sentences to	complex se	ntences to	multi	iple, complex
		a story versus multi-	a story versus	s multi-	compare and contrast		nd contrast	sente	ences to compare
		media version in L1	media versio	n in L1	the live version to the	the live ver	sion to the	and o	contrast the
		and/or match single	and/or use short		written version of the written ve		sion of the	expe	rience of reading
		words to pictures;	phrases to an	iswer	text.	text.			ry versus multi-
		use single words to	questions; m					medi	a version.
		complete Venn	images and p						
		Diagram; or answer	or complete	Venn					
		yes/ or either/or	Diagram.						
		questions.							
Learning Sup	ports	Venn Diagram	Venn Diagran		Venn Diagram	Venn Diagr	am		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Phot	• •					
		Video Clips/Films	Video Clips/F						
		Word Sort Cards	Sentence Stri	ps					

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.8	Compa	re and contrast texts in c	lifferent	Compare	and contrast texts in dif	ferent	VU		Compare,
WIDA ELDS:	forms	or genres (e.g., stories an	d poems;	forms or	genres of similar themes	and topics			contrast, audio,
2-5	historio	cal novels and fantasy sto	ories) in	through	the use of a Venn Diagra	m.			visual, live
Reading	terms o	of their approaches to sin	nilar themes						version,
Speaking	and to	pics.							perceive
Listening							LFC		Comparative
									and superlative
									adjectives;
									conjunctions;
									adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje			Compare and	ł	Use key vocabulary in	Use key vocabulary in		Use precise	
		contrast texts in	contrast texts in		a series of simple,	expanded a	and some	voca	bulary in
		different forms or	different forms or		related sentences	complex se	ntences to	mult	iple, complex
		genres of similar	genres of similar		with to compare and	compare a			ences to compare
		themes and topics in	themes and topics in		contrast texts in texts in diff		erent		contrast texts in
		L1 and/or match	L1 and/or use		different forms or forms or ge			diffe	rent forms or
		single words to	phrases to ar		genres of similar	similar the	mes and	genr	es of similar
		pictures; use single	questions; m		themes and topics.	topics.		them	nes and topics.
		words to complete	images and p						
		Venn Diagram; or	or complete	Venn					
		answer yes/ or	Diagram.						
		either/or questions.							
Learning Sup	ports	Venn Diagram	Venn Diagrar		Venn Diagram	Venn Diagr	am		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Pho	• •					
		Video Clips/Films	Video Clips/F						
		Word Sort Cards	Sentence stri	ps					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
RL.6.10 WIDA ELDS: 2-5	compr	end of the year, read and ehend literature, includin s, and poems, in the grad	ig stories,	in the gr	comprehend a variety of ade 6 text complexity ba organizers, L1 support an	nd using	VU		Content-based, grade-level vocabulary
Reading		exity band proficiently, w		resource	25.		LFC		Specific to text
Speaking Listening	scattol range.	ding as needed at the hig	h end of the				LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language Objectives Read to comprehend a variety literature in L1; and excerpts from a grade-level text read aloud at the phrase level with selected vocabulary.		Read to com a variety liter L1; and/or ex from grade-le read aloud.	rature in cerpts evel text	Read to comprehend a variety of adapted literature and key content-based vocabulary in the grade 5-6 text complexity level.	Read to cou a variety of in the grad complexity	f literature e 5-6 text	a vai	d to comprehend riety of grade Hiterature.
Learning Sup	ports	Online Resources Graphic Organizer Word/picture Bank L1 support Cloze sentences	Online Resou Graphic Orga Word/picture L1 support Sentence Fra	anizer e Bank	Online Resources Graphic Organizer Word Bank	Online Res Graphic Or			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3b. WIDA ELDS: 2 Reading Writing	imagine effectiv and de	writing narratives, develo ed experiences or events ve technique such as dialo scription to develop expe , and/or characters.	using ogue, pacing,	such as d develop	rratives using effective te lialogue, pacing, and deso experiences, events, and, rs using a story map.	cription to	VU LFC		Narrative, dialogue, pacing, storyboard describe people, place, things actions, e.g. nouns, e.g. nouns, adjectives, present progressive tense, adverbs
		ELP 1	ELP		ELP 3	ELI	LC		Varies by level
Language Objectives		Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters in L1 and/or using selected words to respond to WH-, yes/no and either/or questions related to illustrated text.	Write narrative effective techr such as dialog pacing, and de to develop exp events and/or characters in L draw pictures corresponding to tell a story.	es using hique ue, escription periences, 1 and/or with	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using phrases. Use key vocabulary in a series of simple, related sentences.	Write narra effective te such as dia pacing, and description develop ex events, and characters vocabulary expanded a complex se	atives using chnique logue, to periences, I/or using key in and some	effect such pacin descr devel event chara precis	e narratives using tive technique as dialogue, g, and iption to op experiences, ts, and/or acters. Use se vocabulary in ple, complex
Learning Supp	ports	Story Map Word/Picture Wall L1 support Pictures/Photographs Gestures	Story Map Word/Picture L1 support Sentence Fram Pictures/Photo	าย	Story Map Word Wall	Story Map			

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3d.	When	writing narratives, develo	op real or	Write na	rratives to develop real o	r imagined	VU		Sensory and
WIDA ELDS: 2	imagin	ed experiences or events	using	experien	ces using relevant descri	otive			descriptive
Writing	relevar	nt descriptive details; use	precise	details, p	precise words and phrase	s, and			nouns and
	words	and phrases, and sensory	language to	sensory l	anguage using a writing o	diamond.			adjectives
	convey	experiences and events.					LFC		Describe
									people, place,
									things actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write narrative in L1	Write narrati	ve in L1	Write narrative in a	Write narra	ative in	Write	e narrative in
		and/or short word and/or short, phrases series of simple, expanded se		sentences de		iled sentences of			
		captions in English	under captions in		related sentences,	of emergin	g	varyi	ng length and
		with selected	English with selected		with descriptive	complexity	with	type	with descriptive
		vocabulary,	vocabulary,		details, sensory	descriptive details,		deta	ils, sensory
		descriptive details,	descriptive de	etails	language and key	sensory lan	guage and	langı	uage and
		and sensory	and sensory		vocabulary.	some conte	ent based	cont	ent-based, grade-
		language.	language.			grade level		level	vocabulary.
						vocabulary			
Learning Sup	ports	Sensory details Charts	Sensory deta	ils Charts	Sensory details Charts	Sensory de	tails Charts	Sens	ory details Charts
		Writing diamond	Writing diam	ond	Writing diamond	Writing dia	mond	Writi	ing diamond
		Word/Picture Wall			Word Wall				
		Visuals	s Visuals						
		Phrase captions Phrase captio		ons					
		Gestures	L1 support						
		L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3a.	Write ı	narratives to develop real	l or imagined	Write na	rratives to develop real o	or imagined	VU		Event
WIDA ELDS: 2	experie	ences or events using wel	ll-structured	experien	ces or events using well-	structured			sequencing,
Writing	event s	sequences.		event se	quences on a graphic org	anizer (e.g.			content-based,
				story ma	p).				grade-level
									vocabulary
							LFC		Sequencing:
									adverbs of
									time, relative
									clauses and
									subordinate
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Write narratives in	Write narrati	ves in	Write narratives in a	Write narratives in		Write	e narratives in
		complete detailed	complete det	tailed	series of simple,	expanded s	entences	com	olete detailed
		sentences of varying	sentences of	, .	related sentences,	of emerging	B		ences of varying
		length and type using	length and ty		using well-structured	complexity	•	_	h and type using
		well-structured event	well-structur		event sequences and	well-struct			structured event
		sequences in L1	sequences in		key vocabulary.	sequences			ences with
		and/or short, phrases	and/or short,			vocabulary			ent-based, grade-
		or captions under	sentence-lev	-				level	vocabulary.
		pictures in English	narratives as	•					
		with selected	under picture						
		vocabulary.	English with s	selected					
			vocabulary.						
Learning Sup	ports	Story Map	Story Map		Story Map	Story Map		Story	/ Мар
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Visuals	Visuals						
		Gestures	L1 support						
		L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3.c WIDA ELDS: 2 Writing	When transiti convey time fr	writing narratives, use a viol ion words, phrases, and c v sequence and signal shift ame or setting to anothe narratives.	variety of lauses to fts from one	varied tra order to from one online re transition	Write narratives by using appropriate and varied transitions, phrases, and clauses in order to convey sequence and signal shifts from one time frame to another using online resources, a Word Bank of transitional words and phrase, Visuals, peer and L1 support.				Transitional words, word choice, clauses, signal shift Sentences with embedded clauses Varies by level
		ELP 1	ELP 2	2	ELP 3	LC ELP 4			ELP 5
Language Obje	ectives	Write narratives by using appropriate and varied transitions, phrases, and clauses using L1 and/or using drawings and selected single words in key phrase patterns.	Write narrati using approp varied transit phrases, and using L1 and/ Visuals, and s vocabulary in phrases and s sentences.	riate and cions, clauses for using selected a key	Write narratives by using appropriate and varied transitions, phrases, and clauses using key vocabulary in a series of simple, related sentences.	Write narra using appro varied tran phrases, ar in order us vocabulary expanded a complex se	opriate and sitions, nd clauses ing key in and some	using varie phra using voca mult	e narratives by g appropriate and d transitions, ses, and clauses g precise bulary in iple, complex ences.
Learning Sup	ports	Online resources Word/picture bank of transitional words/phrases Cloze sentences Visuals L1 support	Online resour Word/picture transitional words/phrase Sentence Fra Visuals L1 support	e bank of es	Online resources Word Bank of transitional words/ phrases Sentence Starter	Online reso Word Bank transitiona	of		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3.e	When	writing narratives, provid	le a	Write to	conclude a narrative text	t by using a	VU		Vocabulary
WIDA ELDS:	conclu	sion that follows from the	e narrated	closing st	trategy, Visuals, peer and	L1			pertaining to
2	experie	ences or events.		support.					concluding
Writing									statements
							LFC		Compound
									tenses,
									complex
									sentence
									structure
									(clauses)
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write to conclude a	Write to cond	clude a	Write to conclude a	Write to co	onclude a	Writ	e to conclude a
		narrative text by	narrative tex	t by	narrative text by	narrative te	ext by	narra	ative text using
		using L1 and/or using	using L1 and/	or using	using key vocabulary	using key v	ocabulary	preci	ise, vocabulary in
		drawings and	selected voca	abulary	in a series of simple,	in expande	d and	mult	iple, complex
		selected, single words	in key phrase	s and	related sentences.	some comp	olex	sente	ences.
		in key phrase	short sentend	ces.		sentences.			
		patterns.							
Learning Sup	ports	Online resources	Online resou	rces	Online resources	Online reso	ources	Onlir	ne resources
		L1 support	Sentence Fra	me	Sentence Frame	Closing stra	ategy	Closi	ng strategy
		Word/Picture bank	L1 support		Word Bank				
		Cloze sentences	Word/picture	e bank	Closing strategy				
		Closing strategy	Closing strate	egy					

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.4	Produc	e clear and coherent wri	ting in which	Develop	and organize sentences i	n a task	VU		Task, purpose,
WIDA ELDS:	the dev	velopment, organization,	and style	which is	appropriate to the reade	r using a			audience;
2	are app	propriate to task, purpose	e, and	writing d	iamond.				content-based,
Writing	audien	ce.							grade-level
									vocabulary
							LFC		Sentences
									appropriate to
									task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Produce a coherent	Produce a co	herent	Produce a written,	Produce an	organized	Prod	uce a coherent,
		written informative/	written infori	mative/	formal, informative/	formal info	rmative/	form	al informative/
		explanatory text that	explanatory t	ext that	explanatory text that	explanator	y text that	expla	anatory text that
		examines a topic and	examines a to	opic and	examines a topic and	examines a	topic and	exam	nines a topic and
		conveys ideas, in L1	conveys idea	s in L1	conveys ideas using	conveys ide	eas using	conv	eys ideas using
		and/or use pictures	and/or use se	elected	key vocabulary in a	key vocabu	lary in	preci	ise vocabulary in
		and selected single	vocabulary in	ı key	series of simple,	expanded a	and some	mult	iple, complex
		words in key phrase	phrases and s	short	related sentences.	complex se	ntences.	sente	ences.
		patterns.	sentences.						
Learning Sup	ports	Word/Picture Wall	Word/Picture	e Wall	Word Wall	Writing dia	mond		
		Writing diamond	Writing diam	ond	Writing diamond				
		Visuals	Visuals		Sentence Starter				
		L1 Support	L1 Support						
		Cloze sentences	Sentence fram	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.5	With so	ome guidance and suppo	rt from	Plan, rev	ise, edit, and rewrite nar	rative	VU		Editing,
WIDA ELDS:	peers a	and adults, develop and s	trengthen	using pee	er editing with a checklist	.,			rewriting, peer
2	writing	; as needed by planning, i	revising,	storyboa	rd, and dictionary/thesau	irus.			edit; content-
Writing	editing	, rewriting, or trying a ne	w approach.						based, grade-
									level
									vocabulary
							LFC		Complex
									sentences;
									correlative
									conjunctions
							LC		Varies by level
		ELP 1 ELP 2		ELP 3		ELI	P 4		ELP 5
Language Obje	ectives	Write, plan, revise	Write, plan, r	evise	Write, plan, revise	Write, plan	, revise	Write	e, plan, revise
		and edit to develop,	and edit to de	evelop,	and edit to develop,	and edit to	develop,	and e	edit to develop,
		strengthen, and focus	strengthen, a	nd focus			, and focus	stren	gthen, and focus
		a narrative using L1	a narrative us	sing L1	a narrative written	a narrative	written	a nar	rative using
		and/or use pictures	and/or use se	elected	using key vocabulary	using key v	ocabulary	preci	se vocabulary in
		and selected single	vocabulary in	key	in a series of simple,	in expande	d and	multi	iple, complex
		words in key phrase	phrases and s	short	related sentences.	some comp	lex	sente	ences.
		patterns.	sentences.			sentences.			
Learning Sup	ports	Technology	Technology		Storyboard	Peer check	ist	Tech	nology
		Word/picture wall	Word/Picture	e Wall	Peer checklist	Technology	1		
		Visuals	Visuals		Technology				
		Storyboard	Storyboard						
		L1 Support	L1 Support						
		Cloze sentences	Sentence Fra	me					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.6 WIDA ELDS: 2	produc	chnology, including the Ir ce and publish narrative v to interact and collabora	vriting as		and publish narrative wr ogy, a peer and a checklis		VU		Collaborate, interact, publish
Writing	keyboa	; demonstrate sufficient o arding skills to type a min pages in a single sitting.					LFC		Subject verb agreement, embedded clauses
					-		LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	Р4		ELP 5
to ar sk re in us se in		Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or selected single words in key phrase patterns.	Publish writte by applying s technology a collaborative using L1 and/ using selecte vocabulary in phrases and s sentences.	pecific nd skills /or by d h key short	Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish wri by applying technology collaborati using key v in expande some comp sentences.	g specific and ve skills ocabulary d and blex	cohe work spec and o skills voca mult sento	ish clear and erent written by applying ific technology collaborative using precise bulary in iple, complex ences.
Learning Sup	ning Supports Publishing checklist Publishing cl Teacher feedback Teacher feed Technology Technology Word/Picture Wall Word/Pictur Visuals Visuals Cloze sentences Sentence fra L1 Support L1 Support				Publishing checklist Peer feedback Technology Word Wall	Publishing Peer feedb Technology	ack	Tech	nology

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.9a WIDA ELDS: 2-5 Writing	to supp apply g literatu in diffe and po stories	evidence from 6th grade lit port analysis, reflection, a grade 6 Reading standard ure (e.g., "Compare and c erent forms or genres [e.g ems; historical novels an] in terms of their approa themes and topics").	and research; s to ontrast texts s., stories d fantasy	texts to s	cite evidence from inform support analysis and refle c organizer and marking t	ection using	VU LFC		Cite evidence, argument; content-based, grade-level vocabulary Referential phrases, transition words
						L			Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obj	Language ObjectivesWrite to cite evidence from informational texts to support analysis and reflection from L1 texts and/or use drawings and selected single words in key phrase		Write to cite from informa texts to supp analysis and reflection fro texts and/or selected voca in key phrase short sentend	ational ort om L1 use abulary es and	Write to cite evidence from adapted informational texts to support analysis and reflection by producing key, vocabulary in a series of simple, related sentences.	Write to cit from inform texts to sup analysis and reflection to key vocabu expanded a complex se	national oport d y using lary in and some	cohe evide infor using voca mult	e clearly and rently to cite ence from mational texts g precise bulary in iple, complex ences.
Learning Sup	ports	Graphic organizer Marking the text Word/Picture Wall Visuals Cloze sentences L1 support	Graphic orga Marking the f Word/Picture Visuals Sentence Fra L1 Support	text e Wall	Graphic organizer Marking the text Word Wall	Graphic org	ganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.10	Write r	narratives routinely over	extended	Write na	irratives routinely for spe	cific time	VU		Journal, task,
WIDA ELDS:	time fr	ames (time for research,	reflection,	frames a	nd for various purposes,	tasks and			purpose
2	and rev	vision) and shorter time f	rames (a	audience	es using Templates and V	Vord Bank.	LFC		Verb forms;
Writing	single s	sitting or a day or two) fo	r a range of						declarative
	discipli	ne-specific tasks, purpos	es, and						sentences,
	audien	ces.							compound and
									complex
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Write narratives	Write narratives		Write narratives	Write narratives		Writ	e narratives
		routinely to create a	routinely to o	create a	routinely to create a	routinely to	o create a	routi	inely to create a
		portfolio and make	portfolio and	l make	portfolio and make	portfolio ai	nd make	port	folio and make
		periodic journal	periodic jour	irnal periodic journal periodic			urnal	perio	odic journal
		entries in L1 and/or	entries in L1	and/or	entries by producing	entries by p	-		es using precise
		use drawings and	use selected		key vocabulary in a	key vocabu	•		bulary in
		selected single words	vocabulary in	-	series of simple,	expanded a		mult	iple, complex
		in key phrase	phrases and	short	related sentences.	complex se	ntences.	sente	ences.
		patterns.	sentences.						
Learning Sup	ports	Template	Template		Template				
		Word/Picture Bank	Word/Picture	e Bank	Word Bank				
		Visuals	Visuals		Sentence Starter				
		Cloze sentences	Sentence fra	mes					
		L1 Support	L1 Support						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.1	Engage	effectively in a range of		Participa	te in a variety of collabor	ative	VU		In my opinion, I
WIDA ELDS: 2	collabo	orative discussions (one-c	on-one, in	discussio	on settings using an outlir	ne and			feel that, I
Speaking	groups	, and teacher-led) with d	iverse	conversa	ition Cue Cards.				understand
Listening	partne	rs on grade 6 topics, text	s, and issues,						that; content-
		g on others' ideas and ex	pressing						based, grade-
	their o	wn clearly.							level
									vocabulary
							LFC		Compound and
									complex
									sentences
							LC		Varies by level
		ELP 1 ELP			ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Participate in a	Participate in a F		Participate in a	Participate	in a	Participate in a	
		variety of teacher-led	,		variety of	variety of			ety of
		discussions using L1	discussions, i		collaborative	collaborative			borative
		and/or use drawings	and/or use pi	ictures	discussion using key	discussion	•	discussion settings	
		and selected single	and selected		vocabulary in a series	using key v	•	-	g precise
		words in key phrase	vocabulary in	•	of simple, related	in expande			bulary in
		patterns.	phrases and s	short	sentences.	some comp	olex		iple, complex
			sentences.			sentences.		sent	ences.
Learning Sup	ports	Outline	Outline		Outline	Outline			
		ConversationcCue	Conversation	Cue	Conversation Cue	Conversatio	on Cue		
		Cards	Cards		Cards	Cards	<i>.</i>		
		Multiple reference	Multiple refe	rence	Multiple reference	Multiple re	ference		
	materials materials				materials	materials			
		Pictures/Photographs	Sentence fra		Word Wall/Bank				
		Word Wall/Bank	Pictures/Pho						
		L1 support	Word Wall/B	апк					
		L1 support							

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
SL.6.1a	Come t	o discussions prepared h	aving read	Share ide	eas based on texts studie	d using	VU		: According to,
WIDA ELDS: 2	or stud	lied required material; ex	plicitly draw	notes an	d Cue Cards.				The text states;
Speaking	on that	t preparation by referring	to evidence						content-based,
Listening	on the	topic, text, or issue to pr	obe and						grade-level
	reflect	on ideas under discussio	n.						vocabulary
							LFC		Declarative and
									interrogatory
									sentences;
									subordinate
									conjunctions
					LC		Varies by level		
	ELP 1			2	ELP 3	ELP 4		ELP 5	
Language Obje	ectives	Share ideas in a	Share ideas in a		Share ideas in a	Share ideas in a		Shar	e ideas in a
		grade-level discussion	grade-level discussion		grade-level discussion	grade-level discussion		grade-level discussion	
		to further probe and	to further pro	be and	to further probe and	to further p	probe and	to fu	rther probe and
		reflect on a	reflect on a		reflect on a	reflect on a	Ì	refle	ct on a
		previously researched	previously re	searched	previously researched	previously	researched	previ	iously researched
		topic using L1 and/or	topic in L1 an	d/or use	topic using key,	topic using	key	topic	using precise
		use drawings and	pictures and	selected	vocabulary in a series	vocabulary	in	voca	bulary in
		selected single words	vocabulary in	•	of simple, related	expanded a		mult	iple, complex
		in key phrase	phrases and s	short	sentences.	complex se	ntences.	sente	ences.
		patterns.	sentences.						
Learning Sup	ports	Cornell Notes	Cornell Notes	5	Cornell Notes	Cornell Not	es		
		Cue Cards	Cue Cards		Cue Cards	Cue Cards			
		Word/Picture Wall	Word/Picture	e Wall	Word Wall	Peer group	S		
		Visuals	Visuals		Peer groups				
		Gestures	Sentence fram	nes					
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1b WIDA ELDS: 2 -5 Speaking Listening	discuss discuss	Then taking part in collaborative scussions, follow rules for collegial scussions, set specific goals and deadlines, nd define individual roles as needed.			Speak and listen to peers to create rules for collaborative discussions using a reference sheet of specific discussion rules.			VU Goals, ro deadline content- grade-le vocabula LFC Verb for declarat	
							LC		sentences Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use drawings and selected single words in key phrase patterns.	e peers to creat dent guidelines, stu room roles and class /or use goals in L1 and pictures and s		Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using key vocabulary in a series of simple, related sentences.	Speak and peers to cru guidelines discussion, student rol classroom key vocabu expanded a complex se	listen to eate for choose es and set goals using ilary in and some	peers guide discu stude class throu agree preci mult	k and listen to s to create elines for ission, choose ent roles and set room goals ugh negotiated ement using ise vocabulary in iple, complex ences.
Learning Sup	ports	Role Play Word/Picture Wall L1 support Cloze sentences	Role Play Word/Picture L1 support Sentence fram		Role Play Word Wall	Role Play			

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.1.c	Pose a	nd respond to specific qu	estions with	Compose	e and respond to questio	ns with	VU		Elaborate,
WIDA ELDS: 2	elabora	ation and detail by makin	g comments	elaborati	ion and detail by making	comments			detail, 5-W
-5	that co	ntribute to the topic, tex	t, or issue	that cont	tribute to the discussion	using			words; content-
Speaking	under	discussion.		Sentence	e Frame, Cue Cards and L	1 support.			based, grade-
Listening									level
									vocabulary
							LFC		Asking
									informational
									and clarifying
									questions;
									expressing and
									supporting
									opinions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Compose and	Compose and	ł	Compose and	Compose a	nd	Com	pose and
		respond to questions	respond to q		respond to questions	respond to	•		ond to questions
		with elaboration and	with elaborat		by making comments	with elabor		with	elaboration and
		detail by making	detail by mak	•	that contribute to the	detail by m	•		il by making
		comments that	comments th		discussion using key	comments			ments that
		contribute to the	contribute to		vocabulary in a series	contribute			ribute to the
		discussion using L1	discussion in		of simple, related	discussion,			ission using
		and/or use pictures,	and/or pictur		sentences.	vocabulary			se vocabulary in
		gestures and selected	selected voca	•		expanded a		com	olex sentences.
		single words in key	in key phrase			complex se	ntences.		
		phrase patterns.	short sentend						
Learning Supp	ports	Sentence frames	Sentence fram		Sentence Starter				
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Cue Cards	Cue Cards		Cue Cards				
		Visuals	Visuals						
		Gestures	L1 support						
		L1 support	Wh-question	S					

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1d	When I	participating in collabora	tive	Participa	te in collaborative discus	sion and	VU		Reflect,
WIDA ELDS:	discuss	ions review the key ideas	s expressed	review k	ey ideas expressed using	a graphic			paraphrase;
2-5	and de	monstrate understanding	g of multiple	organize	r and notes.				content-based,
Speaking	perspe	ctives through reflection	and						grade-level
Listening	paraph	rasing.							vocabulary
							LFC		Retelling,
									present/past
									tense verbs,
									comparing
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Participate in	Participate in		Participate in	Participate in		Parti	cipate in
		collaborative	collaborative		collaborative	collaborativ	/e	colla	borative
		discussion and review	discussion an	d review	discussion and review	discussion and review		discu	ssion and review
		key ideas expressed	key ideas exp	ressed	key ideas expressed	key ideas e	expressed ke		deas expressed
		in L1 and/or listen to	in L1 and/or	use	using key vocabulary	using key v	ocabulary	using	gprecise
		discussion to gain	pictures and	selected	in a series of simple,	in expande	d and	voca	bulary in
		understanding and/or	vocabulary in	key	related sentences.	some comp	olex	mult	iple, complex
		use selected, single	phrases and s	short		sentences.		sente	ences.
		words in key phrase	sentences.						
		patterns.							
Learning Sup	ports	Graphic organizer	Graphic orga	anizer Graphic organizer Graphic or		Graphic or	ganizer		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
	L1 support L1 support								
		Choice questions	Sentence frai	mes					

Standard	St	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.2 WIDA ELDS:	-	et information presented and formats (e.g., visually			information and explain tes to a topic using notes		VU		Interpret, explain;
2-5		atively, orally) and expla	•	outline.					content-based,
Speaking	contrib	outes to a topic, text, or is	ssue under						grade-level
Listening	study.								vocabulary
							LFC		Present and
									past tense
									verbs,
									dependent and
									independent
									clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Listen to presentation	Listen to pres	sentation	Listen to presentation	Listen to pr	esentation	Lister	n to presentation
		of grade-level	of grade-leve		of adapted grade	of grade lev		•	ade level
		information and	information a	-	level information and	informatio			mation and
		explain how it	explain how i		explain how it	explain how		•	in how it
		contributes to a topic	contributes to	•	contributes to a topic	contributes	•		ributes to a topic
		using L1 and/or using	in L1 and/or u		producing key	using key v	•	-	precise
		selected single words	selected voca	•	vocabulary in a series	in expande			bulary in
		in key phrase patterns.	in key phrase short sentend		of simple, related sentences.	some comp sentences.	nex		iple, complex ences.
Learning Sup	norts	Outline	Outline		Outline Word Bank	Outline		Sente	ences.
	ports	Word/picture bank	Word/picture	e hank		Outline			
		L1 support	L1 support						
		Cloze sentences	Sentence fram	mes					
		Pictures	Pictures						
		Visuals	Visuals						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.4 WIDA ELDS: 1 – 5 Speaking	ideas lo descrip main io contac	t claims and findings, sec ogically and using pertine otions, facts, and details t deas or themes; use appr t, adequate volume, and ociation.	ent o accentuate opriate eye	audience	logically that is appropriate to purpose, audience, and task using a graphic organizer.				Concisely, logically; content-based, grade-level vocabulary Concise and logical sentences Varies by level
		ELP 1	ELP 2	7	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Orally present information concisely and logically that is appropriate to purpose, audience, and task in L1 and/or produce selected single, spoken words that represent key ideas drawings and pictures.	Orally present information of and logically appropriate t purpose, aud and task in L1 produce spok phrases and s sentences that represent key using selected vocabulary.	concisely that is o ience, L and/or ken short at y ideas	Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in a series of simple, related sentences.	Orally press information and logicall appropriate purpose, and and task us vocabulary expanded a complex se	n concisely ly that is e to udience, ing key in and some	infor and l appr purp and t voca mult	y present mation concisely ogically that is opriate to ose, audience, cask using precise bulary in iple, complex ences.
Learning Sup	ports	Graphic Organizer Word/Picture Bank Phrase Bank Native Language Text L1 support	Graphic Orga Word/Picture Phrase Bank Native Langu L1 support	e Bank	Graphic Organizer Word Bank	Graphic Or	ganizer		

Standard	St	udent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.5	Include	e multimedia component	s (e.g.,	Present i	nformation in a concise of	oral report	VU		Convey,
WIDA ELDS:	graphic	s, images, music, sound)	and visual	with mul	timedia components and	l visual			perspective,
1-5	display	s in presentations to clar	ify	displays	using technology, notes a	and props.			distinct,
Speaking	inform	ation.							alternative,
									opposing;
									content-based,
									grade-level
									vocabulary
							LFC		Past and
									present tenses,
									subject/verb
									agreement,
									pronouns,
									usage of quotes
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ctives	Present information	Present infor	mation	Present information	Present inf	ormation	Prese	ent information
		in a concise oral	in a concise c	oral	in an oral report with	in an organ	ized oral	in a c	concise oral
		report with	report with		multimedia	report with			rt with
		multimedia	multimedia		components and	multimedia			imedia
		components and	components		visual displays using	componen			ponents and
		visual displays in L1;	visual display		key vocabulary in a	visual displ			al displays using
		and/or use selected	and/or use se		series of simple,	key vocabu	•	•	ise vocabulary in
		single words or	vocabulary in		related sentences.	expanded a			iple, complex
		phrases that	formulaic phi			complex se	entences.	sente	ences.
		represent key ideas.	and short ser	ntence					
			patterns.					<u> </u>	
Learning Supp	oorts	Cloze sentences	Sentence		Note cards	Props		Prop	DS
		Visuals	Starter/Fram	es	Word Bank				
		Props	Visuals		Props				
		Word/Phrase Banks	Props						
		L1 support	Phrase Bank						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.6; L.6.3.a WIDA ELDS: 1-5 Reading Speaking Listening Writing	and its	istrate a command of for conventions when writir g, or listening; vary sente aning.	ng, speaking,	and its co reading,	trate a command of form onventions when writing or listening according to e proficiency level with ap 5.	VU LFC LC		Formal vs. informal English; content-based, grade-level vocabulary Varies by level Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives				Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in a series of simple, related sentences.	Demonstra command of English and convention producing of processing vocabulary expanded a complex se	of formal l its s by or key in and some	comr Englis conve produ proce vocat multi	onstrate a nand of formal sh and its entions by ucing or essing precise pulary in ple, complex ences.
Learning Sup	ports	represent key ideas. Reference materials Word/Picture Wall L1 support Cloze sentences Gestures Pictures Visuals	Reference ma Word/Picture L1 support Sentence fran Pictures Visuals	e Wall	Reference materials Word Wall Template	Reference			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1.a	Demor	strate command of the c	onventions	Speak an	d write with pronouns in	the	VU		Pronouns
WIDA ELDS:	of stan	dard English grammar an	d usage	proper ca	ase and gender using Tea	icher			(subjective,
1-5	when w	vriting or speaking; ensu	re that	Modeling	g and referent Charts.				objective,
Reading	pronou	ins are in the proper case	e (subjective,						possessive)
Speaking	objecti	ve, possessive).					LFC		Sentences with
									pronouns and
									referents
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Speak and write with	Speak and wr	ite with	Speak and write with	Speak and write with		Speak and write with	
		high frequency	common pro	onouns in pronouns in the pronouns in t		n the	pron	ouns in the	
		pronouns in the	the proper ca	ise and	proper case and	proper case	e and	prop	er case and
		proper case and	gender with s	selected	,	gend	ler with precise		
		gender with selected	vocabulary in	phrases	vocabulary in a series	vocabulary	and in	voca	bulary in
		vocabulary.	and short ser	itences.	of simple, related	expanded a	and some	com	plex language
					sentences.	complex la	nguage	struc	ctures.
						structures.			
Learning Sup	ports	Reference materials	Reference ma	aterials	Reference materials	Reference	materials		
		Teacher Modeling	Teacher Mod	eling	Reference Charts	Reference	Charts		
		Reference Charts	Reference Ch	arts	Word Wall				
		Pictures	Pictures						
		L1 support	L1 support						
	Word/Picture Wall Word/Pictur								
		Cloze sentences	Sentence fram	nes					

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1b.	Use int	ensive pronouns (e.g., m	yself,	Demonst	trate correct use of inten	sive	VU		Intensive
WIDA ELDS:	ourselv	ves) to demonstrate com	mand of the	pronoun	s using pronoun Charts a	nd Visuals.			pronouns;
1-5		itions of standard English	•						content-based,
Speaking	and usa	age when writing or spea	iking.						grade-level
Writing									vocabulary
							LFC		Describing
									people and
									actions
							LC		Varies by level
	I.	ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Use high frequency	Use common		Use intensive	Use intensive		Use i	intensive
		intensive pronouns	intensive pro	nouns	pronouns when	pronouns when		pron	ouns when
		(myself, himself)	when writing	or	writing or speaking	writing or s	• •	writi	ng or speaking
		when writing or	speaking with		with key vocabulary	with key vo	-		precise
		speaking with	selected voca	•	in a series of simple,	in expande			bulary in
		selected vocabulary.	in key phrase		related sentences.	some comp			iple complex
			short senten			language st		sente	ences.
Learning Sup	ports	Pronoun Charts	Pronoun Cha		Pronoun Charts	Pronoun Ch	narts		
		Word/Picture Wall	Word/Picture		Word Wall				
		Cloze sentences	Sentence frai	nes					
		Pictures	Pictures						
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1.c	When	writing or speaking, reco	gnize and	Write an	d speak to demonstrate	recognition	VU		Conventions,
WIDA ELDS:	correct	inappropriate shifts in p	ronoun	of and co	prrection of inappropriate	e shifts in			usage; content-
1-5	numbe	r and person.		pronoun	number and person at the	ne			based, grade-
Speaking				respectiv	e ELP level by using Char	rts and			level
Writing				Visuals.					vocabulary
							LFC		Specific to
									context and
									task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write and speak to	Write and sp	eak to	Write and speak to	Write and	speak to	Writ	e and speak to
		demonstrate	demonstrate		demonstrate	demonstrate		dem	onstrate
		recognition of	recognition o	of	recognition of and	recognitior	n of and	reco	gnition of and
		inappropriate shifts in	inappropriate shifts in		correction of	correction	of	corre	ection of
		pronoun number and	pronoun number and		inappropriate shifts in	inappropriate shifts in		inap	propriate shifts in
		person using selected	person select	ed	pronoun number and	pronoun ni	umber and	pron	oun number and
		vocabulary in key	vocabulary in	n phrases	person using key	person usir	ng key	perse	on using precise
		phrase patterns.	and short ser	ntences.	vocabulary in a series	vocabulary	in		bulary in
					of simple, related	expanded a	and some	mult	iple, complex
					sentences.	complex se	ntences.	sente	ences.
Learning Sup	ports	Multiple resources	Multiple reso	ources	Multiple resources	Multiple re	sources		
		Teacher Modeling	Teacher Mod	leling	Teacher Modeling				
		Cloze activity	Sentence						
		L1 support	Starters/Fran	nes					
			L1 support						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.6.1.d	When	writing or speaking, reco	gnize and	Write an	d speak to demonstrate	use of	VU		Conventions,
WIDA ELDS:	correct	t vague pronouns (i.e., or	nes with	correct p	pronouns when writing or	r speaking			usage
1-5	unclea	r or ambiguous antecede	nts).	at the re	spective ELP level by usir	ng Charts	LFC		Specific to
Reading				and Visu	als.				context and
Speaking									task
Writing							LC		Varies by level
Listening									
		ELP 1 ELF			ELP 3	EL	P 4		ELP 5
Language Obje	jectives Write and speak to Write and s			eak to	Write and speak to	Write and	speak to	Write	e and speak to
		demonstrate the use	demonstrate the use		demonstrate the use	demonstra	te the use	demo	onstrate the use
		of correct pronouns	of correct pronouns		of correct pronouns	of correct p	oronouns	of co	rrect pronouns
		using selected single	using selecte	d	using key vocabulary	using key v	ocabulary	using	g precise
		words in phrase	vocabulary in	ı key	in a series of simple,	in expande	d and	voca	bulary in
		patterns that	phrases and	short	related sentences.	some comp	olex	mult	iple, complex
		represent key ideas.	sentences.			sentences.		sente	ences.
Learning Sup	ports	Charts	Charts		Charts	Charts			
		Visuals	Visuals		Visuals				
	Teacher Modeling Teacher Mo			leling	Teacher Modeling				
	Cloze activity Sentence								
	L1 support Starters/Fra		Starters/Fran	nes					
	L1 support								

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	ademic Language	
L.6.2a		strate command of the c			ing the proper capitalizat		VU		Punctuation
WIDA ELDS:		dard English capitalizatio			ion conventions of stand	-			marks,
1-5 Deciding	-	ation, when writing; use	•	-	cher created mechanics	Charts and			capitalization;
Reading	•	as, parentheses, dashes)		checklist					content-based,
Speaking	nonres	trictive/parenthetical ele	ements.	•					grade-level
Writing Listening							LFC		vocabulary Sentence
Listening							LFC		
							LC		structure
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write using the	Write using the		Write using the	Write using the		Writ	e using the
		proper capitalization	proper capitalization		proper capitalization	proper capitalization			
		and punctuation	and punctuat	tion	and punctuation	and punctu	ation	and	punctuation
		conventions of	conventions	of	conventions of	convention	s of	conv	entions of
		standard English with	standard Eng	lish with	standard English with	standard Ei	nglish key	stand	dard English with
		high frequency	selected voca	•	key, vocabulary in a	vocabulary			ise vocabulary in
		selected vocabulary	in phrases an	d short	series of simple,	expanded a	and some	mult	iple, complex
		in key phrases and	sentences.		related sentences.	complex se	ntences.	sente	ences.
	short sentences.								
Learning Supp	ports	Mechanics Charts	Mechanics Cl		Mechanics Charts	Mechanics	Charts		
	support/comparison support			parison					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.2.b	Demor	nstrate command of the c	onventions		trate accurate spelling th	•	VU		Spelling
WIDA ELDS:	of stan	dard English to spell corr	ectly.	using a d	ictionary and spell check	for			conventions
1-5				support.			LFC		Apply
Reading									conventional
Speaking									spelling rules
Writing							LC		Varies by level
Listening									
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Demonstrate	Demonstrate		Demonstrate	Demonstrate		Demonstrate	
		command of English	command of	English	command of English	command of English		com	mand of English
		spelling conventions	spelling conv	entions	spelling conventions	spelling co	nventions	spell	ing conventions
		for high frequency	for selected,	grade 5-	for key, grade 5-6	for grade 5	-6 reading	for r	eading and
		words.	6 reading and	t	reading and content-	and conter	nt-based	cont	ent-based, grade-
			content-relat	ed	based vocabulary.	vocabulary		level	vocabulary.
			vocabulary.						
Learning Sup	ports	Reference materials	Reference ma	aterials	Reference materials	Reference	materials	Refe	rence materials
		Word/Picture Wall	Word/Picture	e Wall	Word Wall	Word Wall			
		Picture dictionary Picture dictionary							
		Personal dictionary	Personal dict	ionary					
		L1 support L1 support							

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4.a	Determ	nine or clarify the meanin	ng of	Read to d	determine the meaning o	f unknown	VU		Suffixes,
WIDA ELDS:	unknov	wn and multiple-meaning	g words and	and mult	iple meaning words and	phrases			prefixes, root
1-5	phrase	s based on grade 6 readii	ng and	through	context clues using a refe	rence			words,
Reading	conten	t, choosing flexibly from	a range of	Charts, li	sting strategy words, and	using			synonyms,
Speaking	strateg	ies; use context (e.g., the	e overall	specialize	ed reference material (e.	g.			antonyms,
Writing	meanir	ng of a sentence or parag	raph; a	dictionar	ies, glossaries, thesaurus	es and			multiple
Listening	word's	position or function in a	sentence) as	online su	pport).				meaning
	a clue t	to the meaning of a word	or phrase.				LFC		Nouns, verbs,
									adjectives,
									adverbs, phrase
							LC		Varies by level
	ELP 1 ELP 2		2 ELP 3		EL	P 4		ELP 5	
Language Obje	ectives	Read to determine	Read to deter	rmine	Read to determine	Read to de	termine	Read	to determine
		the meaning of	the meaning	of	the meaning of	the meanir	ng of	the n	neaning of
		unknown and	unknown and	1	unknown and unknown a		and unkr		own and
		multiple-meaning,	multiple-mea	ning,	multiple-meaning,	multiple m	meaning, mu		iple meaning,
		high-frequency words	selected wor	ds and	key words and	grade 5-6 l	evel words	grade	e-level words
		and phrases through	phrases throu	ıgh	phrases through	and phrase	s through	and p	ohrases through
		context clues,	context clues	,	context clues,	context clu	es,	conte	ext clues,
		cognates, schema and	cognates, sch	ema and	cognates, schema and	schema, co	gnates and	sche	ma, cognates and
		function.	function.		function.	function.		funct	tion.
Learning Sup	ports	Reference materials	Reference ma	aterials	Reference materials	Reference	materials		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		Picture dictionary	Picture dictio	nary					
		Personal dictionary	Personal dict	ionary					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	: Language
L.6.4b. WIDA	Determ	nine or clarify the meaning	ig of	Clarify th	e meaning of unknown v	vords and	VU		Multiple-
ELDS: 1-5	unknov	wn and multiple-meaning	; words and	phrases u	using multiple resources	and a			meaning
Reading	phrase	s based on grade 6 readii	ng and	checklist	of strategies.				words, phrases,
Speaking	conten	t, choosing flexibly from	a range of						strategies
Writing	strateg	ies; use common grade-a	appropriate				LFC		Sentences with
Listening	Greek	or Latin affixes and roots	as clues to						unknown and
	the me	aning of a word (e.g., aud	dience,						multiple
	audito	ry, audible).							meaning words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Clarify the meaning of	Clarify the meaning of		Clarify the meaning of	Clarify the meaning of		Clari	fy the meaning of
		unknown words and	unknown wo	rds and	unknown words and	unknown w	ords and	unkr	nown words and
		phrases in L1 and/or	phrases in L1	and/or	phrases in adapted	phrases in	texts and	phra	ses in grade level
		selected, high-	selected wor	ds in	texts and	presentatio	ons at a	text	and
		frequency words in	excerpts fron	n grade-	presentations.	grade 5-6 t	ext	pres	entations.
		excerpts of grade-	level texts an	d		complexity	level.		
		level texts and	presentation	s.					
		presentations.							
Learning Sup	ports	Multiple resources	Multiple reso	ources	Multiple resources	Multiple resources			
		Checklist of strategies	Checklist of s	trategies	Checklist of strategies	(Checklist c	of		
		Word/Picture Bank	Word/Picture	e bank	Word Bank	strategies			
		L1 support	L1 support						
		Visuals	Visuals						
		Native language text	Native langua	age text					

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic l	anguage
L.6.4c.d. WIDA ELDS: 1-5 Reading Speaking Writing Listening	unknov phrase conten strateg diction print a	nine or clarify the meaning wn and multiple-meaning s based on grade 6 readin t, choosing flexibly from ies; Consult reference ma aries, glossaries, thesaur nd digital, to find the pro	g words and ng and a range of aterials (e.g., uses), both nunciation	and mult based or	determine the meaning c tiple-meaning words and n grade 6 reading and cor resources.	phrases	VU LFC LC		Pronunciation, meaning, part of speech, etymology Varies with reading task Varies by level
	meanir prelimi	ord or determine or clarif ng or its part of speech; v nary determination of th ord or phrase	erify the e meaning						
Language Obj	ectives	ELP 1 Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content in L1 and/or selected excerpts from grade- level texts.	ELP 2 Read to dete the meaning unknown and multiple-mea words and ph based on gra- reading and o and clarify th meaning in L selected exce from grade-le texts.	rmine of aning nrases de 6 content e 1 and/or erpts	ELP 3 Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 adapted reading and content texts.	ELI Read to de the meanin unknown a multiple-m words and based on te 5-6 text con level.	termine ng of nd eaning phrases exts at the	the m unkno multip words based	ELP 5 to determine eaning of own and ole-meaning and phrases on grade 6 ng and content.
Learning Sup	ports	Multiple resources Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Multiple reso Checklist of s Word/picture L1 support Visuals Native langua	trategies e bank	Multiple resources Checklist of strategies Word Bank	Multiple re Checklist o			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.5	Demor	nstrate understanding of	figurative	Read to d	determine the meaning o	of figurative	VU		Figures of
WIDA ELDS:	langua	ge, word relationships, a	nd nuances	language	, word relationships and	nuances			speech,
1-5	in word	d meanings.		using cor	ntext, Visuals, and refere	nce			euphemism,
Reading				materials	5.				oxymoron
Speaking							LFC		Sentences with
Writing									figurative
Listening									language
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read to determine	Read to deter	rmine	Read to determine	Read to de	termine	Read to determine	
		the meaning	the meaning		figurative language, figurative la		anguage,	figur	ative language,
		figurative language,	figurative lan	guage,	word relationships	word relati	onships	word	l relationships
		word relationships	word relation	ships	and nuances within	and nuance	es within a	and r	nuances in grade
		and nuances in L1	and nuances	in L1	an adapted text.	grade 5-6 t	ext	level	text.
		and/or selected	and/or select	ed		complexity	level.		
		vocabulary within an	vocabulary ar	nd					
		excerpt from a grade	phrases withi	in an					
		level text.	excerpt from	a grade					
			level text.						
Learning Sup	ports	Multiple resources	Multiple reso	urces	Multiple resources	Multiple re	sources	Mult	iple resources
		Picture Dictionaries	Picture Dictio	naries	Visuals				
		Text in L1	Visuals						
		Visuals	Text in L1						
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
L.6.5a. WIDA ELDS: 1-5 Reading	-	et figures of speech (e.g. ification) in context.	,	speech a	determine the meaning c ind their role in the text t Visuals, and reference m	using	VU		Figures of speech, euphemism, oxymoron
Speaking Writing Listening							LFC		Sentences with figurative language
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	ectives	Read to determine the meaning of	Read to dete the meaning		Read to determine the meaning of	Read to det the meanin			to determine meaning of
		figures of speech in L1 and/or selected words from excerpts of grade-level text.	figures of spe L1 and/or sel words and ph from excerpt grade-level to	eech in ected nrases s of	figures of speech within an adapted text.	figures of s within a gra text comple	peech ade 5-6	figur grad	es of speech in e level text.
Learning Sup	ports	Multiple resources Picture dictionaries Text in L1	Multiple resc Picture dictio Visuals		Multiple resources Visuals	Multiple re	sources	Mult	tiple resources
		Visuals L1 support	Text in L1 L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.5.a	Use the	e relationship between p	articular	Read to d	determine the meaning o	of words	VU		Content-based,
WIDA ELDS:	words	(e.g., cause/effect, part/\	whole,	based on	the relationships betwe	en words			grade-level
1-5	item/ca	ategory) to better unders	stand each of	using Vis	uals.				vocabulary;
Reading	the wo	rds.							words with
Speaking									relationships
							LFC		Sentences with
									key vocabulary
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Read to determine	Read to dete	rmine	Read to determine	Read to de	termine	Read to determine	
		the meaning of words	the meaning	of words	the meaning of words	the meanir	he meaning of words		neaning of
		based on the	based on the		based on the	based on the		grad	e-level words
		relationships	relationships		relationships	relationshi	ps	base	d on the
		between words in L1	between wor	ds in L1	between words	between w	vords	relat	ionships
		and/or selected	and/or select	ed	within an adapted	within a te	xt at the	betw	veen words.
		words from excerpts	words and ph	nrases	text.	grade 5-6 c	complexity		
		of grade-level text.	from excerpt			level.			
			grade-level te						
Learning Sup	ports	Multiple resources	Multiple reso		Multiple resources	Multiple re	sources	Mult	iple resources
		Picture dictionaries	Picture dictio	naries	Visuals				
		Text in L1	Visuals						
		Visuals	Text in L1						
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.6.5a.	Disting	uish among the connotat	tions	Read to d	determine the meaning o	f	VU		: Synonyms,
WIDA ELDS:	(associ	ations) of words with sim	nilar	connotat	ions and denotations usi	ng context,			shades of
1-5	denota	tions (definitions) (e.g., s	stingy,	Visuals, a	and reference materials.				meaning;
Reading	scrimp	ing, economical, unwaste	eful, thrifty).						content-based,
Speaking									grade-level
									vocabulary
							LFC		Sentences with
									figurative
									language
							LC		Varies by level
		ELP 1 ELP 2		2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read to determine	Read to deter	rmine	Read to determine	Read to de	termine	Read	l to determine
		the meaning of	the meaning			the meanir	ng of	the r	neaning of
		connotations and	connotations			ns and	conn	otations and	
		denotations in L1	denotations i		denotations within an	denotation	ons within a der		otations in grade
		and/or selected	and/or select		adapted text.	text at grad		level	text.
		words from excerpts	words and ph			complexity	level.		
		of grade-level text.	from excerpt						
			grade-level te						
Learning Sup	ports	Multiple resources	Multiple reso		Multiple resources	Multiple re	sources	Mult	iple resources
		Picture dictionaries	Picture dictio	naries	Visuals				
		Text in L1	Visuals						
		Visuals	Text in L1						
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.6	Acquire	e and use accurately grad	le-	Read and	l listen in order to speak	and write	VU		General,
CCSS:	approp	riate general academic a	nd domain-	with grad	de-level general, academ	ic and			academic and
WIDA ELDS:	specific	words and phrases; gatl	ner	domain-s	specific words using mult	tiple			domain specific
1-5	vocabu	lary knowledge when co	nsidering a	resource	s (i.e., thesaurus, diction	aries).			words
Reading	word o	r phrase important to					LFC		Sentence
Speaking	compre	ehension or expression.							structure at ELP
Writing									level
Listening							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read and listen in	Read and list	en in	en in Read and listen in Read and listen i		sten in	Read	and listen in
		order to speak and	order to speak and		order to speak and	order to speak and		orde	r to speak and
		write to apply	write to apply	y leveled	write with leveled	write with	general,	write	e with grade-level
		appropriately-leveled	general, acad	demic general, academic academic a			nd	gene	ral, academic
		general, academic	and selected	domain-	and key domain-	domain-sp	ecific	and o	domain-specific
		and selected domain-	specific word	ls and	specific words and	words and	phrases	word	ls and phrases
		specific words and	phrases using	B	phrases with some	within grad	le 5-6 text	using	g reference
		phrases by using	Sentence Fra	me.	independence.	level indep	endently.	mate	erials
		vocabulary in a						inde	pendently.
		matching activity.							
Learning Sup	ports	Multiple resources	Multiple reso	ources	Multiple resources	Multiple re	sources		
		Word/Picture Wall	Word/Picture	e Wall	Word Wall				
		L1 support	L1 support						
		Visuals	Visuals						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.2	Determ	nine a theme or central io	lea of a text	Explain a	nd summarize the centra	al message	VU		Phrases: (on
WIDA	and ho	w it is conveyed through	particular	via detai	ls from a story, drama, or	r poem			page, in
ELDS:2-5	details;	; provide a summary of th	ne text	using gra	phic organizers, shared g	group			other words);
Reading	distinct	t from personal opinions	or	activities					logical
Speaking	judgme	ents.							connectors;
									content-based,
									grade-level
									vocabulary
							LFC		Complex
									sentences using
									relative clauses
									i.e. who, that
									which
							LC		Varies by level
I		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Explain and	Explain and E		Explain and	Explain and		Expla	in and
		summarize the	summarize the		summarize the	summarize the		sumn	narize the
		central idea and key	central idea a	and key	central idea and key	central idea	a and key	centr	al idea and key
		details in L1 and/or	details in L1 a	and/or	details using key	details usin	g key	detai	ls using precise
		identify the central	by matching	sentence	vocabulary in a series	vocabulary	in	vocat	oulary in
		idea of a leveled text	citations fron	n leveled	of simple, related	expanded a	and	multi	ple, complex
		by matching phrase	texts or exce	rpts of	sentences.	complex se	ntences.	sente	nces.
		citations to visual	grade-level te	exts to					
		representations.	visual represe	entations					
			of text.						
Learning Supp	ports	Story Map	Story Map		Story Map	Story Map			
		Template	Template		Template	Marking th	e text		
		Partner Work	Partner Work	K	Partner Work				
		L1 support	L1 support						
		Phrase citations	Sentence cita	itions					
		Visuals	Visuals						

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.3 WIDA		be how a particular dram	•		and sequence plot in a s	• •	VU		Main idea; plot; content-based
ELDS: 2	text(s).	s in a series of episodes in	1 oth grade	using a p	lot diagram and creating	a video.			grade-level
Reading	cext(s).								vocabulary
Speaking							LFC		Describe
Listening									people, places,
									things i.e.
									present
									progressive
									tense, adverbs
		EID 1 EID 2					LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Describe and	Describe and		Describe and	Describe ar		Describe and	
		sequence how the	•		sequence how the	sequence h			ence how the
		story's plot unfolds in	story's plot u		story's plot unfolds	story's plot		-	's plot unfolds in
		grade level text in L1	L1 and/or sec	•	from adapted	from literat			es of episodes in
		and/or sequence the plot by using	the plot by so content-relat	-	literature using key vocabulary in a series	the grade-l using key v		-	e-level text using se vocabulary in
		gestures, single word,	visuals with s		of simple, related	in expande	•		ple, complex
		or yes/no responses	sentences fro		sentences.	some comp		sente	
		to questions and	leveled texts		sentences.	sentences.	ЛСХ	Jence	inces.
		matching short	excerpts fron			sentencesi			
		phrase citations to	grade-level te						
		illustrated text.	0						
Learning Sup	ports	Story Map	Story Map		Story Map				
		L1 support	Bilingual Dict	ionary	Bilingual Dictionary				
		Illustrated text	Glossary		Glossary				
			L1 support						
			Illustrated tex	xt					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RL.6.3 WIDA ELDS: 2 Reading Speaking Listening		be how characters respor plot moves toward a reso cext(s).	•		changes and responses i rs over time using plot di r web.		VU LFC		Characters, change, resolution; content-based, grade-level vocabulary Describing actions, people, places, thing; present and past tense verbs
		ELP 1	ELP	2	ELP 3	ELI	LC P 4		Varies by level
	Language Objectives Describe changes and responses of characters as plot moves to resolution in L1 and/or answering yes/no or either/or questions with single words, gestures or visuals.		Describe cha responses of characters as moves to res in L1 and/or answering w questions usi selected voca in key phrase	plot olution h- ing abulary es.	Describe changes and responses of characters as plot moves to resolution using key vocabulary in a series of simple, related sentences.	Describe ch responses of characters moves to re using key v in expande some comp sentences.	of as plot esolution ocabulary d and	respo chara move in a g using vocal multi	ribe changes and onses of acters as plot es to a resolution grade level text precise bulary in iple, complex ences.
Learning Sup	ports	Character Web Role play Word/picture Wall Illustrated text Native Language Texts L1 support	Character We Role play Word/picture Illustrated te Native Langu Texts L1 support	e Wall xt	Character Web Role play Word Wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.4 WIDA ELDS: 2-5 Reading Speaking Listening	phrase figurat	nine the meaning of word s as they are used in a ter ive and connotative mean ization" connotes a sense ss).	xt, including nings (e.g.,	meaning wall, onli	determine word and phra using a figurative langua ine support and student presentations of word ma	VU LFC LC		Context clues, figurative, connotative, technical; content-based, grade-level vocabulary Sentences with figurative language Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of word meanings.	Read to dete word and phy meaning in Li using a levele create visual representation phrase mean	rase 1; and/or ed text, ons of	Read to determine word and phrase meaning in an adapted literary text.	Read to de word and p meaning in text within level band.	hrase a literary	word mear	to determine and phrase ning in grade literary text.
Learning Sup	ports	Online Resources Figurative language Word Wall Native Language Support Partner Work Charts/Posters Picture Dictionary	Online Resou Figurative lar Word Wall Native Langu Support Partner Work Charts/Poste	age	Online Resources Figurative language Word Wall Partner Work	Online Resources Figurative language Word Wall			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demio	: Language
RL.6.4		nine the meaning of word			nd analyze words and ph		VU		Tone; content-
WIDA		s as they are used in a te	-		t relates to tone using a c	dictionary			based, grade-
ELDS: 2		ng the impact of a specif	ic word	and thin	k alouds.				level
Reading	choice	on tone.							vocabulary
Speaking							LFC		Subject verb
Listening									agreement
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obj	ectives	Define and analyze	Define and a	nalyze	Define and analyze	Define and	analyze	Defi	ne and analyze
		word choice, as it	word choice,	as it	word choice, as it	word choic	e, as it	wor	d choice as it
		relates to tone in an	relates to tone in an		relates to tone in an	relates to t	one in a	relat	ted to tone in a
		adapted grade-level	adapted grad	le-level	adapted grade-level	text within	-	grad	le level text using
		text in L1 and/or	text in L1 and	-	text using key	level band			ise vocabulary in
		choose a single word	choose a phr		vocabulary in a series	vocabulary		mult	tiple, complex
		or picture that	matches tone		of simple, related	expanded a		sent	ences.
		matches tone from a	leveled text b	•	sentences.	complex se	entences.		
		leveled text.	sorting know						
			and phrases.						
Learning Sup	oports	Think Aloud	Think Aloud		Think Aloud	Think Alou	d		
		Choral Reading	Choral Readi	-	Choral Reading				
		Bilingual Dictionary	Bilingual Dict	ionary					
		L1 support	L1 support						
		Pictures/Photographs	Sentence Fra	mes					

Standard	St	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
RL.6.5 WIDA ELDS: 2 Reading Speaking Listening	scene, structu	e how a particular senter or stanza fits into the ove re of a text and contribut pment of the theme, sett	erall tes to the	structure	how one sentence fits int and contributes to them nent from sentences usir	ne	VU LFC		Theme, literary analysis; content-based, grade-level vocabulary Subject verb agreement, embedded clauses
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words in one sentence and how they connect to the theme.	Analyze one s and discuss h connects to t theme in L1 a analyze word phrases in on sentence to understand t	iow it he and/or Is and ie	Analyze one sentence and discuss how it connects to the theme using key vocabulary in a series of simple, related sentences.	Analyze on and discuss connects to theme usin vocabulary expanded a complex se	s how it o the g key in and some entences.	and o conn them voca mult	yze one sentence discuss how it nects to the ne using precise bulary in iple, complex ences.
Learning Sup	SupportsThink AloudThink AloudTriads or SmallTriads or SmallGroupsGroupsPictures/PhotographsPictures/PhotographsSemantic WebSemantic WebBilingual DictionaryBilingual DictionaryGlossaryGlossaryL1 supportL1 support			tographs b	Think Aloud Triads or Small Groups Word Wall	Think Aloud	d		

Standard	St	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RL.6.8	Compa	re and contrast texts in c	lifferent	Compare	e and contrast texts in dif	ferent	VU		Compare,
WIDA	forms o	or genres (e.g., stories an	d poems;	forms or	genres of similar themes	and topics			contrast, audio,
ELDS: 2	historio	cal novels and fantasy sto	ories) in	through	the use of a Venn Diagra	m.			visual, live
Reading	terms o	of their approaches to sir	nilar themes						version,
Speaking	and top	pics.							perceive;
Listening									content-based,
									grade-level
									vocabulary
							LFC		Comparative
									and superlative
									adjectives;
									conjunctions;
									adverbs
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Compare and	Compare and		Compare and	Compare a	nd	Com	pare and
		contrast texts in	contrast texts		contrast texts in	contrast te			rast texts in
		different forms or	different form		different forms or	different fo			rent forms or
		genres of similar	genres of sim		genres of similar	genres of s		Ŭ	es of similar
		themes and topics in	themes and t	•	themes and topics	themes and	•		nes and topics
		L1 and/or match	L1 and/or use		using key vocabulary	using key v		-	g precise
		single words to	phrases to an		in a series of simple,	in expande			bulary in
		pictures; use single	questions; m		related sentences.	some comp	olex		iple, complex
		words to complete	images and p			sentences.		sente	ences.
		Venn Diagram; or	or complete	Venn					
		answer yes/no or	Diagram.						
		choice questions.							
Learning Sup	ports	Venn Diagram	Venn Diagran		Venn Diagram	Venn Diagr	am		
		Word/picture Wall	Word/picture	ewall	Word Wall				
		L1 support	L1 support						
		Pictures/Photographs	Pictures/Phot	• •					
		Video Clips/Films	Video Clips/F	ilms					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RL.6.10 WIDA ELDS: 2 Reading	compre	end of the year, read and ehend literature, includin s, and poems, in the grad	ig stories,	in the gra	comprehend a variety of ade 6 text complexity bai organizers, L1 support an	nd using	VU		Content-based, grade-level vocabulary
Speaking Listening	•	exity band proficiently, w ding as needed at the hig		resource	S.		LFC		Specific to text
	range.						LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4	ELP 5	
Language Obje	Language ObjectivesRead to comprehendReada variety literature ina variety literature ina variL1; and/or selectedin L1;vocabulary invocabulary		Read to comp a variety of li in L1; and/or vocabulary in literature.	terature selected	Read to comprehend a variety of adapted literature and key vocabulary in the grade-level band.	Read to cor a variety of within the band.	literature	a var	I to comprehend riety of grade- literature.
Learning Sup	ports	Online Resources Graphic Organizer Word/picture Bank L1 support Cloze sentences	Online Resou Graphic Orga Word/picture L1 support Sentence Fra	nizer e Bank	Online Resources Graphic Organizer Word Bank	Online Reso Graphic Or			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
:	Cite tex	xtual evidence to support	t analysis of	Read to d	cite the most supportive	textual	VU		Explicit,
RI.6.1	what tl	he text says explicitly as v	well as	evidence	from informational text	using			evidence,
WIDA	inferen	ices drawn from the text.		graphic c	organizers and marking th	ne text.			quotes,
ELDS: 2-5									inferences;
Reading									content-based,
Speaking									grade-level
									vocabulary
							LFC		Use quotation
									marks
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje				he most	Read to cite the most	Read to cite the most		Read to cite the most	
		supportive textual	supportive textual		supportive textual	supportive	textual	supportive textual	
		evidence in L1 and/or	evidence in L	1 and/or	evidence from	evidence fr	om	evide	ence from grade-
		by matching phrase	by matching	sentence	adapted,	informatio	nal texts	level	informational
		citations from	citations from	n	informational text.	within the	grade-level	text.	
		leveled, informational	leveled, infor	mational		band.			
		text to visual	text to visual						
		representations of	representatio	ons of					
		the text in English.	the text in En	ıglish.					
Learning Sup	ports	Graphic organizer	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer		
		Highlight/mark text	Highlight/ma	rk text	Partner	Highlight/n			
		Partner	Partner		Word wall	Cornell not	e taking		
		L1 support	L1 support		Highlight/mark text				
		Phrase citations	Sentence cita		Cornell note taking				
		Pictures of text	Pictures of te						
		Word/picture wall	Word/picture	e wall					
		Cornell note	Cornell note						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.6.3	Analyz	e in detail how a key indi	vidual,	Read and	d analyze how a key indiv	idual,	VU		Traits,
WIDA ELDS:	event,	or idea is introduced, illu	strated, and	event, or	idea is developed in an				characteristics,
2 - 5	elabora	ated in a text.		informat	ional text by using a Corr	nell note-			events,
Reading				taking sh	eet, marking the text, pi	ctures and			challenges;
Speaking				a word w	/all.				content-based,
									grade-level
									vocabulary
							LFC		Sentence
									structure,
									adjectives,
									sequential
									phrases
							LC		Varies by level
	ELP 1 EL			2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read and analyze	Read and analyze F		Read and analyze	Read and analyze		Read	and analyze
		how a key individual,	how a key in	dividual,	how a key individual,	how a key	individual,	how	a key individual,
		event, or idea is	event, or ide	a is	event, or idea is	event, or ic	lea is	even	t, or idea is
		developed from an	developed fr	om an	developed from an	developed	from	deve	loped from
		informational text in	informationa	l text in	adapted	informatio	nal text	grad	e-level text using
		L1 and/or by	L1 and/or by		informational text	within the	grade-level	preci	se vocabulary in
		matching phrase	matching ser	ntence	using key vocabulary	band using	key	mult	iple, complex
		citations from a	citations fror	n leveled	in a series of simple,	vocabulary	in	sente	ences.
		leveled text to visual	texts to visua	al	related sentences.	expanded s	sentences		
		representations.	representatio	ons of		with emerg	ging		
			text.			complexity	•		
Learning Sup	ports	Highlight/mark text	Highlight/ma	irk text	Highlight/mark text	Highlight/n			
	Cornell note Cornell note			Cornell note taking	Cornell not	e taking			
	L1 support L1 support		L1 support		sheet	sheet			
		Phrase citations	Sentence cita		Partner				
		Pictures of text	Pictures of te	ext	Word wall				
		Partner	Partner						
		Word/picture wall	Word/picture	e wall					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.6.5 WIDA ELDS: 2 - 5 Reading Speaking	the ove	e how a particular senter erall structure of a text an outes to the developmen	nd	contribu	d analyze how a particula tes to the development c national text by using an	VU LFC LC		Structure; content-based, grade-level vocabulary Complex sentences with various verb forms Varies by level	
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	Jage ObjectivesRead and analyzeRead and analyzehow a particularhow a particularhow a particularsentence contributessentence contributesto the developmentto the developmentof ideas from anof ideas from aninformational text ininformational text inL1 and/or matchL1 and/or nword and phrasesentence circitations to theoverall strue		Read and ana how a particu sentence con to the develo of ideas from informationa L1 and/or ma sentence cita overall struct leveled text.	ular htributes opment an I text in atch htions to	Read and analyze how a particular sentence contributes to the development of ideas using key vocabulary in simple, related sentences.	Read to and a particular contributes developme using key v in expande sentences o emerging c	sentence to the ent of ideas ocabulary d of	how sente to th of id voca mult	l and analyze a particular ence contributes e development eas using precise bulary in iple, complex ences.
Learning Sup	ports	Outline Web L1 support Phrase citations Pictures of text Word/picture wall	Outline Web L1 support Sentence cita Pictures of te Word/picture	ext	Outline Web Word wall Highlight/mark text	Outline Web			

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
RI.6.8	Trace a	and evaluate the argume	nt and	Read and	d analyze the argument a	nd specific	VU		Analyze,
WIDA ELD:	specific	c claims in a text, distingu	uishing	claims in	a text using visuals, peer	r support,			interpretation,
2-5	claims	that are supported by re	asons and	and / or	graphic organizers.				conflict(-ing),
Reading	eviden	ce from claims that are n	ot.						contradict(-
Speaking									ion); content-
									based, grade-
									level
									vocabulary
							LFC		Comparatives,
									superlatives,
									pronouns,
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read and analyze the	Read and anal	yze the	Read and analyze the	Read and an	alyze the	Read	and analyze the
		argument and specific	argument and		argument and specific	argument ar	•	-	nent and specific
		claims in a text in L1	claims in a text		claims in a text using	claims in tex	• •		s in a text using
		and/or in leveled informational texts in	and/or in level informational		key vocabulary in simple, related	vocabulary i and some co			se vocabulary in
		English, match	English, match		simple, related	sentences.	mplex	sente	ple, complex
		conflicting, high-	conflicting, fac		sentences.	sentences.		sente	lices.
		frequency words and	sentence-level	-					
		phrases to visual	descriptors to	visual					
		representations.	representation	ns using					
			selected vocab	oulary in					
			key phrases.						
Learning Sup	ports	Venn diagram	Venn diagran		Venn diagram	Venn diagr	am		
		Phrase citations	Sentence cita	itions	Partner				
		Visuals	Visuals						
		L1 text and/or	L1 text and/o	or					
		support	support						
			Sentence fram	nes					

Standard	St	udent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
RI.6.9 WIDA ELDS: 2 - 5 Reading Speaking	presen (e.g., a	re and contrast one auth tation of events with tha memoir written by and a same person).	t of another	presenta	e and contrast one author tion of events with that o a graphic organizers and	of another	dit fac co gr vo		Similarities, differences, facts, fiction; content-based, grade-level vocabulary
									Simple, compound and complex sentences, word order and parallelism
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ctives	Compare and contrast one author's presentation of events with that of another from an informational text in L1 and/or match selected words and	Compare and contrast one presentation events with t another from informationa L1 and/or pro- selected voca	author's of hat of a an I text in oduce abulary	Compare and contrast one author's presentation of events with that of another using key vocabulary in a series of simple, related sentences.	Compare a contrast or presentation events with another us vocabulary expanded a complex se	ne author's on of in that of ing key in and some	contr prese even anot voca mult	pare and rast one author's entation of ts with that of her, using precise bulary in iple, complex ences.
		pictures.	in key phrase short senten						
Learning Supp	ports	Graphic organizer L1 support Word/picture wall	Graphic orga L1 support Sentence fra Word/picture	me	Graphic organizer Word wall	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
R I.6.10 WIDA ELDS: 2 Reading Speaking	By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.			nonfictio	d comprehend a variety c on using a graphic organiz ate to the text.	•	VU		Nonfiction, proficient, complexity; content-based, grade-level vocabulary
							LFC		Varies according to reading task
							LC		Varies by level
		ELP 1 ELP			ELP 3	ELP 4		ELP 5	
	uage ObjectivesRead and comprehend, with scaffolding, a variety of literary nonfiction of literary nonfiction of literary nonfiction of literary in L1 and/or a variety of adapted, illustrated informational textRead and comprehend, with scaffold of literary of literary of literary nonfiction of literary of illust adapted, illustrated informational text		Read and comprehend, scaffolding, a of literary no in L1 and/or o of illustrated nonfiction wi increasing complexity.	i variety nfiction excerpts ith	Read and comprehend, with scaffolding, a variety of excerpts from adapted literary nonfiction with increasing complexity.	Read and compreher scaffolding of literary r with increa complexity grade-level	, a variety nonfiction sing within the band.	scaff of lite with	orehend, with olding, a variety erary nonfiction increasing olexity at grade-
Learning Sup	oports Graphic Organizer Graphic Orga Phrase citations Sentence cita Illustrations Illustrations Native Language Native Langu Support and texts Support and texts Partner Work			ations age	Graphic Organizer Adapted Text	Graphic Or	ganizer		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3.b WIDA ELDS: 2 Writing	When imagin effectiv and de	writing narratives, develo ed experiences or events ve technique such as dial scription to develop expe and/or characters.	op real or using ogue, pacing,	-	a narrative with effective les using a word bank ten		VU	idennic	Transitional words, word choice, clauses, signal shift; content-based, grade-level vocabulary
							LFC		Quotations, descriptive sentences Varies by level
	ELP 1 EL			2 ELP 3 ELP			24		ELP 5
Language Obje	ectives	Develop a narrative with effective techniques in L1 and/or using drawings and selected words in phrase patterns.	Develop a narrative with effective techniques in L1 and/or using visuals and selected vocabulary in key phrases and short sentences.		Develop a narrative with effective techniques using key vocabulary in a series of simple, related sentences.	Develop a r with effect techniques vocabulary expanded a complex se	ive using key in and some	with techi preci mult	elop a narrative effective niques using ise vocabulary in iple, complex ences.
Learning Sup	Learning SupportsOnline resourcesOnline resources(Technology)(Technology)Word bank ofWord bank oftransitional wordstransitional wand phrasesand phrasesSentence FramesSentence StaCloze sentencesSentence FraVisualsVisualsL1 supportL1 support		f vords rters	Online resources Word bank of transitional words and phrases Sentence Starters	Online reso Word bank transitiona and phrase	of I words	Onlir	ne resources	

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3d.		writing narratives, develo	•	Write na	rratives to develop real o	or imagined	VU		Sensory and
WIDA ELDS: 2	imagin	ed experiences or events	using	experien	ces using relevant descri	ptive			descriptive
Writing		nt descriptive details; use	•		precise words and phrase				nouns and
	words	and phrases, and sensory	/ language to	sensory l	anguage using a writing of	diamond.			adjectives;
	convey	experiences and events.							content-based,
									grade-level
							LFC		vocabulary
									Describe
									people, place,
									things actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write narrative with	Write narrative with		Write narrative with	Write a narrative with		Write	e a narrative with
		descriptive details,	descriptive details		descriptive details,	descriptive details,		desci	riptive details,
		and sensory language	and sensory language		sensory language and	sensory language and		senso	ory language and
		in L1 and/or with	in L1 and/or	with	key vocabulary in a	key vocabu	•	preci	se vocabulary in
		selected vocabulary	selected voca		series of simple,	expanded and some		multi	iple, complex
		under pictures.	in key phrase		related sentences.	complex se	ntences.	sente	ences.
			captions und	er					
			pictures.						
Learning Sup	ports	Sensory details chart	Sensory deta		Sensory details chart	Sensory de			ory details chart
		Writing diamond	Writing diam		Writing diamond	Writing dia	mond	Writi	ng diamond
		Word/picture Wall	Word/picture	e Wall	Word Wall				
		Visuals	Visuals						
		Word captions	Phrase caption	ons					
		Gestures	L1 support						
		L1 support							

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3.a	When	writing narratives, engag	e and orient	Write a n	arrative by introducing a	narrator	VU		Event
WIDA ELDS:	the rea	der by establishing a cor	itext and	and well-	-structured event sequen	ces using			sequencing;
2	introdu	icing a narrator and/or cl	naracters;	teacher r	modeling and a story map) .			content-based,
Writing	organiz	e an event sequence that	t unfolds						grade-level
	natura	lly and logically.							vocabulary
							LFC		Sequencing:
									adverbs of
									time, relative
									clauses and
									subordinate
								conjunctions	
							LC		Varies by level
	ELP 1 EL		ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Write narratives by	Write narratives by		Write narratives by	Write narra	itives by	Write	e narratives by
		introducing a narrator	introducing a	narrator	introducing a narrator	introducing	a narrator	intro	ducing a narrator
		and well-structured	and well-structured		and well-structured	and well-structured		and v	well-structured
		event sequences in L1	event sequer	ices in L1	event sequences with	event sequ	ences with	even	t sequences with
		and/or use phrases or	and/or write		key vocabulary in a	key vocabu	lary in	preci	se vocabulary in
		captions under	sentence-leve	el	series of simple,	expanded s		multi	iple, complex
		pictures in English	narratives as	captions	related sentences.	of emerging	5	sente	ences.
		with selected	under picture			complexity			
		vocabulary.	English with s	selected					
			vocabulary.						
Learning Sup	ports	Story Map	Story Map		Story Map	Story Map		Story	/ Мар
		Word/picture Wall Word/picture		e Wall	Word Wall				
		Visuals	Visuals						
		Phrase captions	Sentence cap	tions					
		Gestures	L1 support						
		L1 support							

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.3.c	When	writing narratives, use a	variety of	Write na	rratives using appropriat	e and	VU		Transitional
WIDA ELDS: 2	transit	ion words, phrases, and c	clauses to	varied tr	ansitional phrases and cla	auses in			words, word
Writing	convey	v sequence and signal shift	fts from one	order to	convey sequence and sig	nal shifts			choice, clauses,
	time fr	ame or setting to anothe	r when	using a w	vord bank of transitional	words and			signal shift;
	writing	g narratives.		phrases,	visuals, peer and L1 supp	oort.			content-based,
									grade-level
									vocabulary
							LFC		Language
									conventions
									and forms
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write narratives by	Write narrati	ves by	Write narratives by	Write narra	atives by	Write narratives by	
		using transitional	using transitional		using transitions,	using trans	itions,	using transitions,	
		phrases, and clauses	phrases, and clauses		phrases, and clauses	phrases, an	nd clauses	phra	ses, and clauses
		in order to convey	in order to convey		in order to convey	in order to convey		in or	der to convey
		sequence and signal	sequence and	d signal	sequence and signal	sequence a	nd signal	sequ	ence and signal
		shifts in L1 and/or	shifts in L1 ar	nd/or	shifts using key	shifts using	key	shift	s using precise
		using drawings and	using visuals	and	vocabulary in a series	vocabulary	in	voca	bulary in
		selected words that	selected voca	abulary	of simple, related	expanded a	and some	mult	iple, complex
		in phrase patterns.	in phrases an	d short	sentences.	complex se	ntences.	sent	ences.
			sentences.						
Learning Sup	ports	Online resources	Online resou	rces	Online resources	Online resc	ources	Onlir	ne resources
		(Technology)	(Technology)		Word bank of	Word bank	of		
		Word bank of	Word bank o	f	transitional words	transitiona	l words		
		transitional words	transitional w	vords	and phrases	and phrase	S		
		and phrases	and phrases		Sentence Starters				
		Sentence Frames	Sentence Sta	rters					
		Cloze sentences	Sentence Fra	mes					
		Visuals	Visuals						
		L1 support L1 support							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	: Language
W.6.3.e WIDA ELDS: 2 Writing	When conclus	hen writing narratives, provide a nclusion that follows from the narrated periences or events.			conclude a narrative text trategy, visuals, peer and	, .	VU LFC		Vocabulary pertaining to concluding statements; content-based, grade-level vocabulary Compound
							LC		tenses, complex sentence structure (clauses) Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write to conclude a narrative text by using L1 and/or using selected words or drawings in phrase patterns.	Write to cond narrative text using L1 and/ selected voca in key phrase short sentend	t by /or using abulary es and	Write to conclude a narrative text by using key vocabulary in simple, related sentences.	Write to co narrative te using key v in expande some comp sentences.	ext by ocabulary d and	narra prec mult	e to conclude a ative text using ise vocabulary in iple, complex ences.
Learning Sup	ports	Online resources Sentence frames L1 support Word/picture bank Cloze sentences Closing strategy	Online resour Sentence fran L1 support Word/picture Closing strate	mes e bank	Online resources Word bank Closing strategy	Online resc Closing stra			ne resources ing strategy

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.6.1 WIDA ELDS: 2 Writing		arguments to support cla easons and relevant evide		Write arguments to support claims with clear reasons and relevant evidence using think-alouds and a graphic organizer (t- chart).			VU LFC	For and against. pros and cons; content-based, grade-level vocabulary Compare and contrast - relative clauses and subordinate conjunctions	
			ELP		ELP 3	EL	LC		Varies by level
Language Obje	support claims with clear reasons and relevant evidence in L1 and/or matchsupport clear reasons relevant L1 and/ selected vocabulary		Write argume support claim clear reasons relevant evid L1 and/or use selected voca in phrases an sentences.	ents to ns with and ence in e abulary	Write arguments to support claims with clear reasons and relevant evidence with key vocabulary in a series of simple, related sentences.	Write argu support cla clear reaso relevant ev with key vo in expande some comp sentences.	ments to ims with ns and ridence ocabulary d and	supp clear relev using voca mult	e arguments to ort claims with reasons and vant evidence g precise bulary in iple, complex ences.
Learning Sup	ports	pictures. T-chart Word/picture Wall Visuals Phrase captions Gestures L1 support	T-chart Word/picture Visuals Sentence cap L1 support		T-chart Word Wall	T-chart		T-cha	

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
W.6.1.a WIDA ELDS: 2 Writing	claims	arguments to introduce a and organize the reasons ce clearly.	• •	claims by evidence	guments to introduce and y organizing the reasons a e clearly using a word wal her modeling.	and	VU LFC		Opinion, topic; content-based, grade-level vocabulary First person singular. "I thinkI believe that."
						LC		Varies by level	
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
	Language Objectives Write arguments to introduce and support claims by organizing the reasons and evidence clearly in L1 and/or use pictures, drawings or selected words in phrase patterns.		Write argume introduce and support claim organizing th reasons and e clearly in L1 a use pictures, drawings or s vocabulary in or short sente	d e evidence and/or selected phrases ences.	Write arguments to introduce and support claims by organizing the reasons and evidence clearly using key vocabulary in a series of simple, related sentences.	Write argu introduce a support cla organizing reasons an clearly usin vocabulary expanded a complex se	and ims by the d evidence og key in and some entences.	intro supp orga reaso clear voca mult sento	e arguments to duce and ort claims by nizing the ons and evidence ly using precise bulary in iple, complex ences.
Learning Sup	ports	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher mod Online source Checklist Word/picture Personal dict Sentence fran L1 support	e wall ionary	Teacher modeling Online sources Checklist Word wall Personal dictionary Sentence starters	Online sou Checklist	rces	Onlir	ne sources

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.1.b WIDA ELDS: 2 Writing	with cloud	writing arguments, support ear reasons and relevant redible sources and dem erstanding of the topic o	evidence, onstrating	claims w and cred online re	guments to introduce and ith clear reasons, relevan ible sources using a word sources, a checklist for co her modeling.	t evidence I wall,	VU LFC	content-base grade-level vocabulary	
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources in L1 and/or use pictures, drawings or selected words in phrase patterns.	Write argume introduce and support claim clear reasons relevant evid credible sour and/or use pi drawings or s vocabulary in or short sente	d ns with ence and ces in L1 ictures, selected phrases	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using key vocabulary in a series of simple, related sentences.	Write argu introduce a support cla clear reaso relevant ev credible so key vocabu expanded a complex se	ind ims with ns, idence and urces using lary in and some	intro supp clear relev credi preci mult	e arguments to duce and ort claims with reasons, vant evidence and ible sources using ise vocabulary in iple, complex ences.
Learning Sup	ports	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher mod Online source Checklist Word/picture Personal dict Sentence fran L1 support	e wall ionary	Teacher modeling Online sources Checklist Word wall Personal dictionary Sentence starters	Online sou Checklist	Online sources Checklist		ne sources klist

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.1.c.d	When	writing arguments, suppo	ort claims	Write arg	guments with words, phr	ases and	VU		Clarifying
WIDA ELDS:	with cl	ear reasons and relevant	evidence,	clauses t	hat clarify the relationshi	p among			words and
2	use wo	ords, phrases, and clauses	to clarify	claims us	sing a word wall, charts a	nd teacher			phrases;
Writing	the rela	ationships among claim(s	s) and	modeling	J.				content-based,
	reason	s; establish and maintain	a formal						grade-level
	style.								vocabulary
							LFC		First person
									singular. "I
									thinkI believe
									that.
									Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Write arguments with	Write argum	ments with Write arguments with Write argume		ments with	Write	e arguments with	
		precise words,	-		key words, phrases	key words, phrases		preci	se words,
		phrases and clauses	phrases and o	clauses	and clauses that	and clauses	s that	phra	ses and clauses
		that clarify the	that clarify the		clarify the	clarify the		that	clarify the
		relationships among	relationships	•	relationships among	relationshi			ionships among
		claims in L1 and/or	claims in L1 a	ind/or	claims in a series of	claims in ex	•		is in multiple,
		use pictures,	use pictures,		simple, related	and some o	•	comp	olex sentences.
		drawings and	drawings and		sentences.	sentences	with a		
		selected words in	selected voca			variety of			
		phrase patterns.	in phrases or	short		grammatic	al		
			sentences.			structures.			
Learning Sup	ports	Teacher modeling	Teacher mod	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	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.1.e	When	writing arguments, suppo	ort claims	Write arg	guments with concluding	sections	VU		Opinion, topic,
WIDA ELDS:	with cl	ear reasons and relevant	evidence,	that follo	ow the argument using a	word wall,			text; content-
2	providi	ng a concluding stateme	nt or section	personal	dictionary, and teacher r	modeling.			based, grade-
Writing	that fo	llows from the argument	presented.						level
									vocabulary
							LFC		First person
									singular. "I
							thinkI believe		
									that.
							LC		Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write arguments with	Write argum		Write arguments with	Write arguments with		Writ	e arguments with
		concluding sections in	concluding se		concluding sentences	-	sentences,		ncluding section
		L1 and/or use	L1 and/or use	9	using key vocabulary	using key vocabulary			g precise
		pictures, drawings	pictures, drav	wings	in a series of simple,	in expande	d and	voca	bulary in
		and selected, high-	and selected		related sentences.	some comp	olex	mult	iple, complex
		frequency words in	vocabulary in	phrases		sentences.		sente	ences.
		phrase patterns.	or short sent	ences.					
Learning Sup	ports	Teacher modeling	Teacher mod	eling	Teacher modeling	Teacher mo	odeling		
		Charts	Charts		Charts				
		Word/picture wall	Word/picture	e wall	Word wall				
		Personal dictionary	Personal dict	ionary	Personal dictionary				
		Cloze sentence	Sentence frai	nes	Sentence starters				
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.4	When	writing narratives and arg	guments,	Develop	and organize a coherent	argument	VU		Task, purpose,
WIDA ELDS:	produc	e clear and coherent wri	ting in which	which is	appropriate to the reade	r using a			audience;
2	the dev	velopment, organization,	and style	graphic c	organizer, word wall and	template.			content-based,
Writing	are app	propriate to task, purpose	e, and						grade-level
	audien	ce.							vocabulary
							LFC		Sentences
									appropriate to
									task
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Develop and organize	Develop and	organize	Develop and organize	Develop an	d organize	Develop and organiz	
		a coherent argument	a coherent ar	rgument	a coherent argument	an organize	ed	a coł	nerent argument
		that is appropriate to	that is appro	priate to	that is appropriate to	argument t	hat is	that	is appropriate to
		the reader in L1	the reader in	L1	the reader using key	appropriate	to the the r		eader using
		and/or use drawings	and/or use se	elected	vocabulary in a series	reader usin	g key	prec	ise vocabulary in
		and selected words in	vocabulary in	n phrases	of simple, related	vocabulary	in	mult	iple, complex
		phrase patterns.	and short ser	ntences.	sentences.	expanded a	and some	sente	ences.
						complex se	ntences.		
Learning Sup	ports	Graphic organizer	Graphic orga	nizer	Graphic organizer	Graphic or	ganizer		
		Word/picture wall	Word/picture	e Wall	Word Wall	Template			
		Template	Template		Template				
		Visuals	Visuals		Sentence starters				
		L1 Support	L1 Support						
		Cloze sentences	Sentence fram	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.5	With so	ome guidance and suppo	rt from	Plan, rev	ise, edit, and rewrite nar	rative	VU		Editing,
WIDA ELDS:	peers a	and adults, develop and s	trengthen	using pe	er editing with a checklist	t,			rewriting, peer
2	writing	as needed by planning, i	revising,	storyboa	rd, and dictionary/thesau	urus.			edit; content-
Writing	editing	, rewriting, or trying a ne	w approach.						based, grade-
									level
									vocabulary
							LFC		Complex
									sentences,
									increasing
									specificity of
									nouns, verbs
									and adjectives;
									correlative
									conjunctions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write, plan, revise	Write, plan, r	evise	Write, plan, revise	Write, plan	, revise	Write	e, plan, revise
		and edit to develop,	and edit to d	evelop,	and edit to develop,	and edit to	develop,	and e	edit to develop,
		strengthen, and focus	strengthen, a	and focus	strengthen, and focus	strengthen	, and focus	stren	igthen, and focus
		writing in L1 and/or	writing inL1 a	and/or	writing using key	writing usi	ng key	writi	ng using precise
		use drawings and	use selected		vocabulary in simple,	vocabulary	in	voca	bulary in
		selected words in	vocabulary ir	n key	related sentences.	expanded a	and some	mult	iple, complex
		phrase patterns.	phrases and s	short		complex se	ntences.	sente	ences.
			sentences.						
Learning Sup	ports	Teacher feedback	Teacher feed		Storyboard	Writing out			nology support
		Technology support	Technology s	upport	Template	Peer check		• •	spell check,
		Template	Template		Peer checklist	Technology	/ support		e thesaurus,
		Word/picture wall	Word/picture		Technology support			gram	imar check)
		Visuals/Storyboard	Visuals/Story	board					
		L1 Support	L1 Support						
		Cloze sentences							

Standard	S	tudent Learning Objectiv	e (SLO)		Language Objective		Aca	demic	Language
W.6.6 WIDA ELDS: 2 Writing	produc well as others; keyboa	chnology, including the Ir e and publish narrative v to interact and collabora demonstrate sufficient o ording skills to type a min pages in a single sitting.	vriting as ite with command of		and publish narrative wr ft Office, a peer and a che	U U		Collaborate, interact, publish; content-based, grade-level vocabulary Subject verb agreement, embedded clauses Varies by level	
		ELP 1	ELP 2)	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Publish narrative writing in L1 and/or by using drawings and selected words in phrase patterns.	Publish narrative writing in L1 and/or by using visuals and selected vocabulary in key phrases and short sentences.		Publish narratives using key vocabulary in a series of simple, related sentences.	Publish nar using key v in expande some comp sentences.	ratives ocabulary d and	writi voca mult	sh narrative ng using precise bulary in iple, complex ences.
Learning Sup	ports	Publishing checklist Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard Cloze sentences L1 Support	Publishing ch Teacher feed Technology s Template Word/picture Visuals/Story Sentence fran L1 Support	back upport e wall board	Publishing checklist Peer feedback Technology support Template Word Wall	Publishing Peer feedb Technology	ack	Tech	nology support

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
W.6.8	Provide	e basic bibliographic info	rmation for	List basic	bibliographic informatio	on for	VU		Process,
WIDA ELDS:	source	s when writing argument	s.	sources	when writing arguments	using			analysis,
2				online re	sources, template and te	acher			resources;
Writing				modeling	5.				content-based,
									grade-level
									vocabulary
							LFC		Explanatory
									sentences
							LC		Varies by level
		ELP 1	ELP	2	ELP 3	EL	D /I		ELP 5
Language Obje	octivos	List bibliographic	List bibliogra		List basic	List basic		List complete	
	ectives	information for	information f	•	bibliographic	bibliograph	vic		ographic
		sources when writing	sources when	-	information for	informatio			mation for
		arguments in L1	arguments in	-	sources.	sources wh	-	-	ces when writing
		and/or by listing titles	and/or by list		5001003.	arguments	-		ments.
		of sources that	titles and aut	-		arguments		uigu	inches.
		represent key ideas.	sources.	.11013 01					
Learning Sup	norts	Teacher modeling	Teacher mod	eling	Word bank	Online reso	nurces	Onlir	ne resources
	porto	L1 support	L1 support		Online resources	Online rese	arees	0	ie resources
		Word/picture bank	Word/picture	- hank	Template				
		Online resources	Online resou		remplate				
		Template (semi-	Template (se						
		completed)	completed)						
		Cloze sentences	Sentence fra	mes					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	ic Language	
W.6.9.a	Draw e	vidence from 6th grade lit	terary texts	Write to	cite evidence from inform	national	VU		Cite evidence;	
WIDA ELDS:	to supp	port analysis, reflection, a	nd research;	texts to s	support analysis and refle	ection using			content-based,	
2	apply g	rade 6 Reading standard	s to	a graphic	organizer and marking t	he text.			grade-level	
Writing	literatu	ire (e.g., "Compare and c	ontrast texts						vocabulary	
	in diffe	rent forms or genres [e.g	., stories				LFC		Referential	
		ems; historical novels an	•						phrases,	
	stories] in terms of their approa	ches to						transition	
	similar	themes and topics").							words	
							LC		Varies by level	
	1	ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5	
Language Obje	ectives	Write to cite evidence	Write to cite evidence		Write to cite evidence	Write to cite evidence		Writ	e clearly and	
		from informational	from informa	itional	from adapted	from inform	national	cohe	erently to cite	
		texts in L1 and/or use	texts in L1 an	d/or use	informational texts	texts using	key	evide	ence from	
		pictures and selected	visuals and se	elected	using key vocabulary	vocabulary in		infor	mational texts	
		words in phrase	vocabulary in	i key	and some	using	g precise			
		patterns.	phrases and s	short	related sentences.	complex se	ntences.	voca	bulary in	
			sentences.					mult	iple, complex	
								sent	ences.	
Learning Sup	ports	Graphic organizer	Graphic orga		Graphic organizer	Graphic org	ganizer			
		Marking the text	Marking the	text	Marking the text					
		Word/picture wall	Word/picture	e wall	Template					
		Visuals	Visuals		Word Wall					
		Cloze sentences	Sentence Fra	mes						
		L1 support	L1 Support							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.1	Engage	e effectively in a range of		Participa	te in a variety of collabor	rative	VU		In my opinion, I
WIDA ELDS:	collabo	orative discussions (one-c	on-one, in	discussio	n settings using an outlir	ne, notes			feel that, I
2-5	groups	, and teacher-led) with d	iverse	and Conv	versation Cue cards.				understand
Speaking	partne	rs on grade 6 topics, text	s, and issues,						that; content-
Listening	buildin	g on others' ideas and ex	pressing						based, grade-
	their o	wn clearly.							level
									vocabulary
							LFC		Compound and
									complex
									sentences
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4	ELP 5	
Language Obje	ectives	Participate in a	Participate in a Pa		Participate in a	Participate in a		Participate in a	
		variety discussions			variety of	variety of			ety of
		using L1 and/or in	in L1 and/or i	in	collaborative	collaborative		colla	borative
		teacher-led	teacher-led		discussion using key	discussion	-	discussion settings	
		discussions, use high-	discussions, u		vocabulary in a series	using key v	•	-	g precise
		frequency, selected	selected voca		of simple, related	in expande			bulary in
		words and phrases in	in phrases an	d short	sentences.	sentences			iple, complex
		memorized patterns.	sentences.			emerging c	omplexity.		ences.
Learning Sup	ports	Outline	Outline		Outline	Outline		Outli	ne
		Conversation Cue	Conversation	Cue	Conversation Cue	Conversation	on Cue		
		cards	cards		cards	cards			
		Multiple reference	Multiple refe	rence	Multiple reference	Multiple re	ference		
	Materials materials			materials	materials				
		Pictures/Photographs	Sentence frai		Word wall				
		Word/picture wall	Pictures/Pho						
		L1 support	Word/picture	e wall					
			L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1.a	Come t	o discussions prepared, l	having read	Share ide	eas based on texts studie	d using	VU		According to,
WIDA ELDS:	or stud	lied required material; ex	plicitly draw	notes an	d Cue cards.				The text states;
2	on that	t preparation by referring	g to evidence						content-based,
Speaking	on the	topic, text, or issue to pr	obe and						grade-level
Listening	reflect	on ideas under discussio	n.						vocabulary
							LFC		Declarative and
									interrogatory
									sentences;
									subordinate
									conjunctions
							LC		Varies by level
	ELP 1 ELP 2		P 2 ELP 3		ELI	P 4		ELP 5	
Language Obje	ectives	Share ideas in a	Share ideas in a		Share ideas in a	Share ideas	s in a	Share	e ideas in a
		grade-level discussion	grade-level d	iscussion	grade-level discussion	grade-level	discussion	grade	e-level discussion
		using L1 and/or use	in L1 and/or use		using key vocabulary	using key vocabulary		using	gprecise
		selected words in	selected voca	bulary	in a series of simple,	in expande	d and	voca	bulary in
		phrase patterns.	in phrases an	d short	related sentences.	some comp	olex	mult	iple, complex
			sentences.			sentences.		sente	ences.
Learning Sup	ports	Cornell notes	Cornell notes		Cornell note-taking	Cornell not	e-taking		
		Cue cards	Cue cards		Cue cards	Cue cards			
		Teacher modeled	Teacher mod	eled	Word wall	Peer group	S		
		techniques	techniques		Peer groups				
		Word/picture wall	Word/picture	e wall					
		Visuals	Visuals						
		Gestures	Sentence fran	nes					
		L1 support	L1 support						

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
SL.6.1b. WIDA ELDS: 1 Speaking Listening	discuss discuss	taking part in collaborativ ions, follow rules for coll ions, set specific goals ar fine individual roles as ne	egial nd deadlines,	collabora	nd listen to peers to creat ative discussions using a specific discussion rules.		VU LFC LC		Goals, roles, deadlines; content-based, grade-level vocabulary Verb forms; declarative sentences Varies by level
		ELP 1	ELP 2	2	ELP 3	ELP 4			ELP 5
Language Obje	ectives	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use selected single words in phrase patterns.	Speak and list peers to crea guidelines, st roles and clast goals in L1 an selected voca in key phrase short sentend	te udent ssroom ud/or use abulary ss and	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using key vocabulary in a series of simple, related sentences.	Speak and peers to cre guidelines discussion, student rol classroom key vocabu expanded a complex se	eate for choose es and set goals using lary in and some	peer guide discu stude class preci mult	k and listen to s to create elines for ission, choose ent roles and set room goals using ise vocabulary in iple, complex ences.
Learning Sup	ports	Reference sheet of specific discussion rules Role play Template Word/picture wall L1 support Cloze sentences	Reference sh specific discu rules Role play Template Word/picture L1 support Sentence fram	e wall	Reference sheet of specific discussion rules Role play Template Word wall	Reference : specific dis rules Role play Template			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1.C WIDA ELDS: 2 -5 Speaking Listening	Pose a elabora that co	nd respond to specific qu ation and detail by makin Intribute to the topic, tex discussion.	estions with g comments	elaborat that cont	e and respond to question ion and detail by making tribute to the discussion e frames and L1 support.	comments	LFC		Elaborate, detail, 5-W words; content- based, grade- level vocabulary Asking informational and clarifying questions;
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	24		ELP 5
	Language ObjectivesCompose and respond to questions with elaboration and detail by making comments that contribute to the discussion using L1 and/or use selected words in phrase patterns.		Compose and respond to que with elaborate detail by make comments the contribute to discussion in and/or use set vocabulary in phrases and set	uestions tion and king hat the L1 elected h key short	Compose and respond to questions by making comments that contribute to the discussion using key vocabulary in a series of simple, related sentences.	Compose a respond to with elabor detail by m comments contribute discussion, vocabulary expanded a complex se	questions ration and aking that to the using key in and some	respo with deta com cont discu preci mult	pose and ond to questions elaboration and il by making ments that ribute to the assion using se vocabulary in iple, complex ences.
Learning Sup	ports	Sentence frames Word/picture wall Visuals/Gestures L1 support Choice questions	Sentence fran Word/picture Visuals L1 support Wh-question	e wall	Sentence starters Word wall				

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.1.d WIDA ELDS: 2-5 Speaking Listening	When discuss and de	participating in collabora ions, review the key idea monstrate understanding ctives through reflection	tive is expressed g of multiple	review k	te in collaborative discus ey ideas expressed using r and notes.		LFC		Reflect, paraphrase; content-based, grade-level vocabulary Retelling, present/past
							LC		tense verbs, comparing Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using pictures, gestures and single words in phrase patterns.	Participate in collaborative discussion an key ideas exp in L1 and/or u selected word phrases and s sentences.	d review pressed use ds in key	Participate in collaborative discussion and review key ideas expressed by producing key vocabulary in a series of simple, related sentences.	Participate collaborativ discussion a key ideas e by producin vocabulary expanded a complex se	ve and review xpressed ng key in and some	colla discu key i using voca mult	cipate in borative ission and review deas expressed g precise bulary in iple, complex ences.
Learning Sup	upportsGraphic organizerGraphic organizerWord/picture wallWord/pictureL1 supportL1 supportChoice questionsSentence frame			e wall	Graphic organizer Word wall	Graphic or	ganizer		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
SL.6.2 WIDA ELDS: 2-5 Speaking listening	media quantit	et information presented and formats (e.g., visuall atively, orally) and expla outes to a topic, text, or is	y, in how it		information and explain tes to a topic using notes		VU LFC		Interpret, explain; content-based, grade-level vocabulary Present and past tense verbs, dependent and independent clauses
		ELP 1 ELP			ELP 3	ELI	LC		Varies by level
	ELP 1Language ObjectivesListen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using selected single words in phrase patterns.		Listen to pres of grade leve information a explain how i contributes to in L1 and/or u selected voca in key phrase short sentend	sentation l and t o a topic use abulary s and	Listen to presentation of adapted grade level information and explain how it contributes to a topic producing key vocabulary in a series of simple, related sentences.	Listen to pr of grade lev information explain how contributes by producin vocabulary expanded a complex se	esentation vel n and v it to a topic ng key in in	of gra infor expla contr using vocal multi	n to presentation ade level mation and ain how it ributes to a topic g precise bulary in iple, complex ences.
Learning Sup	ports	Outline Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline Notes Word/picture L1 support Sentence fran Pictures/Visu	mes	Outline Notes Word bank	Outline Notes			

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.3 WIDA ELDS: 2 Speaking Listening	claims, suppor	ate a speaker's argument distinguishing claims tha ted by reasons and evide that are not.	it are	and spec that are from clai	nd identify a speaker's arg cific claims, distinguishing supported by reasons an ims that are not by using Ill and teacher modeling.	g claims d evidence	VU LFC		Analyze, interpretation, conflict(-ing), contradict(- ion), disagree / agree, factual Comparatives, superlatives, pronouns,
									conjunctions Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje		Speak and identify a speaker's argument and specific claims, using L1 and/or by using gestures and high-frequency words in phrase or memorized patterns.	Speak and ide speaker's arg and specific o using L1 and/ using selecte vocabulary in phrases and s sentences.	ument claims, (or by d h key short	Speak and identify a speaker's argument and specific claims, using key vocabulary in a series of simple, related sentences.	Speak and speaker's a and specific using key v in expande sentences emerging c	rgument c claims, ocabulary d with omplexity.	spea and using voca mult	k and identify a ker's argument specific claims, g precise bulary in iple, complex ences.
Learning Sup	ning Supports Teacher modeling Teacher model Completed T-chart Semi-completed Visuals chart Word/P Gestures Wall Yes / no questions Visuals L1 support L1 support Word/picture wall Sentence fram Word/picture			ted T- Picture mes	Teacher modeling T-chart Word wall	Teacher mo	odeling		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
SL.6.6	Demor	nstrate a command of for	mal English	Demonst	trate a command of form	al English	VU		Formal vs.
WIDA ELDS: 2	and its	conventions when writin	ng, speaking,	and its co	onventions when writing	, speaking,			informal
All domains	reading	g, or listening.		reading,	or listening using a word	wall.			English;
									content-based,
									grade-level
									vocabulary
							LFC		Structured
									sentences
							LC		Varies by level
		ELP 1 ELP 2		2 ELP 3 ELP 4		P 4		ELP 5	
Language Obje	ctives	Demonstrate a	Demonstrate a D		Demonstrate a	Demonstrate a		Demonstrate a	
		command of formal	command of	formal	command of formal	command o	of formal	comi	mand of formal
		English and its	English and it	S	English and its	English and	l its	Engli	sh and its
		conventions by	conventions by		conventions by	conventions by		conv	entions by
		producing or	producing or		producing or	producing	or	prod	ucing or
		processing high-	processing se	lected	processing key	processing	key	proc	essing precise
		frequency, selected	vocabulary in	key	vocabulary in a series	vocabulary	in	voca	bulary in
		words in phrase or	phrases and s	short	of simple, related	expanded s	sentences	mult	iple, complex
		memorized patterns.	sentences.		sentences.	with emerg	ging	sente	ences.
	·				complexity	•			
Learning Sup	arning Supports Word/picture wall Word/pictu		Word/picture	e wall	Word wall				
		L1 support	L1 support		Template				
		Gestures	Pictures/Visu	als					
		Pictures/Visuals							

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.6.1.a WIDA ELDS: 1-5 Reading Speaking Listening	of stan when v pronou	nstrate command of the o dard English grammar ar writing or speaking; ensur uns are in the proper case ve, possessive).	id usage re that	proper c	nd write with pronouns ir ase and gender using tea g and a referent chart.	VU LFC LC		Pronouns (subjective, objective, possessive); content-based, grade-level vocabulary Sentences with pronouns and referents Varies by level	
		ELP 1	ELP 1 ELP 2		ELP 3	ELP 4			ELP 5
	Language Objectives Speak an high freq pronouns proper ca gender w vocabula		Speak and wi common pro the proper ca gender with s vocabulary a sentence stru	nouns in ase and selected nd short uctures.	Speak and write with pronouns in the proper case and gender with key vocabulary and simple sentence structures.	band.	n the e and h and tructures grade-level	pron prop gend voca	k and write with ouns in the er case and er with precise bulary and uage structures.
Learning Sup	ports	Reference materials Teacher created referent Chart Pictures L1 support Word/picture wall Cloze sentences	Reference ma Teacher crea referent Char Pictures L1 support Word/picture Sentence fram	ted rt e wall	Reference materials Teacher created referent Chart Word wall	Reference (print and o Teacher cre	digital)		

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.1.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	pronou	and write with high frequ ins in the proper case and ey content-based, leveled	d gender	Demonst pronoun	pronouns using a pronoun chart and visuals.				Intensive pronouns; content-based, grade-level vocabulary Describing people and actions
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	ELI	P 4		ELP 5
Language Obje	ectives	Use high frequency	Use common		Use intensive	Use intensi	ve	Use i	intensive
		intensive pronouns	intensive pro	nouns	pronouns when	pronouns v	vhen	pron	ouns when
		(myself, himself)	when writing	or	writing or speaking	writing or s	peaking	writi	ng or speaking
		when writing or	speaking with	า	with key vocabulary	with key vo	cabulary	with	precise
		speaking with	selected voca	abulary	and simple sentence	and langua	ge	voca	bulary and
		selected vocabulary.	and short ser	ntences.	structure.	structures.		langı	uage structures.
Learning Sup	ports	Pronoun Chart	Pronoun Cha	rt	Pronoun Chart	Pronoun Ch	nart		
	Word/picture wall Word/pictu		Word/picture	e wall	Word wall				
	Cloze sentences Sentence fi		Sentence fram	nes					
	Pictures		Pictures						
	L1 support L1 support								

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.2.a	Demon	strate command of the o	conventions	Write us	ing the proper capitalizat	ion and	VU		Punctuation
WIDA ELDS:		dard English capitalizatio		punctuat			marks,		
1-5	punctu	ation, when writing; use	punctuation	using tea	cher created mechanics	chart and			capitalization;
Reading	(comm	as, parentheses, dashes)	to set off	checklist					content-based,
Speaking	nonres	trictive/parenthetical ele	ements.	Note: Ca	pitalization rules and pur	nctuation			grade-level
Writing				marks di	ffer across languages. Th	is is an			vocabulary
Listening				opportur	nity to compare and cont	rast usage.	LFC		Sentence
									structure
									Varies by level
	I	ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Write using the	Write using t	he	Write using the	Write using	g the	Writ	e using the
		proper capitalization	proper capita	alization	proper capitalization	proper cap	italization	prop	er capitalization
		and punctuation	and punctuat	tion	and punctuation	and punctu	ation	and	punctuation
		conventions of	conventions	onventions of conventions of convention			is of	conv	entions of
		standard English with	standard Eng				nglish with	stan	dard English with
		high-frequency,	selected voca	abulary key vocabulary and key vocabu					ise vocabulary
		selected vocabulary.	and short ser	ntences. simple sentence language st			tructures.	and	language
					structure.			struc	ctures.
Learning Sup	ports	Teacher created	Teacher crea	ted	Teacher created	Teacher cre	eated		
		mechanics Chart	mechanics Ch	nart	mechanics Chart	mechanics	Chart		
	Teacher created Teacher created		Teacher crea	ted	Teacher created	Teacher cre	eated		
	checklist che		checklist		checklist	checklist			
	L1 support/		L1						
		comparison	support/com	parison					

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.2.b WIDA ELDS: 1-5 Reading Speaking		nstrate command of the c dard English to spell corr		Demonst using a d support.	VU		Spelling conventions; content-based, grade-level vocabulary		
Writing Listening							LFC		Apply conventional spelling rules
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	Language ObjectivesDemonstrate command of English spelling conventions for selected, high frequency words.Demonstrate command of spelling conv for selected, high related voca		English entions content-	Demonstrate command of English spelling conventions for key vocabulary.	Demonstra command spelling con for reading content-ba vocabulary grade-level	of English nventions and sed within the	com spell for re conte	onstrate mand of English ing conventions eading and ent-based, grade- vocabulary.	
Learning Sup	Learning SupportsWord/picture wallWord/pictureL1 supportL1 support		e wall	Word wall	Word wall				

Standard	S	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.2.b WIDA ELDS: 1-5 Reading Speaking		nstrate command of the c dard English to spell corr		Demonst using a d support.	VU		Spelling conventions; content-based, grade-level vocabulary		
Writing Listening							LFC		Apply conventional spelling rules
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	command of English command spelling conventions spelling co for selected, high for selecte		Demonstrate command of spelling conve for selected of related vocab	English entions content-	Demonstrate command of English spelling conventions for key vocabulary.	Demonstra command of spelling con for reading content-ba vocabulary grade-level	of English nventions and sed within the	com spell for re conte	onstrate mand of English ing conventions eading and ent-based, grade- vocabulary.
Learning Sup	Learning SupportsWord/picture wallWord/pictureL1 supportL1 support		e wall	Word wall	Word wall				

Standard	S	tudent Learning Objecti	ve (SLO)		Language Objective		A	cadem	nic Language
L.6.3.a WIDA ELDS: 2 Writing	-	entence patterns for me g and speaking.	aning when	writing,	tence patterns for mear speaking, reading, or list acher modeling and tem	ening	VU		Sentence patterns; content-based, grade-level vocabulary
Speaking							LFC		Sentences with different patterns/structures
							LC		Varies by level
		ELP 1	ELP 2	2 ELP 3 El		EL	.P 4		ELP 5
Language Obje		Copy or complete varied sentence patterns for meaning when writing, speaking using high- frequency words in phrase or memorized patterns.	Vary sentend patterns for when speaki writing using and short ser	meaning ng and phrases ntences.	Vary sentence patterns for meaning when speaking and writing using simple, related sentences.	when spea writing usi expanded with emer complexity	or meaning Iking and ng sentences ging /.	for n spea using	r sentence patterns neaning when king and writing g multiple, complex ences.
Template Word/pict		Teacher modeling Template Word/picture wall L1 support	Teacher moo Template Word/picture L1 support	-	Teacher modeling Template Word wall	Teacher m Word wall	-		

Standard	S	tudent Learning Objectiv	re (SLO)		Language Objective		Aca	demic	Language
L.6.3.b WIDA ELDS: 2 Writing Speaking		in consistency in style an ; and speaking.	id tone when	writing a	n consistency in style and and speaking using multip as and a checklist of strate	le	VU		Intonation, inflection, pausing, breathing, slowing down, eye contact
					LFC		Correct use of transition words.		
					LC		Varies by level		
		ELP 1	ELP 2	2	ELP 3	ELP 3 ELP 4			ELP 5
Language Obj		Maintain consistency in style and tone when writing and speaking in L1 and/or using selected, high- frequency words in phrase or memorized patterns.	Maintain con in style and t when writing speaking in L using selecte vocabulary in and short ser	one g and 1 and/or d n phrases ntences.	Maintain consistency in style and tone when writing and speaking using key vocabulary in a series of simple, related sentences.	Maintain co in style and when writin speaking us vocabulary expanded s with emerg complexity	l tone ng and sing key in sentences sing	in sty when spea preci mult	Itain consistency /le and tone n writing and king using ise vocabulary in iple, complex ences.
(i.e., diction grammar sheets) Checklist of Word/pict		Checklist of strategies Word/picture bank L1 support	Multiple resc (i.e., dictiona grammar refo sheets) Checklist of s Word/picture L1 support Visuals	ries, erence trategies	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word bank	Multiple re (i.e., diction grammar re sheets) Checklist of	naries, eference		

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4.a	Determ	nine or clarify the meanir	ng of	Read to d	determine the meaning o	f unknown	VU		Suffixes,
WIDA ELDS:	unknov	wn and multiple-meaning	g words and	and mult	iple meaning words and	phrases			prefixes, root
1-5	phrase	s based on grade 6 readi	ng and	through context clues using a reference					words,
Reading	conten	t, choosing flexibly from	a range of	chart and	d using specialized refere	nce			synonyms,
Speaking	strateg	ies; use context (e.g., the	e overall	material	(e.g. dictionaries, glossar	ies,			antonyms,
Writing	meanir	ng of a sentence or parag	raph; a	thesauru	ses and online support).				multiple
Listening	word's	position or function in a	sentence) as						meaning
_	a clue t	to the meaning of a word	or phrase.				LFC		Nouns, verbs,
		-							adjectives,
									adverbs, phrase
							LC		Varies by level
		ELP 1	ELP 2		ELP 3		P 4		ELP 5
Language Obje	ectives	Read to determine	Read to dete		Read to determine	Read to de		Read to determine	
		the meaning of	the meaning	5		the meaning of		the meaning of	
		unknown and	unknown and		unknown and	unknown and		unknown and	
		multiple-meaning	multiple-mea	e-meaning multiple-meaning			multiple-meaning		iple-meaning
		words and phrases	words and ph	nrases	words and phrases	words and phrases			ls and phrases
		through context	through cont	ext clues	through context clues	through co	ntext clues		ugh context clues
		clues, pictures and	with selected	l	with key vocabulary	with vocab	ulary and	with	grade-level
		selected, high-	vocabulary a	nd short	and simple sentence	language st	tructures	voca	bulary and
	frequency, sentences.			structures.	within the	grade-level	langu	uage structures.	
		vocabulary.				band.			
Learning Sup	ports	Word/picture wall	Word/picture	e wall	Word wall				
		L1 support	L1 support						

Standard	St	tudent Learning Objectiv	ve (SLO)		Language Objective		Aca	demic	Language
L.6.4.b	Determ	nine or clarify the meanir	ig of	Clarify th	e meaning of unknown v	vords and	VU		Multiple-
WIDA ELDS:	unknov	wn and multiple-meaning	words and	phrases using multiple resources and a					meaning
1-5	phrase	s based on grade 6 readi	ng and	checklist of strategies.					words, phrases,
Reading	conten	t, choosing flexibly from	a range of						strategies;
Speaking	strateg	ies; use common grade-a	appropriate						content-based,
Writing	Greek	or Latin affixes and roots	as clues to						grade-level
Listening	the me	aning of a word (e.g., au	dience,						vocabulary
	auditor	ry, audible).					LFC		Sentences with
									unknown and
									multiple
									meaning words
							LC		Varies by level
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Determine or clarify	Determine or	r clarify	Determine or clarify	Determine	or clarify	Dete	rmine or clarify
		the meaning of	the meaning	of	the meaning of	the meanir	ng of	the r	neaning of
		unknown words and	unknown wo	rds and	unknown words and	unknown v	vords and	unkn	own words and
		phrases in L1 and/or	phrases in L1	and/or	phrases in adapted	phrases in	texts and	phra	ses in grade-level
		in leveled texts and	in leveled tex	ts and	texts and	presentatio	ons within	text	and
		presentations.	presentations	s.	presentations.	the grade-I	evel band.	pres	entations.
Learning Sup	ports	Checklist of strategies	Checklist of s	trategies	Checklist of strategies	Checklist o	f strategies		
		Word/picture Bank	Word/picture	e bank	Word bank				
		L1 support	L1 support						
	Visuals Visuals								
		Native language text	Native langua	age text					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.6.4.c.d	Determ	nine or clarify the meanir	ng of	Read to d	determine the meaning o	of unknown	VU		Pronunciation,
WIDA ELDS:	unknov	wn and multiple-meaning	g words and	and mult	iple-meaning words and	phrases			meaning, part
1-5	phrase	s based on grade 6 readi	ng and	based on	grade 6 reading and cor	ntent using			of speech,
Reading	conten	t, choosing flexibly from	a range of	multiple	resources.				etymology;
Speaking	strateg	ies; Consult reference ma	aterials (e.g.,						content-based,
Writing	diction	aries, glossaries, thesaur	uses), both						grade-level
Listening	print a	nd digital, to find the pro	nunciation						vocabulary
	of a wo	ord or determine or clarif	y its precise				LFC		Varies with
	meanir	ng or its part of speech; v	erify the						reading task
	prelimi	inary determination of th	e meaning				LC		Varies by level
	of a wo	ord or phrase (e.g., by che	ecking the						
	inferre	erred meaning in context or in a							
	diction	dictionary).							
		ELP 1	ELP 2	2	ELP 3	EL	P 4		ELP 5
Language Obje	ectives	Read to determine	Read to dete	rmine	Read to determine	Read to de	termine	Read	l to determine
		the meaning of	the meaning	of	the meaning of	the meanir	ng of	the r	neaning of
		unknown and	unknown and	k	unknown and	unknown a	nd	unkn	own and
		multiple-meaning	multiple-mea	ining	multiple-meaning	multiple-m	eaning	mult	iple-meaning
		words and phrases in	words and pł	nrases in	words and phrases	words and	phrases	word	ls and phrases.
		L1 and/or in leveled	L1 and/or in l	eveled	based on adapted	within the	grade-level		
		texts and	texts and		texts and	band.			
		presentations.	presentation	s.	presentations.				
Learning Sup	ports	Multiple resources	Multiple reso	ources	Multiple resources	Multiple re	sources		
		(i.e., dictionaries,	(i.e., dictiona	ries,	(i.e., dictionaries,	(i.e., dictio	naries,		
		grammar reference	grammar refe	erence	grammar reference	grammar re	eference		
		sheets)	sheets)		sheets)	sheets)			
	Checklist of strategies Checklist of s		Checklist of s	trategies	Checklist of strategies	Checklist o	f strategies		
		Word/picture Bank	Word/picture	e bank	Word bank				
		L1 support	L1 support						
		Visuals	Visuals						
		Native language text	Native langua	age text					

Standard	S	tudent Learning Objectiv	/e (SLO)		Language Objective		Aca	demic	Language
L.6.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	acader phrase speaki	e and use accurately gene nic and domain-specific v s, sufficient for reading, v ng, and listening at the co readiness level.	words and writing,	Read and listen in order to speak and write VU with grade-level general, academic and domain-specific words using a word bank and note cards. LFC LC LC					General, academic and domain specific words Subject-verb agreement Varies by level
		ELP 1	ELP	2	ELP 3	EL	P 4		ELP 5
Language Obje	anguage Objectives Read and listen in Read order to speak and order write with grade- level, general, gener academic and and d domain-specific words words in L1, and/or by pro by producing key ideas ideas using selected, vocab		order to spea write with gr general, acac and domain- words in L1, a by producing ideas using so vocabulary in and short ser	Read and listen in order to speak and write with grade-level general, academic and domain-specific words in L1, and/or by producing key ideas using selected vocabulary in phrases and short sentences.Read and listen in order to speak and write with general academic and key, domain-specific words by in a serie of simple, related sentences.		Read and listen in order to speak and write with general, academic and key domain-specific words in expanded sentences with emerging complexity.		orde write and p speci mult	and listen in r to speak and with academic precise domain- ific words by in iple, complex ences.
Learning Sup	earning Supports Note Cards Note Cards Partner Work Partner Wor Cloze Sentences Cloze Senter Word/picture Bank Word/pictur Native Language Explanations		ces	Note Cards Partner Work	Note Cards				

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