Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.1 WIDA: 2 Reading Speaking	**Cite textual evidence to support analysis** of what the text says explicitly in grade 6 text(s).	Analyze text and identify supportive textual evidence through the use of a graphic organizer and/or marking the text.	VU	Textual evidence
			LFC	Quotations, direct and reported speech sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze text and identify supportive textual evidence in L1 and/or by matching phrase citations from adapted text to visual representations of the text.	Analyze text and identify supportive textual evidence in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of the text	Analyze text and identify supportive textual evidence from adapted literature.	Analyze text and identify supportive textual evidence from literature at the grade 5-6 text level band.	Analyze text and identify supportive textual evidence from grade-level literature.
Learning Supports	Graphic Organizer Template Partner Work L1 support Phrase citations Pictures/Photographs of text Word Wall	Graphic Organizer Template Partner Work L1 support Sentence citations Pictures/Photographs of text Word Wall	Graphic Organizer Template Partner Work Word Wall Bold Faced/Highlighted Words	Graphic Organizer Bold Faced/Highlighted Words	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.1 WIDA: 2 Reading Speaking	**Cite textual evidence to support analysis** of what the text says explicitly in grade 6 text(s).	Analyze text and identify supportive textual evidence through the use of a graphic organizer and/or marking the text.	VU	Textual evidence
			LFC	Quotations, direct and reported speech sentence structure
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Analyze text and identify supportive textual evidence in L1 and/or by matching phrase citations from adapted text to visual representations of the text.	Analyze text and identify supportive textual evidence in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of the text	Analyze text and identify supportive textual evidence from adapted literature.	Analyze text and identify supportive textual evidence from literature at the grade 5-6 text level band.	Analyze text and identify supportive textual evidence from grade-level literature.
Learning Supports		Graphic Organizer Template Partner Work L1 support Phrase citations Pictures/Photographs of text Word Wall	Graphic Organizer Template Partner Work L1 support Sentence citations Pictures/Photographs of text Word Wall	Graphic Organizer Template Partner Work Word Wall Bold Faced/Highlighted Words	Graphic Organizer Bold Faced/Highlighted Words	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
6.1 WIDA: 2 Reading Speaking	**Cite textual evidence to support analysis** of **inferences** drawn from grade 6 text(s).	Analyze text and infer details from supportive textual evidence through the use of a graphic organizer and/or marking the text.	VU	Inferences
			LFC	Quotations, direct and reported speech sentence structure
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Analyze text and infer details from supportive textual evidence in L1 and/or by matching phrase citations from appropriately leveled text to visual representations.	Analyze text and infer details from supportive textual evidence in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of the text.	Analyze text and infer details from supportive textual evidence from or adapted grade-level band literature.	Analyze text and infer details from supportive textual evidence from literature at the grade 5-6 text level band.	Analyze text and infer details from supportive textual evidence from grade-level literature.
Learning Supports		Graphic Organizer Partner Work L1 support Phrase citations Pictures/Photographs Word Wall	Graphic Organizer Partner Work L1 support Sentence citations Pictures/Photographs Word Wall	Graphic Organizer Bold Faced/Highlighted Words Word Wall	Graphic Organizer Bold Faced/	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.2 WIDA: 2 Reading Speaking	**Determine the central idea** of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.	Explain and summarize the main idea of a text, using supportive textual evidence through the use of a story map and/or marking the text.	VU	: Phrases: (on page __, in other words); logical connectors
			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 Objectives		Explain and summarize the central idea and key details from grade-level literature in L1 and/or identify the central idea a summary of an appropriately leveled text by matching phrase citations to visual representations.	Explain and summarize the central idea and key details from grade-level literature in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of text.	Explain and summarize the central idea and key details from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors which do not interfere with meaning	Explain and summarize the central idea and key details from literature in the grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Explain and summarize the central idea and key details from grade-level literature. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports		Story Map Partner Work L1 support Phrase citations Visuals Adapted Text	Story Map Partner Work L1 support Sentence citations Visuals Adapted Text	Story Map Partner Work Adapted Text	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.3 WIDA: 2 Reading Speaking Listening	**Describe how a particular story's plot unfolds** in a series of episodes in 6th grade text(s).	Describe and sequence plot in a story by using a plot diagram and creating a video.	VU	Main idea; plot
			LFC	Describe people, places, things i.e. present progressive tense, adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text.	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by sorting content-related visuals with short sentences from appropriately leveled text in English.	Describe and sequence how the story's plot unfolds from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Describe and sequence how the story's plot unfolds from literature in the grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary	Describe and sequence how the story's plot unfolds in a series of episodes in grade-level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Plot diagram Story Map L1 support Illustrated text Bilingual Dictionary	Plot diagram Story Map Bilingual Dictionary Glossary L1 support Illustrated text	Plot diagram Story Map Bilingual Dictionary Glossary	Plot diagram	Plot diagram

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.3￼WIDA: 2￼Reading￼Speaking	**Describe how characters respond or change** as the plot moves toward a resolution in 6th grade text(s).	Describe changes and responses in characters over time using plot diagram and character web.	VU	Characters, change, resolution
			LFC	Describing actions, people, places, thing; present and past tense verbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 changes and responses of characters as plot moves to resolution in L1 and/or answering wh-questions using key short phrases in English or to complete sentence frames.	Describe changes and responses of characters as plot moves to resolution from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors but do not interfere with meaning	Describe changes and responses of characters as plot moves to resolution from grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Describe changes and responses of characters as plot moves to a resolution in a grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Plot diagram￼Character Web￼Role play￼Word Wall￼Character Web￼Word Wall	Plot diagram￼Character Web￼Role play￼Word Wall	Plot diagram￼Character Web		

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.6.4 WIDA: 2 Reading Speaking Listening	**Determine the meaning of words and phrases** as they are used in a text, including analyzing the impact of a specific word choice on **tone**		Define and analyze words and phrases in a text, as it relates to tone using a dictionary and think alouds.	VU	
				LFC	
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Choose single word or picture that matches tone from appropriately leveled text.	Choose phrase that matches tone from appropriately leveled text by sorting known words and phrases and using those phrases to complete sentence frames.	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.	Define and analyze word choice, as it relates to tone in a grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Define and analyze word choice as it related to tone used in a grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Think Aloud Choral Reading Bilingual Dictionary L1 support Pictures/Photographs	Think Aloud Choral Reading Bilingual Dictionary L1 support Sentence Frames	Think Aloud Choral Reading Bilingual Dictionary	Think Aloud Bilingual Dictionary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.5 WIDA: 2 Reading Speaking Listening	**Analyze** how a particular **sentence** fits into a text's structure and contributes to **theme** development.	Analyze how one sentence fits into a text's structure and contributes to theme development from sentences using a think aloud.	VU	Theme, literary analysis
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 sentence and discuss how it connects to the theme in L1 and/or analyze words and phrases in one sentence to understand theme.	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 one sentence and discuss how it connects to the theme using complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Analyze one sentence and discuss how it connects to the theme using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Small Groups Word Wall Template	Think Aloud	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.6.5 WIDA: 2 Reading Speaking	**Analyze** how a particular **sentence** fits into a text's structure and contributes to **setting** development.		Analyze particular sentence in relation to setting using an outline.	VU	Setting
				LFC	Subject-verb agreement
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze particular sentence in relation to setting development in L1 and/or English using single words, pictures and outline.	Analyze particular sentence in relation to setting development in L1 and/or English using short phrases, pictures and sentence frames.	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.	Analyze particular sentence in relation to setting development using complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Analyze particular sentence in relation to setting development using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Outlines Think Aloud Pictures/Photographs Word Wall L1 support	Outlines Think Aloud Word Wall Pictures/Photographs L1 support	Outlines Think Aloud Word Wall	Outlines	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.5 WIDA: 2 Reading Speaking	Analyze how a particular chapter fits into a text's structure and contributes to setting.	Analyze how a particular chapter fits into text structure and in relation to setting using an outline and think aloud.	VU	Setting, text's structure
			LFC	Describe people, places things, e.g. nouns, pronouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze how a particular chapter fits into text structure in relation to setting in L1 and/or English using single words, pictures and outline.	Analyze how a particular chapter fits into text structure in relation to setting in L1 and/or English using short phrases, pictures and sentence frames.	Analyze how a particular chapter fits into text structure in relation to setting using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Analyze how a particular chapter fits into text structure in relation to setting using complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Analyze how a particular chapter fits into text structure in relation to setting using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Outlines Think Aloud Word Wall Pictures/Photographs L1 support	Outlines Think Aloud Word Wall Pictures/Photographs L1 support	Outlines Think Aloud Word Wall	Outlines Think Aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.5 WIDA: 2 Reading Speaking	Analyze how a particular sentence fits into a text's structure and contributes to plot development.	Read to analyze how a particular sentence fits into a text's structure and contributes to plot development by answering WH-questions using a graphic organizer.	VU	Plot, text structure
			LFC	Subject verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze how a particular sentence contributes to plot development in L1 and/or match pictures to single words in relation to a plot diagram.	Read to analyze how a particular sentence contributes to plot development in L1 and/or complete a plot diagram using short phrase responses to WH-questions.	Read to analyze how a particular sentence contributes to plot development using simple sentences to identify supporting evidence from grade level or adapted literature.	Read to analyze how a particular sentence contributes to plot development using supporting evidence from grade level or adapted literature.	Read to analyze how a particular sentence contributes to plot development using grade-level text.
Learning Supports	Plot diagram Word Wall Word Bank L1 support Choice questions Pictures/Photographs	Plot diagram Word Wall Word Bank L1 support Wh- questions	Plot diagram Word Wall Word Bank	Plot diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.5 WIDA: 2 Reading Speaking	Analyze how a particular chapter fits into a text's structure and contributes to plot development.	Read to analyze how a particular sentence fits into a text's structure and contributes to plot development by answering WH-questions using a graphic organizer (example: outline, story map).	VU	Plot, chapter, structure
			LFC	Describe actions, present progressive tense
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze how a particular chapter contributes to plot development in L1 and/or match pictures to single words in relation to a plot diagram.	Read to analyze how a particular chapter contributes to plot development in L1 and/or complete a plot diagram using short phrase responses to wh-questions.	Read to analyze how a particular chapter contributes to plot development using simple sentences to identify supporting evidence from grade level or adapted literature.	Read to analyze how a particular chapter contributes to plot development using supporting evidence from grade level or adapted literature.	Read to analyze how a particular chapter contributes to plot development using grade-level text.
Learning Supports	Word Wall Word Bank L1 support Choice questions Pictures/Photographs	Word Wall Word Bank L1 support Wh- questions	Word Wall Word Bank		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.7 WIDA: 2 Reading Speaking	Compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch it through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1. And/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Use short simple sentences with key content based vocabulary to compare and contrast the live version to the written version of the text.	Use complete constructed sentences with some content based vocabulary to compare and contrast the live version to the written version of the text.	Use detailed sentences of varying lengths and complexity with content based vocabulary to compare and contrast the experience of reading a story versus multi-media version.
Learning Supports	Venn Diagram Word Wall L1 support Pictures/Photographs Video Clips/Films Word card	Venn Diagram Word Wall L1 support Pictures/Photographs Video Clips/Films Sentence strips	Venn Diagram Word Wall	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3b. WIDA: 2 Reading Writing	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using a story map.	VU	Narrative, dialogue, pacing, storyboard
			LFC	Describe people, place, things actions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 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 story; or use phrases to complete sentence frames for short narrative.	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 narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using complete constructed sentences with some content based vocabulary.	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Story Map Word Wall L1 support Pictures/Photographs Choice questions Gestures	Story Map Word Wall L1 support Sentence Frames Pictures/Photographs	Story Map Word Wall	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3d. WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	Write narratives to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language using a writing diamond.	VU	Sensory and descriptive nouns and adjectives
			LFC	Describe people, place, things actions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative in L1 and/or short word captions in English with key content based vocabulary, descriptive details, and sensory language.	Write narrative in L1 and/or short, phrases under captions in English with key content based vocabulary, descriptive details and sensory language.	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 narrative in complete sentences of emerging complexity with descriptive details, sensory language and some content based grade level vocabulary.	Write narrative in detailed sentences of varying length and type with descriptive details, sensory language and content based grade level vocabulary.
Learning Supports	Sensory details chart Writing diamond Word Wall Visuals Phrase captions Gestures L1 support	Sensory details chart Writing diamond Word Wall Visuals Phrase captions L1 support	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.3a. WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using well-structured event sequences.		Write narratives to develop real or imagined experiences or events using well-structured event sequences on a graphic organizer (e.g. story map).		VU	Event sequencing
					LFC	Sequencing: adverbs of time, relative clauses and subordinate conjunctions
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1 and/or short, phrases or captions under pictures in English with key content based vocabulary.	Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1 and/or short, sentence-level narratives as captions under pictures in English with key content based vocabulary.	Write narratives in simple sentences with some errors that do not interfere with meaning, using well-structured event sequences with key content based grade level vocabulary.	Write narratives in complete sentences of emerging complexity using well-structured event sequences with some content based grade level vocabulary.	Write narratives in complete detailed sentences of varying length and type using well-structured event sequences with content based grade level vocabulary.
Learning Supports		Story Map Word Wall Word Bank Visuals Phrase captions Gestures L1 support	Story Map Word Wall Word Bank Visuals Sentence captions L1 support	Story Map Word Wall	Story Map	Story Map

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.3a. WIDA: 2 Reading Speaking	Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.		Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically using a graphic organizer (e .g. timeline).		VU	Sequencing
					LFC	Sequencing: adverbs of time, relative clauses and subordinate conjunctions
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically in L1 and/or short, phrases or captions under pictures in English with key content based vocabulary.	Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically in L1 and/or short, sentence-level narratives as captions under pictures in English with key content based vocabulary.	Write narratives in simple sentences with some errors that do not interfere with meaning, using event sequences that unfold naturally and logically with key content based grade level vocabulary.	Write narratives in complete sentences of emerging complexity using event sequences that unfold naturally and logically with some content based grade level vocabulary.	Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically with content based grade level vocabulary.
Learning Supports		Timeline Writing diamond Word Wall Word Bank Visuals Phrase captions Gestures L1 support	Timeline Writing diamond Word Wall Word Bank Visuals Sentence captions L1 support	Timeline Writing diamond Word Wall	Timeline Writing diamond	Timeline Writing diamond

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3a. WIDA: 2 Reading Speaking	Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context.	Write narratives to develop real or imagined experiences or events to engage and orient the reader using think alouds.	VU	Hook, orient, engage
			LFC	Modals, compound tenses; describing actions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives in complete detailed sentences of varying length and type to orient and engage the reader with imaginative and creative vocabulary in L1 and/or short, phrases or captions in English to orient and engage the reader with imaginative and creative key content based vocabulary.	Write narratives in complete detailed sentences of varying length and type to orient and engage the reader with imaginative and creative vocabulary in L1 and/or short, sentence-level personal narratives or captions in English to orient and engage the reader with imaginative and creative key content based vocabulary.	Write narratives in in simple sentences with some errors that do not interfere with meaning, to orient and engage the reader with imaginative and creative key grade level vocabulary.	Write narratives in complete sentences of emerging complexity to orient and engage the reader with imaginative and creative with some content based grade level vocabulary.	Write narratives in complete detailed sentences of varying length and type to orient and engage the reader with imaginative and creative grade level vocabulary.
Learning Supports	Think Aloud Word Wall Visuals Gestures L1 support	Think Aloud Word Wall Visuals L1 support	Think Aloud Writing diamond Word Wall	Think Aloud Writing diamond	Writing diamond

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3a. WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.	Introduce a narrator and/or characters in a narrative to develop experience or events using character web and think alouds.	VU	Character, narrator
			LFC	Describe people, place, things, & actions, e.g. nouns, pronouns, adjectives, adverbs
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Introduce a narrator and/or characters in a narrative in complete detailed sentences of varying length and type in L1 and/or short, phrases or captions in English with key content based vocabulary.	Introduce a narrator and/or characters in a narrative in complete detailed sentences of varying length and type in L1 and/or short, sentence-level personal narratives or captions in English with key content based vocabulary.	Introduce a narrator and/or characters in a narrative in simple sentences with some errors that do not interfere with meaning, with key content based grade level vocabulary.	Introduce a narrator and/or characters in a narrative in complete sentences of emerging complexity with some content based grade level vocabulary.	Introduce a narrator and characters in a narrative in complete detailed sentences of varying length and type with and content based grade level vocabulary.
Learning Supports		Think Aloud Character Web Word Wall L1 support Pictures/Photographs	Think Aloud Character Web Word Wall L1 support Pictures/Photographs	Think Aloud Character Web Word Wall	Think Aloud Character Web	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.1.3; RL.1.7 WIDA: 2 Reading Writing	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.		Sequence and signal time/setting shifts using a transitional phrase word wall.		VU	Transition words
					LFC	Prepositional phrases, relative clauses
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or with single words to complete cloze sentences with illustrations and key content vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or in phrases to complete sentence frames with key content vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in simple sentences with key content based vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete sentences of emerging complexity with some content based vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete and detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Transitional phrase Word Wall Gestures Cloze sentences L1 support	Transitional phrase Word Wall Visuals Sentence Frames L1 support	Transitional phrase Word Wall	Transitional phrase Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.3e. WIDA: 2 Reading Speaking	When writing narratives, provide a conclusion that follows from the narrated experiences or events.		Write a conclusion that follows the events of a narrative using graphic organizer, i.e. story map.	VU	Conclusion, narrative
				LFC	Complex sentences, drawing conclusions
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write 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 conclusion that follows the events of a narrative in L1 and/or choose short, sentence-level conclusions that follow the events of a narrative.	Write a conclusion that follows the events of a narrative using simple sentences with key content based vocabulary.	Write a conclusion that follows the events of a narrative using complete sentences of emerging complexity with some content based vocabulary.	Write a conclusion that follows the events of a narrative using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Story Map Word Wall Visuals Cloze conclusion	Story Map Word Wall Visuals Sentence Frames	Story Map Word Wall	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.4 WIDA: 2 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Develop and organize sentences in a task which are appropriate to the reader using a writing diamond.	VU	Task, purpose, audience
			LFC	Sentences appropriate to task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 organize sentences, in a task, which are appropriate to the reader using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary.	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 and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete sentences of emerging complexity with some content based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Writing Diamond Bilingual Dictionary Visuals Word Wall L1 support	Writing Diamond Bilingual Dictionary Visuals Word Wall L1 support	Writing Diamond Bilingual Dictionary Word Wall	Writing Diamond	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.5 WIDA: 2 Reading Speaking	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		Plan, revise, edit, and rewrite narrative using peer editing, conferencing with teacher, dictionary/thesaurus usage		VU	Specific to text; editing, rewriting, peer edit
					LFC	Complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences with key content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete sentences with emerging complexity and some content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher feedback Technology support Word Wall Story Elements Worksheet L1 support	Teacher feedback Technology support Word Wall Story Elements Worksheet L1 support	Partner Work Technology support	Writing Outlines	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.6 WIDA: 2 Reading Speaking	Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Produce and publish narrative writing with technology, using Microsoft Office, videoconferencing, or podcasts.	VU	Collaborate, interact, publish
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher feedback Technology support Word Wall Story Elements Worksheet Cloze sentences L1 support	Teacher feedback Technology support Word Wall Story Elements Worksheet Sentence Frames L1 support	Publishing checklist Partner Work Technology support Word Wall	Publishing checklist Partner Work	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.9a.. WIDA: 2 Reading Speaking	Draw evidence from 6th grade literary texts to support analysis and reflection; apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Analyze and reflect on literary texts in different forms or genres using a graphic organizer (i.e. Venn Diagram)	VU	Specific to text; compare and contrast, theme, genres
			LFC	Comparative adjectives, conjunctions, adverbs, superlatives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 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 evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures.	Write to cite evidence from literary texts to support analysis and reflection from adapted literature.	Write to cite evidence from literary texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level.	Write to cite evidence from literary texts to support analysis and reflection from grade level literature.
Learning Supports	Graphic Organizer Word Wall Technology support Visuals Cloze sentences L1 support	Graphic Organizer Word Wall Technology support Visuals Sentence Frames L1 support	Graphic Organizer Word Wall Technology support	Graphic Organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.10. WIDA: 2-5 Writing	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Write narratives of varying length using do-nows, open-ended responses, daily journal writing, and responses to literature using a word wall.	VU	Journal, task, purpose
				LFC	Verb forms; declarative sentences, compound and complex sentences
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by extending sentence starters with original ideas.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.
Learning Supports	Word Wall Word Bank Visuals Cloze sentences L1 support	Word Wall Word Bank Visuals Sentence Starters L1 support	Templates Word Wall Word Bank		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1 WIDA: 2 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Participate in a variety of collaborative discussion settings using a checklist of appropriate ways to participate in a specific discussion type.	VU	In my opinion, I feel that, I understand that
			LFC	Compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of teacher led discussions in L1 and/or answer questions with single words; YES/NO or either/or - questions.	Participate in a variety of teacher led discussions, using L1 and/or ask and answer wh- questions with short phrase or simple sentences.	Participate in a variety of collaborative discussion in pairs, using key content based vocabulary in simple sentences which may include errors that do not obscure meaning.	Participate in a variety of collaborative discussion settings, using complete sentences with some content based vocabulary,	Participate in a variety of collaborative discussion settings, using detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Word Wall Visuals Choice questions L1 support	Word Wall Visuals Sentence Frames L1 support	Partner Work Word Wall Bilingual Dictionary		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1a. WIDA: 1-5 Speaking Listening	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	Speak and listen to share ideas on a synthesis of research materials relevant to the discussion L1 and graphic organizers.	VU	Probe, According to, The text states
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or use visuals and appropriately leveled text to answer single word response or yes/no questions.	Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or appropriately leveled text using phrases in sentence frames and teacher modeled techniques.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary.	Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Cornell notes Triads or Small Groups Word Wall Visuals Gestures L1 support	Cornell notes Triads or Small Groups Visuals Sentence Frames L1 support	Cornell notes Word Wall Triads or Small Groups	Cornell notes Triads or Small Groups	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.lb. WIDA: 1 Reading Speaking	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Create and post guidelines for discussions, choose student roles and set classroom goals using a word wall.	VU	Goals, roles, deadlines; specific to text
			LFC	Verb forms; declarative sentences, compound and complex
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines.	Create guidelines, student roles and classroom goals using L1, pictorial representations, words and phrases.	Create guidelines for discussion, choose student roles and set classroom goals using key grade level vocabulary in simple sentences which may include error that do not interfere with comprehension.	Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary.	Create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using detailed sentences o varying length with content based vocabulary.
Learning Supports	Word Wall Pictures/Photographs L1 support	Word Wall Pictures/Photographs L1 support	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1c. WIDA: 2 Reading Speaking	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using sentence frames, graphic organizers, and L1 support.	VU	Elaborate, detail, 5-W words
			LFC	Asking informational and clarifying questions; expressing and supporting opinions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or from appropriately leveled texts answering yes/no questions and either/or choice questions.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or from appropriately leveled texts using phrases in sentence frames and answering wh-questions.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using simple related sentences with key content based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete sentences with emerging complexity and some content based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Bilingual Dictionary Word Wall Gestures Sentence Frames L1 support	Bilingual Dictionary Word Wall Visuals Sentence Frames L1 support	Bilingual Dictionary Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.6.1d. WIDA: 1-5 Reading Speaking	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing		Paraphrase and reflect on multiple perspectives during a discussion using a graphic organizer, e.g. web or flow chart		VU	Reflect, paraphrase
					LFC	Retelling, present/past tense verbs, comparing
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1 and/or listen to discussion to gain understanding using L1 resources as needed. Answer questions with single words or yes/no or either/or questions about multiple perspectives.	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1 and/or listen to and use short phrases or match phrases to pictures that indicate the multiple perspectives in a discussion.	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in simple sentences which may include errors that do not interfere with comprehension.	Paraphrase and reflect on multiple perspectives during a discussion using complete sentences with some grade level vocabulary.	Paraphrase and reflect on multiple perspectives during a discussion using detailed sentences of varying lengths with grade level vocabulary.
Learning Supports		Graphic Organizer Word Wall L1 support Choice questions	Graphic Organizer Word Wall L1 support Sentence Frames Phrase strips	Graphic Organizer Word Wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.1.a WIDA: 2-5 Writing Speaking	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	Speak and write with pronouns in the proper case and gender using teacher modeling and referent chart.	VU	Pronouns (subjective, objective, possessive)
			LFC	Sentences with pronouns and referents
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write with high frequency pronouns in the proper case and gender with key content based, appropriately leveled vocabulary.	Speak and write with common pronouns in the proper case and gender with key content based, appropriately leveled vocabulary and short sentence structures.	Speak and write with pronouns in the proper case and gender with key content based, grade 5-6 level vocabulary and simple sentence structures.	Speak and write with pronouns in the proper case and gender with content based, grade 5-6 level vocabulary and language structures.	Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures.
Learning Supports	Bilingual Dictionary Teacher created referent chart Pictures/Photographs L1 support Word Wall Cloze sentences	Bilingual Dictionary Teacher created referent chart Pictures/Photographs L1 support Word Wall Sentence Frames	Bilingual Dictionary Teacher created referent chart Word Wall	Bilingual Dictionary Teacher created	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.6.1b. WIDA: 2-5 Writing Speaking	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate correct use of intensive pronouns through word walls and cloze sentences.	VU	Intensive pronouns
				LFC	Describing people and actions
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Use high frequency intensive pronouns (myself, himself) when writing or speaking with key content based, appropriately leveled vocabulary.	Use common intensive pronouns when writing or speaking with key content based, appropriately leveled vocabulary and short sentences.	Use intensive pronouns when writing or speaking with key content based, grade 5-6 level vocabulary and simple sentence structure.	Use intensive pronouns when writing or speaking with content based, grade 5-6 level vocabulary and language structures.	Use intensive pronouns when writing or speaking with content based grade level vocabulary and language structures.
Learning Supports		Word Wall Cloze sentences Pictures/Photographs L1 support	Word Wall Sentence Frames Pictures/Photographs L1 support	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2a. WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	Write using the proper capitalization and punctuation conventions of standard English using teacher created mechanics chart and checklist.	VU	Punctuation marks, capitalization
			LFC	Sentence structure specific to text
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences.	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 the proper capitalization and punctuation conventions of standard English with content based grade 5-6 level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content based grade level vocabulary and language structures.
Learning Supports	Bilingual Dictionary L1 support	Bilingual Dictionary L1 support	Bilingual Dictionary	Bilingual Dictionary	Bilingual Dictionary

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2b. WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English to spell correctly	Demonstrate accurate spelling through using a dictionary for support	VU	Spelling conventions
			LFC	Apply conventional spelling rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key grade 5-6 content vocabulary and high frequency words.	Demonstrate command of English spelling conventions for key grade 5-6 reading and content vocabulary.	Demonstrate command of English spelling conventions for grade 5-6 reading and content vocabulary.	Demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Learning Supports	Bilingual Dictionary Word Wall L1 support	Bilingual Dictionary Word Wall L1 support	Bilingual Dictionary Word Wall	Bilingual Dictionary Word Wall	Bilingual Dictionary

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.4a. WIDA: 1-5 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Determine the meaning of unknown words and phrases through the use of strategies such as context clues through the use of dictionary and examination of text.		VU	Context clues
					LFC	Definition genre
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. Match content–related pictures to words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using sentence and paragraph level context clues.
Learning Supports		Cognates Bilingual Dictionary L1 support	Cognates Bilingual Dictionary L1 support	Cognates	Cognates	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.6.4.c.d. WIDA: 1-5 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of 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		Determine meaning of unknown words and phrases through the use of strategies such as context clues through the use of reference materials such as dictionaries, Glossary, and thesauruses in both English and L1	VU	Pronunciation
				LFC	Definition genre
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content. Match key content–related pictures to single words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 5- 6 reading and content	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading band.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content
Learning Supports	Cognates L1 support	Cognates L1 support			

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.1 WIDA ELDS: 2-5 Reading Speaking	**Cite textual evidence to support analysis** of what the text says explicitly as well as inferences drawn from the text.	Read to cite the most supportive textual evidence from informational text using adapted text and graphic organizers.	VU	Explicit, evidence, quotes, inferences
			LFC	Use quotation marks
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 the most supportive textual evidence in L1 and/or by matching sentence citations from leveled informational text to visual representations of the text in English.	Read to cite the most supportive textual evidence from adapted informational text.	Read to cite the most supportive textual evidence from informational texts within the grade 5-6 text complexity level.	Read to cite the most supportive textual evidence from grade-level informational text.
Learning Supports	Graphic organizer Template Partner L1 support Phrase citations Pictures of text Word/picture wall Leveled text Cornell note taking	Graphic organizer Template Partner L1 support Sentence citations Pictures of text Word/picture wall Leveled text Cornell note taking	Graphic organizer Template Partner Word wall Highlight/mark text Adapted leveled text Cornell note taking	Graphic organizer Highlight/mark text Grade 5-6 text complexity level band Cornell note taking	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.1 WIDA ELDS: 2-5 Reading Speaking	**Cite textual evidence to support analysis** of what the text says explicitly as well as inferences drawn from the text.	Read to cite the most supportive textual evidence from informational text using adapted text and graphic organizers.	VU	Explicit, evidence, quotes, inferences
			LFC	Use quotation marks
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 the most supportive textual evidence in L1 and/or by matching sentence citations from leveled informational text to visual representations of the text in English.	Read to cite the most supportive textual evidence from adapted informational text.	Read to cite the most supportive textual evidence from informational texts within the grade 5-6 text complexity level.	Read to cite the most supportive textual evidence from grade-level informational text.
Learning Supports	Learning Supports	Graphic organizer Partner L1 support Phrase citations Pictures of text Word/picture wall Leveled text Cornell note taking	Graphic organizer Partner L1 support Sentence citations Pictures of text Word/picture wall Leveled text Cornell note taking	Graphic organizer Partner Word wall Highlight/mark text Adapted leveled text Cornell note taking	Graphic organizer Highlight/mark text Grade 5-6 text complexity level band Cornell note taking

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.2 WIDA ELDS: 2-5 Reading Speaking	Determine the central idea of a text and how it is conveyed through particular details.	Read and identify the central idea of an informational text and its supporting details by using a graphic organizer.	VU	Main idea, supporting details
			LFC	Adverbs, compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and identify the central idea and key details from leveled informational text in L1 and/or by matching phrase citations to visual representations.	Read and identify the central idea and key details from leveled informational text in L1 and/or by matching sentence citations to visual representations of text.	Read and identify the central idea and key details from adapted informational text using key content based vocabulary in simple, related sentences.	Read and identify the central idea and key details from informational text within grade 5-6 text complexity level using complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read and identify the central idea and key details from grade-level informational text using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	Graphic organizer Template Partner L1 support Phrase citations Visual representations Leveled text	Graphic organizer Template Partner L1 support Sentence citations Visual representations Leveled text	Graphic organizer Template Partner Adapted leveled text	Graphic organizer Marking the text Text within the grades	

Standard	Student Learning Objective (SLO)		Language Objective		Academic 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.		Read and objectively summarize informational text distinct from opinions or judgments using a story map with L1 support.		VU	Summary, analyze
					LFC	Sentences with transitional phrases
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	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.	Read and summarize informational text in L1 and/or from a leveled text, use phrases and short sentences to complete summary.	Read and objectively summarize adapted informational text. Use key content based vocabulary in simple, related sentences.	Read and objectively summarize informational text within the grade 5-6 text complexity level. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Read and objectively summarize informational grade-level texts. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports		Story map Partner L1 support Phrase citations Visual representations Leveled text	Story map Partner L1 support Sentence citations Sentence frames Visual representations Leveled text	Story map Partner Adapted text	Story map Text within the grades 5-6 complexity level	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.6.3 WIDA ELDS: 2 - 5 Reading Speaking	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		Read and analyze how a key individual, event, or idea is developed in an informational text by using a Cornell note-taking sheet, pictures and a word wall.	VU	Traits, characteristics, events, challenges
				LFC	Sentence structure, adjectives, sequential phrases
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching phrase citations from a leveled text to visual representations.	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching sentence citations from leveled texts to visual representations of text.	Read and analyze how a key individual, event, or idea is developed from an adapted informational text. Use key content-based vocabulary in simple, related sentences.	Read and analyze how a key individual, event, or idea is developed from informational text within the grades 5-6 complexity level. Use complete sentences of varying lengths and emerging complexity with content-based vocabulary.	Read and analyze how a key individual, event, or idea is developed from grade-level text. Use detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports		Highlight/mark text Leveled text Cornell note taking L1 support Phrase citations Pictures of text Partner Word/picture wall	Highlight/mark text Leveled text Cornell note taking L1 support Sentence citations Pictures of text Partner Word/picture wall	Highlight/mark text Adapted leveled text Cornell note taking Partner Word wall	Highlight/mark text Text within the grades 5-6 complexity level Cornell note taking	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.4 WIDA ELDS: 2-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Read to determine the figurative, connotative and technical meanings of words and phrases in an informational text, including using reference materials and L1 support.	VU	Literary terms
			LFC	Sentences with figurative, connotative and technical language
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 determine the figurative, connotative and technical meanings of words and phrases from an informational text in L1 and/or match phrases from leveled text to visual representations of texts.	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 determine the figurative, connotative and technical meaning of words and phrases from informational text within the grades 5-6 complexity level using complete sentences of varying lengths and emerging complexity with content-based vocabulary.	Read to determine the figurative, connotative and technical meanings of words and phrases in an informational text using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports		L1 support Pictures of text Word/picture wall Leveled text	L1 support Pictures of text Word/picture wall Leveled text	Highlight/mark text Adapted text Word wall	Highlight/mark text Text within the grades 5-6 complexity level	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.4 WIDA ELDS: 2-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Read to determine the figurative, connotative and technical meanings of words and phrases in an informational text, including using reference materials and L1 support.	VU	Literary terms
			LFC	Sentences with figurative, connotative and technical language
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 determine the figurative, connotative and technical meanings of words and phrases from an informational text in L1 and/or match phrases from leveled text to visual representations of texts.	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 determine the figurative, connotative and technical meaning of words and phrases from informational text within the grades 5-6 complexity level using complete sentences of varying lengths and emerging complexity with content-based vocabulary.	Read to determine the figurative, connotative and technical meanings of words and phrases in an informational text using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports		L1 support Pictures of text Word/picture wall Leveled text	L1 support Pictures of text Word/picture wall Leveled text	Highlight/mark text Adapted text Word wall	Highlight/mark text Text within the grades 5-6 complexity level	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.6.5 WIDA ELDS: 2 - 5 Reading Speaking	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.		Read and analyze how a particular sentence contributes to the development of ideas in an informational text by using an outline or web.		VU	Structure
					LFC	Complex sentences with various verb forms
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how 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 analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match sentence citations to overall structure of a leveled text.	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 analyze how a particular sentence contributes to the development of ideas from informational text within grades 5-6 complexity level using complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read and analyze how a particular sentence contributes to the development of ideas from grade-level informational text using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	Outline Web L1 support Phrase citations Pictures of text Word/picture wall Leveled text	Outline Web L1 support Sentence citations Pictures of text Word/picture wall	Outline Web Word wall Highlight/mark text Adapted leveled text	Outline Web Text within the grades 5-6 complexity level	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.2 WIDA ELDS: 1-5 Writing Reading	Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content.		Select relevant content to write an informative/explanatory text by highlighting and marking the text.		VU	Relevant
					LFC	Explanatory sentences
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Select relevant content to produce a clear and coherent informative writing piece in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.	Select relevant content to produce a clear and coherent informative writing piece in L1 and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.	Select relevant content to produce an informative writing piece using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Select relevant content to produce an organized informative writing piece using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Select relevant content to produce a clear and coherent informative writing piece using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports		Highlight/mark text L1 support Leveled text Cloze sentences	Highlight/mark text L1 support Leveled text Sentence frames	Highlight/mark text Adapted leveled text	Highlight/mark text Grade 5-6 text complexity level band	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.2a WIDA ELDS: 1-5 Writing	Write informative/explanatory texts to examine a topic and convey ideas through the organization of relevant content; introduce a topic; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Compose informative/explanatory texts through the organization and formatting of relevant content using graphic organizers and L1 support.	VU	Format; graphics
			LFC	Explanatory sentence structures
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose informative/explanatory texts in L1 and/or produce single words or drawings that represent key ideas with phrase patterns and general content-related vocabulary.	Compose informative/explanatory texts in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Compose informative/explanatory texts by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Compose organized informative/explanatory texts by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Compose clear and coherent informative/explanatory texts using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Graphic organizer Template Partner L1 support Visuals Word wall	Graphic organizer Template Partner L1 support Sentence frames Word wall	Graphic organizer Template Partner Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.2a WIDA ELDS: 1-5 Writing	Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.		Develop and organize ideas for writing, using strategies such as definition, classification, comparison/contrast, and cause/effect using charts, L1 support and working in small groups.		VU	Develop, organize
					LFC	Comparative adjectives, conjunctions, adverbs
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Develop and organize ideas for writing, using various strategies in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.	Develop and organize ideas for writing, using various strategies in L1 and/or use phrases and short sentences that represent key ideas with formulaic sentence patterns and general, content-based vocabulary.	Develop and organize ideas for writing, using various strategies by producing simple sentences with repetitive structures and key, content-based vocabulary.	Develop and organize ideas for writing, using various strategies by producing expanded and some complex sentences with a variety of grammatical structures and content-based	Develop and organize ideas for writing using various strategies by producing multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports		Chart Small group L1 support	Chart Small group L1 support	Chart Small group	Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W6.2.b WIDA ELDS: 1-5 Writing	Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and example.	Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by using graphic organizers.	VU	Fact, opinion, supporting details, main idea
			LFC	Sentences with transitional phrases and conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize the topic 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 organize the topic for writing with relevant facts, definitions, concrete details, quotations in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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 and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Graphic organizer Word wall Visuals L1 support Cloze sentences	Graphic organizer Word wall Visuals L1 support Sentence frames	Graphic organizer Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.2.c WIDA ELDS: 1-5 Writing	Use appropriate transitions to clarify the relationships among ideas and concepts.		Demonstrate the relationship among ideas and concepts by using transitional words and phrases by using Phrase walls and charts.	VU	Transitional words and phrases
				LFC	Prepositional phrases, verb forms
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 the relationship among ideas and concepts by using transitional words and phrases in L1 and/or use phrases and short sentences that represent and transition between key ideas using formulaic patterns and general, content-based vocabulary.	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.	Demonstrate the relationship among ideas and concepts by using transitional words and phrases by producing expanded and some complex sentences with a variety of grammatical structures and content- based vocabulary.	Demonstrate the relationship among ideas and concepts by using transitional words and phrases using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.
Learning Supports		Chart Phrase wall Partner L1 support Visuals Gestures	Chart Phrase wall Partner L1 support	Chart Phrase wall Partner	Chart	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.2.d WIDA ELDS: 1-5 Writing	When writing informative/explanatory text, use precise language to inform about or explain the topic.		Use precise language to inform about or explain a topic using word wall and reference materials.	VU	Precise, synonyms
				LFC	Adjectives, adverbs
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 language to inform about or explain a topic in L1 and/or use phrases and short sentences with precise language using formulaic sentence patterns and general, content-based vocabulary.	Use precise language to inform about or explain a topic using simple sentences with repetitive structures and key, content-based vocabulary.	Use precise language to inform about or explain a topic by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Use precise language to inform about or explain a topic using multiple, complex sentences in a variety of grammatical structures and precise content-
Learning Supports	RefVisuals Word Wall L1 Support	Visuals Word Wall L1 Support			

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.2.f WIDA ELDS: 1-5 Writing	Provide a concluding statement or section that follows from the information or explanation presented.		Compose a conclusion statement that follows from the information or explanation presented using a story map and L1 support.		VU	Conclusion
					LFC	Transitional phrases, various verb forms
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose a conclusion statement that follows from the 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 statement that follows from the information or explanation presented in L1 and/or produce phrases and short sentences that represent key concluding ideas using formulaic patterns and general, content-based vocabulary.	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.	Compose a conclusion statement that follows from the information or explanation presented, by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Compose a clear and coherent conclusion statement that follows from the information or explanation presented using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Story map Visuals Word Wall L1 Support	Story map Visuals Word Wall L1 Support	Story map Word Wall	Story map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.2.e; WIDA ELDS: 1-5 Writing	Write informative/explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal style.		Produce a formal, informative/explanatory text that examines a topic and conveys ideas by using a word wall, template and L1 support.		VU	Transitional words and phrases
					LFC	Prepositional phrases, verb forms
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 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 coherent written informative/explanatory text that examines a topic and conveys ideas in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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 organized formal informative/explanatory text that examines a topic and conveys ideas using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Produce a coherent, formal informative/ explanatory text that examines a topic and conveys ideas using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports		Word wall Visuals L1 Support Cloze sentences	Word Wall Visuals L1 Support Sentence frames	Word Wall Sentence starters		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.4 WIDA ELDS: 1-5 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Develop and organize sentences in a task which is appropriate to the reader using a writing diamond.	VU	Task, purpose, audience
			LFC	Sentences appropriate to task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize sentences in a task which is appropriate to the reader in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.	Develop and organize sentences in a task which is appropriate to the reader in L1 and/or use phrases and short sentences that represent key ideas with formulaic sentence patterns and general, content-based vocabulary.	Develop and organize sentences in a task which is appropriate to the reader using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Develop and organize sentences in a task which is appropriate to the reader, using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Develop clear and coherent writing for a task which is appropriate to the reader using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Writing Diamond Visuals Word wall L1 Support Cloze sentences	Writing Diamond Visuals Word wall L1 Support Sentence frames	Writing Diamond Word wall Sentence starters	Writing Diamond	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.5 WIDA ELDS: 1-5 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Plan, revise, edit, and rewrite narrative using peer editing with a checklist, storyboard, and dictionary/thesaurus.	VU	: Editing, rewriting, peer edit
			LFC	complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.	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, revise and edit to develop, strengthen, and focus a narrative written in expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using multiple, complex sentences with a variety of grammatical structures and precise content based vocabulary.
Learning Supports	Word wall Visuals/Storyboard L1 Support Cloze sentences	Word wall Visuals/Storyboard L1 Support	Storyboard grammar check).		

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.9a. WIDA ELDS: 2-5 Writing	Draw evidence from 6th grade literary texts to support analysis and reflection; apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").		Write to cite evidence from literary texts to support analysis and reflection using a graphic organizer and marking the text.	VU	Cite, reflection, evidence
				LFC	Referential phrases, conjunctions
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary 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 evidence from literary texts to support analysis and reflection from L1 texts and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.	Write to cite evidence from adapted literary 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 cite evidence from literary texts to support analysis and reflection by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write clearly and coherently to cite evidence from literary texts using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Graphic organizer Marking the text Word/picture wall Visuals Cloze sentences L1 support	Graphic organizer Marking the text Word/picture wall Visuals Sentence Frames L1 Support	Graphic organizer Marking the text Word Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.9.b WIDA ELDS: 1-5 Writing	Draw evidence from informational texts to support analysis and reflection; apply grade 6 Reading standards to literary nonfiction	Write to cite evidence from informational texts to support analysis and reflection using a graphic organizer and marking the text.	VU	Cite evidence, argument
			LFC	Referential phrases, transition words
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write to cite evidence from informational texts to support 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 evidence from informational texts to support analysis and reflection from L1 texts and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.	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 cite evidence from informational texts to support analysis and reflection by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write clearly and coherently to cite evidence from informational texts using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports		Graphic organizer Marking the text Word/picture wall Visuals Cloze sentences L1 support	Graphic organizer Marking the text Word/picture wall Visuals Sentence Frames	Graphic organizer Marking the text Word Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.9.b WIDA ELDS: 1-5 Writing	Draw evidence from informational texts to support analysis and reflection; apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		Write to cite evidence from informational texts to support analysis and reflection using a graphic organizer and marking the text.	VU	Cite evidence, argument
				LFC	Referential phrases, transition words
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write to cite evidence from informational texts to support 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 evidence from informational texts to support analysis and reflection from L1 texts and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.	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 cite evidence from informational texts to support analysis and reflection by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write clearly and coherently to cite evidence from informational texts using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports		Graphic organizer Marking the text Word/picture wall Visuals Cloze sentences L1 support	Graphic organizer Marking the text Word/picture wall Visuals Sentence Frames	Graphic organizer Marking the text Template Word Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.10. WIDA ELDS: 1-5 Writing	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Write narratives routinely for specific time frames and for various purposes, tasks and audiences using templates and word walls.	VU	Journal, task, purpose
				LFC	Verb forms; declarative sentences, compound and complex sentences
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives 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 narratives routinely to create a portfolio and make periodic journal entries in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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 narratives routinely to create a portfolio and make periodic journal entries by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write narratives routinely to create a portfolio and make periodic journal entries using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Word/picture wall Visuals	Word/picture wall Visuals	Word wall/bank Sentence starters		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1 WIDA ELDS: 2 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Participate in a variety of collaborative discussion settings using an outline and Conversation Cue cards.	VU	In my opinion, I feel that, I understand that
			LFC	Compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 a variety of teacher led discussions, in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Participate in a variety of collaborative discussion using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Participate in a variety of collaborative discussion settings using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Participate in a variety of collaborative discussion settings using multiple, complex sentences with a variety of grammatical structures and precise content based vocabulary.
Learning Supports	Outline Conversation Cue cards Multiple reference	Outline Conversation Cue cards Multiple reference	Outline Conversation Cue cards Multiple reference materials	Outline Conversation Cue cards Multiple reference	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1a. WIDA: 1-5 Speaking Listening	Come to discussions prepared, having read or studied required material.	Share ideas based on texts studied using notes and Cue cards.	VU	According to, The text states
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Share ideas in a grade-level discussion on a previously researched topic using L1 and/or use single words that represent key ideas with phrase patterns and general, content-related vocabulary.	Share ideas in a grade-level discussion on a previously researched topic in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Share ideas in a grade-level discussion on a previously researched topic using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Share ideas in a grade-level discussion on a previously researched topic using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Share ideas in a grade-level discussion on a previously researched topic using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Cornell notes Cue cards Teacher modeled techniques Word wall Visuals Gestures L1 support	Cornell notes Cue cards Teacher modeled techniques Word wall Visuals Sentence frames L1 support	Cornell note-taking Cue cards Word wall Peer groups	Cornell note-taking Cue cards Peer groups	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.lb. WIDA ELDS: 1 Reading Speaking	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and 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, roles, deadlines
			LFC	Verb forms; declarative sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use 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 classroom goals in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Word/picture wall L1 support Cloze sentences	Word/picture wall L1 support Sentence frames	Word wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1c. WIDA ELDS: 2 -5 Reading Speaking	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using sentence frames and L1 support.	VU	Elaborate, detail, 5-W words
			LFC	Asking informational and clarifying questions; expressing and supporting opinions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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 and respond to questions with elaboration and detail by making comments that contribute to the discussion, by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Sentence frames Word wall Visuals/Gestures L1 support Choice questions	Sentence frames Word wall Visuals L1 support Wh-questions	Sentence starters		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1.d. WIDA ELDS: 1-5 Reading Speaking	When participating in collaborative discussions, review the key ideas expressed.	Participate in collaborative discussion and review key ideas expressed using a graphic organizer and notes	VU	Reflect, paraphrase
			LFC	Retelling, present/past tense verbs, comparing
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.	Participate in collaborative discussion and review key ideas expressed in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	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 in collaborative discussion and review key ideas expressed by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Participate in collaborative discussion and review key ideas expressed using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports		Graphic organizer Word/picture wall L1 support Choice questions	Graphic organizer Word/picture wall L1 support Sentence frames	Graphic organizer Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.6.1d. WIDA: 1-5 Reading Speaking	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		Paraphrase and reflect on multiple perspectives during a discussion using a graphic organizer and notes.	VU	Reflect, paraphrase
				LFC	Retelling, present/past tense verbs, comparing
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Paraphrase and reflect on multiple perspectives during a discussion 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.	Paraphrase and reflect on multiple perspectives during a discussion in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Paraphrase and reflect on multiple perspectives during a discussion producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Paraphrase and reflect on multiple perspectives during a discussion by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Paraphrase and reflect on multiple perspectives during a discussion using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports		Graphic organizer Word/picture wall L1 support Choice questions	Graphic organizer Word/picture wall L1 support Sentence frames	Graphic organizer Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.2 WIDA: 1-5 Speaking Listening	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Listen to information and explain how it contributes to a topic using notes and an outline.	VU	Interpret, explain
			LFC	Present and past tense verbs, dependent and independent clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Listen to presentation of grade level information and explain how it contributes to a topic in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Listen to presentation of adapted grade level information and explain how it contributes to a topic producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Listen to presentation of grade level information and explain how it contributes to a topic by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Listen to presentation of grade level information and explain how it contributes to a topic using multiple, complex sentences with structures and precise, content-based vocabulary.
Learning Supports	Outline Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline Notes Word/picture bank L1 support Sentence frames Pictures/Visuals	Outline Notes Word bank	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.6; L.6.3a WIDA: 2-5 Reading Speaking Listening Writing	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening according to English language proficiency level with appropriate supports.	VU	Formal vs. informal English
			LFC	Varies by level
			LC	Varies by level

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

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.6; L.6.3a WIDA: 2-5 Reading Speaking Listening Writing	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening according to English language proficiency level with appropriate supports.	VU	Formal vs. informal English
			LFC	Varies by level
			LC	Varies by level

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

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.6.1b. WIDA ELDS: 2-5 Writing Speaking	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate correct use of intensive pronouns using pronoun Chart and Visuals.	VU	Intensive pronouns
				LFC	Describing people and actions
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Use high frequency intensive pronouns (myself, himself) when writing or speaking with key, content-based, leveled vocabulary.	Use common intensive pronouns when writing or speaking with key content-based, leveled vocabulary and short sentences.	Use intensive pronouns when writing or speaking with key content-based, grade 5-6 level vocabulary and simple sentence structure.	Use intensive pronouns when writing or speaking with content-based, grade 5-6 level vocabulary and language structures.	Use intensive pronouns when writing or speaking with content-based, grade-level vocabulary and language structures.
Learning Supports		Pronoun Chart Word/picture wall Cloze sentences Pictures L1 support	Pronoun Chart Word/picture wall Sentence frames Pictures L1 support	Pronoun Chart Word wall	Pronoun Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2a. WIDA ELDS: 2-5 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	Write using the proper capitalization and punctuation conventions of standard English using teacher created mechanics Chart and checklist.	VU	Punctuation marks, capitalization
			LFC	Sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content-based, leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key, content-based, leveled vocabulary and short sentences.	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 the proper capitalization and punctuation conventions of standard English with content-based, grade 5-6 level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content-based, grade-level vocabulary and language structures.
Learning Supports	L1 support	L1 support	Reference materials	Reference materials	Reference materials

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2b. WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English to spell correctly.	Demonstrate accurate spelling through using a dictionary and Spellcheck for support.	VU	Spelling conventions
			LFC	Apply conventional spelling rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key, common, grade 5-6 reading and content-related vocabulary.	Demonstrate command of English spelling conventions for key, grade 5-6 reading and content-based vocabulary.	Demonstrate command of English spelling conventions for grade 5-6 reading and content-based vocabulary.	Demonstrate command of English spelling conventions for reading and content-based, grade-level vocabulary.
Learning Supports	Word wall Picture dictionary Personal dictionary L1 support	Word wall Picture dictionary Personal dictionary L1 support	Word wall	Word wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.3a. WIDA ELDS: 2-5 Writing Speaking	Vary sentence patterns for meaning when writing, speaking, reading, or listening.		Vary sentence patterns for meaning when writing, speaking, reading, or listening using a dictionary for support.		VU	Spelling conventions
					LFC	Apply conventional spelling rules
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 sentence patterns for meaning when speaking and writing using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Vary sentence patterns for meaning when speaking and writing using multiple, complex sentences with a variety of grammatical structures using precise, content-based vocabulary.
Learning Supports		Word wall Picture dictionary Personal dictionary L1 support	Word wall Picture dictionary Personal dictionary L1 support	Word wall	Word wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4￼ WIDA: 2￼ Reading￼ Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues using a reference Chart, listing strategies words, and using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).	VU	Suffixes, prefixes, root words, synonyms, antonyms, multiple
			LFC	Nouns, verbs, adjectives, adverbs, phrase
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with high frequency, content-based, leveled vocabulary.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with key content-based, leveled vocabulary and short sentences.	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 determine the meaning of unknown and multiple meaning words and phrases through context clues with content-based, grade 5-6 level vocabulary and language structures.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with content-based, grade-level vocabulary and language structures.
Learning Supports		Word wall￼ Picture dictionary￼ Personal dictionary￼ L1 support	Word wall￼ Picture dictionary￼ Personal dictionary￼ L1 support	Word wall	Word wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.1 WIDA ELDS: 2-5 Reading Speaking	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read to cite the most supportive textual evidence from informational text using Graphic Organizers.	VU	Explicit, evidence, quotes, inferences
			LFC	Use quotation marks
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 the most supportive textual evidence in L1 and/or by matching Sentence Citations from leveled informational text to visual representations of the text in English.	Read to cite the most supportive textual evidence from adapted informational text.	Read to cite the most supportive textual evidence from informational texts within the grade 5-6 text complexity level.	Read to cite the most supportive textual evidence from grade-level informational text.
Learning Supports	Graphic Organizers Template Partner L1 support Phrase Citations Pictures of text Word/Picture Wall Cornell Notes (partially completed by teacher)	Graphic Organizers Template Partner L1 support Sentence Citations Pictures of text Word/Picture Wall Cornell Notes (partially completed by teacher)	Graphic Organizers Template Partner Word Wall Highlight/mark text Cornell Notes	Graphic Organizers Highlight/mark text Cornell Notes	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.6.2 WIDA ELDS: 2-5 Reading Speaking	Determine the central idea of a text and how it is conveyed through particular details.		Read and identify the central idea of an informational text and its supporting details by using a Graphic Organizers and marking the text.		VU	Main idea, supporting details
					LFC	Adverbs, compound and complex sentences
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		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 identify the central idea and key details from informational text in L1 and/or in leveled texts by matching Sentence Citations to visual representations of text.	Read and identify the central idea and key details from adapted informational text using key content based vocabulary in simple, related sentences.	Read and identify the central idea and key details from informational text within grade 5-6 complexity level using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Read and identify the central idea and key details from grade-level, informational text using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports		Graphic Organizers Template Partner L1 support Phrase Citations Pictures and Photographs	Graphic Organizers Template Partner L1 support Sentence Citations Pictures and Photographs	Graphic Organizers Template Partner	Graphic Organizers Marking the text	

Standard	Student Learning Objective (SLO)		Language Objective	Academic 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.		Read and objectively summarize informational text distinct from opinions or judgments using a story map with L1 support.	VU	Summary, analyze
				LFC	Sentences with transitional phrases
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	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.	Read and summarize informational text in L1 and/or from a leveled text, complete summary by using phrases and short sentences with formulaic patterns.	Read and objectively summarize adapted informational text. Use key, content-based vocabulary in simple, related sentences with repetitive structures.	Read and objectively summarize informational text within the grade 5-6 complexity level. Use key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Read and objectively summarize informational grade-level texts. Use precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Story map Template Partner L1 support Phrase Citations Illustrations/diagrams/drawings	Story map Template Partner L1 support Sentence Citations Sentence frames	Story map Template Partner	Story map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.3 WIDA ELDS: 2 - 5 Reading Speaking	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Read and analyze how a key individual, event, or idea is developed in an informational text by using a Cornell Notes-taking sheet, pictures and a Word Wall.	VU	Traits, characteristics, events, challenges
			LFC	Sentence structure, adjectives, sequential phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching Phrase Citations from a leveled text to visual representations.	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching Sentence Citations from leveled texts to visual representations of text.	Read and analyze how a key individual, event, or idea is developed from an adapted informational text. Use key content-based vocabulary in simple, related sentences.	Read and analyze how a key individual, event, or idea is developed from informational text within the grades 5-6 complexity level. Use key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Read and analyze how a key individual, event, or idea is developed from grade-level text. Use precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports	Highlight/mark text Cornell Notes L1 support Phrase Citations Pictures of the text Partner Word/Picture Wall	Highlight/mark text Cornell Notes L1 support Sentence Citations Pictures of the text Partner Word/Picture Wall	Highlight/mark text Cornell Notes taking sheet Partner Word Wall	Highlight/mark text Cornell Notes taking	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.6.4 WIDA ELDS: 2-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		Read to determine the figurative, connotative and technical meanings of words and phrases in an informational text, including using Reference Sheet and L1 support.		VU	Literary terms
					LFC	Sentences with figurative, connotative and technical language
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 determine the figurative, connotative and technical meanings of words and phrases from an informational text in L1 and/or match phrases from leveled text to visual representations of texts.	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 determine the figurative, connotative and technical meaning of words and phrases from informational text within the grades 5-6 complexity level using key, content-based vocabulary in expanded sentences of emerging complexity.	Read to determine the figurative, connotative and technical meanings of words and phrases in an informational text using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet L1 support Pictures of text Word/Picture Wall	Reference Sheet L1 support Pictures of text Word/Picture Wall	Reference Sheet Highlight/mark text Word Wall	Reference Sheet Highlight/mark text	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.6.5 WIDA ELDS: 2 - 5 Reading Speaking	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.		Read and analyze how a particular sentence contributes to the development of ideas in an informational text by using an outline or web.	VU	Structure
				LFC	Complex sentences with various verb forms
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match words to the overall structure of a leveled text.	Read and analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match Sentence Citations to overall structure of a leveled text.	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 with repetitive structures.	Read to analyze how a particular sentence contributes to the development of ideas from informational text within grades 5-6 complexity level using key, content-based vocabulary in expanded sentences of emerging complexity.	Read and analyze how a particular sentence contributes to the development of ideas from grade-level informational text using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Outline Web L1 support Phrase Citations Pictures of text Word/Picture Wall	Outline Web L1 support Sentence Citations Pictures of text Word/Picture Wall	Outline Web Word Wall Highlight/mark text	Outline Web	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.6.5 WIDA ELDS: 2-5 Reading Speaking	Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.		Read and analyze how a particular paragraph contributes to the development of ideas in an informational text by using an outline or web.	VU	Structure
				LFC	Complex sentences with various verb forms
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how 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 analyze how a particular paragraph contributes to the development of ideas from an informational text in L1 and/or match paragraph-summary sentences to the overall structure of a leveled text.	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 structures.	Read and analyze how a particular paragraph contributes to the development of ideas from grade-level informational text using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports	Outline Web L1 support Phrase Citations Pictures of text Word/Picture Wall	Outline Web L1 support Sentence Citations Pictures of text Word/Picture Wall	Outline Web Word Wall Highlight/mark text	Outline Web	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.6.6 WIDA ELDS: 2-5 Reading Speaking	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		Read an informational text to identify an author's point of view and analyze how the author distinguishes his or her position using visually supported text and Graphic Organizers.		VU	Purpose, point-of-view
					LFC	Adjectives
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 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 phrases within the passage and completing formulaic sentence patterns.	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 informational text (grades 5-6 text complexity level) to identify an author's point of view and analyze how the author distinguishes his or her position using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	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 Supports	L1 support Leveled text Visuals Graphic Organizers Cloze sentences Word/picture bank	L1 support Leveled text Visuals Graphic Organizers Sentence frames Word/picture bank	Bilingual dictionary Graphic Organizers Word bank	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.7 WIDA ELDS: 2-5 Reading Speaking	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue using online support and Word Walls.	VU	Figurative, connotative, meanings
			LFC	Word choice, part of speech, and meaning changes
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue phrases as they are used in L1 and/or in a leveled informational text in English.	Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue as they are used in L1 and/or in a leveled informational text in English.	Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue as they are used in adapted informational text.	Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue used in informational text within grades 5-6 complexity band.	Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
Learning Supports	Online support Word/picture wall Visuals Gestures L1 support	Online support Visuals Sentence frames L1 support Word/Picture Wall	Online support Idiom Dictionary Word Wall	Online support Idiom Dictionary	Online support Idiom Dictionary

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.8 WIDA ELDS: 2-5 Reading Speaking	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Read and analyze the argument and specific claims in a text using Visuals, Teacher Modeling, peer support, and / or Graphic Organizers.	VU	Analyze, interpretation, conflict(-ing), contradict(-ion), disagree / agree
			LFC	Comparatives, superlatives, pronouns, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze the argument and specific claims in a text in L1 and/or in leveled informational texts in English, match conflicting content-related phrases to visual representations.	Read and analyze the argument and specific claims in a text in L1 and/or in leveled informational text in English, match conflicting factual sentence level descriptors to visual representations using phrases in formulaic patterns.	Read and analyze the argument and specific claims in a text using key, content-based vocabulary in simple, related sentences with repetitive structures.	Read and analyze the argument and specific claims in texts within grade 5-6 complexity band using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Read and analyze the argument and specific claims in a text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Venn diagram Phrase Citations Visuals L1 text and/or support	Venn diagram Sentence Citations Visuals L1 text and/or support Sentence Frame	Venn diagram Partner	Venn diagram	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.1a.b. WIDA ELDS: 2 Writing	Write arguments to introduce and support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		Write arguments to introduce and support claims with clear reasons and relevant evidence, using a Word Wall, Personal Dictionary, and Teacher Modeling.	VU	Opinion, topic, text
				LFC	First person singular. "I think...I believe that.
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write 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 arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or general, content-based vocabulary in phrases or short sentences with formulaic structures.	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 arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	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 Supports		Teacher Modeling Charts/Posters Word/Picture Wall Personal Dictionary Cloze sentence L1 support	Teacher Modeling Charts/Posters Word/Picture Wall Personal Dictionary Sentence frames L1 support	Teacher Modeling Charts/Posters Word Wall Personal Dictionary Sentence starters	Teacher Modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SLO: 14 CCSS: W.6.8 WIDA ELDS: 2-5 Writing Speaking	Gather relevant information from multiple print and digital sources and assess the credibility of each source.	Identify relevant information from multiple print and digital sources using a Graphic Organizers and marking the text.	VU	Cite, research, evidence, probe, reflect
			LFC	Declarative sentences, interrogatives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify relevant information from multiple print and digital sources in L1 and/or by producing high-frequency, content-related single words in phrases or memorized patterns that represent key ideas.	Identify relevant information from multiple print and digital sources in L1 and/or by producing general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in simple sentences using repetitive structures that represent multiple-related ideas.	Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in expanded and some complex structures with a variety of grammatical structures.	Identify relevant information from multiple print and digital sources using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Graphic Organizers Marking the text L1 support Word/picture bank Online resources Cloze sentences	Graphic Organizers Marking the text Sentence starters L1 support Word/picture bank Online resources	Graphic Organizers Marking the text Word bank Online resources	Graphic Organizers Marking the text Online resources	Online resources

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.1c.d. WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.		Write arguments to introduce and support claims with clear reasons and relevant evidence, using a Word Wall, Personal Dictionary, and Teacher Modeling.	VU	Opinion, topic, text
				LFC	First person singular. "I think...I believe that."
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write 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 arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or general, content-based vocabulary in phrases or short sentences with formulaic structures.	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 arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	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 Supports		Teacher Modeling Charts/Posters Word/Picture Wall Personal Dictionary Cloze sentence L1 support	Teacher Modeling Charts/Posters Word/Picture Wall Personal Dictionary Sentence frames L1 support	Teacher Modeling Charts/Posters Word Wall Personal Dictionary Sentence starters	Teacher Modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.4 WIDA ELDS: 2 Writing	When writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Develop and organize a coherent argument which is appropriate to the reader using a Graphic Organizers, Word Wall and Template.	VU	Task, purpose, audience
			LFC	Sentences appropriate to task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 organize a coherent argument that is appropriate to the reader in L1 and/or use general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	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 and organize an organized argument that is appropriate to the reader using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Develop and organize a coherent argument that is appropriate to the reader using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic Organizers Word/Picture Wall Template Visuals L1 Support Cloze sentences	Graphic Organizers Word/Picture Wall Template Visuals L1 Support Sentence frames	Graphic Organizers Word Wall Template Sentence starters	Graphic Organizers Template	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Plan, revise, edit, and rewrite using peer editing with a checklist, storyboard, and dictionary/thesaurus.	VU	Editing, rewriting, peer edit
			LFC	Complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use high-frequency, content-related single words in memorized patterns that represent key ideas.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use general, content-based vocabulary in phrases and short sentences using formulaic patterns that represent key ideas.	Write, plan, revise and edit to develop, strengthen, and focus a writing task that represents multiple, related ideas using key, content-based vocabulary in simple sentences using repetitive structures.	Write, plan, revise and edit to develop, strengthen, and focus an organized writing task using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write, plan, revise and edit to develop, strengthen, and focus a clear and coherent writing task using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Technology Template Word/Picture Wall Visuals Storyboard L1 Support Cloze sentences	Technology Template Word/Picture Wall Visuals Storyboard L1 Support	Storyboard Template Checklist for editing Technology	Writing outline Checklist for editing Technology	Technology support

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.6.6 WIDA ELDS: 2-5 Writing	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		Produce and publish writing using Microsoft Office, a peer and a checklist.		VU	Collaborate, interact, publish
					LFC	Subject verb agreement, embedded clauses
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Publish written work to apply technology and collaborative skills using L1 and/or high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Publish written work by applying specific technology and collaborative skills using L1 and/or by using general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	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 written work by applying specific technology and collaborative skills using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Publish clear and coherent written work by applying specific technology and collaborative skills using precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Checklist for publishing Technology Template Word/Picture Wall Visuals/Storyboard Cloze sentences L1 Support	Checklist for publishing Technology Template Word/Picture Wall Visuals/Storyboard Sentence frames L1 Support	Checklist for publishing Peer feedback Technology Template Word Wall	Checklist for publishing Peer feedback Technology	Technology

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.8 WIDA ELDS: 2 Writing	Provide basic bibliographic information for sources when writing arguments.	List basic bibliographic information for sources when writing arguments using online resources, Template and Teacher Modeling.	VU	Process, analysis, resources
			LFC	Explanatory sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 for sources when writing arguments in L1 and/or by producing phrase and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	List basic bibliographic information for sources.	List basic bibliographic information for sources when writing arguments.	List complete bibliographic information for sources when writing arguments.
Learning Supports	Teacher Modeling L1 support Word/picture bank Online resources Template Cloze sentences	Teacher Modeling L1 support Word/picture bank Online resources Template (semi-completed) Sentence frames	Word bank Online resources Template	Online resources	Online resources

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.9b. WIDA ELDS: 2 Writing	Draw evidence from informational texts to support analysis, reflection, and research; apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		Write to cite evidence from informational texts to support analysis and reflection using a Graphic Organizers and marking the text.	VU	Cite evidence, argument
				LFC	Referential phrases, transition words
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write to cite evidence from informational texts to support analysis and reflection from L1 texts and/or use high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Write to cite evidence from informational texts to support analysis and reflection from L1 texts and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	Write to cite evidence from adapted informational texts to support analysis and reflection by producing key, content-based vocabulary in simple sentences with repetitive structures that represent multiple, related ideas.	Write to cite evidence from informational texts to support analysis and reflection by producing key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Write clearly and coherently to cite evidence from informational texts using precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports		Graphic Organizers Marking the text Word/Picture Wall Visuals Cloze sentences L1 support	Graphic Organizers Marking the text Word/Picture Wall Visuals Sentence Frames L1 Support	Graphic Organizers Marking the text Template Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.10 WIDA ELDS: 2 Writing	Write narratives routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write narratives routinely for specific time frames and for various purposes, tasks and audiences using Templates and Word Walls.	VU	Journal, task, purpose
			LFC	Verb forms; declarative sentences, compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio and make periodic journal entries in L1 and/or use high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Write narratives routinely to create a portfolio and make periodic journal entries in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Write narratives routinely to create a portfolio and make periodic journal entries by producing key, content-based vocabulary in simple sentences with repetitive structures that represent multiple, related ideas.	Write narratives routinely to create a portfolio and make periodic journal entries by producing key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Write narratives routinely to create a portfolio and make periodic journal entries using precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Template Word/Picture Wall Visuals Cloze sentences L1 Support	Template Word/Picture Wall Visuals Sentence frames L1 Support	Template Word Wall Sentence starters		

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.6.1 WIDA ELDS: 2-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		Participate in a variety of collaborative discussion settings using an outline, notes and Conversation Cue Cards.	VU	In my opinion, I feel that, I understand that
				LFC	Compound and complex sentences
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of teacher led discussions using L1 and/or use high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Participate in a variety of teacher led discussions, in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Participate in a variety of collaborative discussion using key, content-based vocabulary in simple, related sentences with repetitive structures.	Participate in a variety of collaborative discussion settings using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Participate in a variety of collaborative discussion settings using precise content based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Outline Conversation Cue Cards Multiple reference materials (thesaurus, English, & bilingual dictionary) Pictures/Photographs Word/Picture Wall L1 support	Outline Conversation Cue Cards Sentence frames Pictures/Photographs Word/Picture Wall L1 support	Outline Notes Conversation Cue Cards Multiple Reference Sheet (thesaurus, English and bilingual dictionary) Word Wall/bank	Outline Notes Conversation Cue Cards Multiple reference materials (thesaurus, dictionary)	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1a WIDA ELDS: 2 Speaking Listening Reading	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Share ideas based on texts studied using notes and Cue Cards.	VU	According to, The text states
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

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

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.6.1b WIDA ELDS: 1 Speaking Listening	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		Speak and listen to peers to create rules for collaborative discussions using a Reference Sheet.	VU	Goals, roles, deadlines
				LFC	Verb forms; declarative sentences
				LC	Varies by level

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

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1c. WIDA ELDS: 2 Speaking Listening	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using sentence frames, Cue Cards and L1 support.	VU	Elaborate, detail, 5-W words
			LFC	Asking informational and clarifying questions; expressing and supporting opinions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using L1 and/or use Gestures and high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Compose and respond to questions by making comments that contribute to the discussion using key, content-based vocabulary in simple, related sentences with repetitive structures.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion, by using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Cue Cards Word/Picture Wall Visuals Gestures L1 support Choice questions	Cue Cards Sentence frames Word/Picture Wall Visuals L1 support Wh-questions	Cue Cards Sentence starters Word Wall	Cue Cards	Cue Cards

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.6.1d WIDA ELDS: 2 Speaking Listening	When participating in collaborative discussions review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		Participate in collaborative discussion and review key ideas expressed using a Graphic Organizers and notes.	VU	Reflect, paraphrase
				LFC	Retelling, present/past tense verbs, comparing
				LC	Varies by level

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

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.2 WIDA ELDS: 2 Speaking Listening	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Listen to information and explain how it contributes to a topic using notes and an outline.	VU	Interpret, explain
			LFC	Present and past tense verbs, dependent and independent clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using Gestures and high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Listen to presentation of grade level information and explain how it contributes to a topic in L1 and/or use general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Listen to presentation of adapted grade level information and explain how it contributes to a topic producing key, content-based vocabulary in multiple, simple, related sentences with repetitive structures.	Listen to presentation of grade level information and explain how it contributes to a topic by producing key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Listen to presentation of grade level information and explain how it contributes to a topic using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Outline (completed) Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline (semi-completed) Notes Word/picture bank L1 support Sentence frames Pictures/Visuals	Outline (partially completed) Notes Word bank	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.3 WIDA ELDS: 2 Speaking Listening	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using a T-chart Word Wall and Teacher Modeling.	VU	Analyze, interpretation, conflict(-ing), contradict(-ion), disagree / agree, factual
			LFC	Comparatives, superlatives, pronouns, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not using L1 and/or by using Gestures and high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not using L1 and/or by using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using key, content-based vocabulary in multiple, simple, related sentences with repetitive structures.	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Completed T-chart Visuals Gestures Yes / no questions L1 support	Teacher Modeling Semi-completed T-chart Word/Picture Wall Visuals L1 support Sentence Frame	Teacher Modeling T-chart Word Wall	Teacher Modeling	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.6.6 WIDA ELDS: 2 All domains	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.		Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening according to English language proficiency level with appropriate supports.		VU	Formal vs. informal English
					LFC	Varies by level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English and its conventions by producing or processing high-frequency, content-related single words in phrase or memorized patterns that represent key ideas.	Demonstrate a command of formal English and its conventions by producing or processing general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	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.	Demonstrate a command of formal English and its conventions by producing or processing key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Demonstrate a command of formal English and its conventions by producing or processing precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Reference Sheet Word/Picture Wall L1 support Gestures Pictures/Visuals	Reference Sheet Word/Picture Wall L1 support Pictures/Visuals	Reference Sheet Word Wall Template	Reference Sheet	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.6.1a. WIDA ELDS: 2 Writing Speaking	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).		Speak and write with pronouns in the proper case and gender using a referent chart.	VU	Pronouns (subjective, objective, possessive)
				LFC	Sentences with pronouns and referents
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write with high frequency pronouns in the proper case and gender with key content-based, leveled vocabulary.	Speak and write with common pronouns in the proper case and gender with key content-based, leveled vocabulary and short sentence structures.	Speak and write with pronouns in the proper case and gender using key content based vocabulary in multiple, simple, related sentences.	Speak and write with pronouns in the proper case and gender using key, content-based vocabulary in expanded sentences with emerging complexity.	Speak and write with pronouns in the proper case and gender using precise, content based vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet referent Chart Pictures L1 support Word/Picture Wall Cloze sentences	Reference Sheet referent Chart Pictures L1 support Word/Picture Wall Sentence frames	Reference Sheet referent Chart Word Wall	Reference Sheet referent Chart	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.1b. WIDA ELDS: 2 Writing Speaking	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate correct use of intensive pronouns using pronoun chart and Visuals.		VU	Intensive pronouns
					LFC	Describing people and actions
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Use high frequency intensive pronouns (myself, himself) when writing or speaking with key, content-based, leveled vocabulary.	Use common intensive pronouns when writing or speaking with key, content-based, leveled vocabulary and short sentences.	Use intensive pronouns when writing or speaking with key content-based vocabulary in multiple, simple, related sentences.	Use intensive pronouns when writing or speaking using key, content-based, vocabulary in expanded sentences with emerging complexity.	Use intensive pronouns when writing or speaking using precise, content-based, vocabulary in multiple, complex sentences.
Learning Supports		Pronoun Chart Word/Picture Wall Cloze sentences Pictures L1 support	Pronoun Chart Word/Picture Wall Sentence frames Pictures L1 support	Pronoun Chart Word Wall	Pronoun Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2a WIDA ELDS: 2 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	Write using the proper capitalization and punctuation conventions of standard English using teacher created mechanics chart and checklist.	VU	Punctuation marks, capitalization
			LFC	Sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content-based, leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key, content-based, leveled vocabulary and short sentences.	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 the proper capitalization and punctuation conventions of standard English with content-based, grade 5-6 level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content-based, grade-level vocabulary and language structures.
Learning Supports	Reference Sheet Teacher created mechanics chart Teacher created checklist L1 support/comparison	Reference Sheet Teacher created mechanics chart Teacher created checklist L1 support/comparison	Reference Sheet Teacher created mechanics chart Teacher created checklist	Reference Sheet Teacher created mechanics chart Teacher created checklist	Reference Sheet

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.2b WIDA ELDS: 2 Writing	Demonstrate command of the conventions of standard English to spell correctly.		Demonstrate accurate spelling using a dictionary and spell check for support.		VU	Spelling conventions
					LFC	Apply conventional spelling rules
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key content-related vocabulary.	Demonstrate command of English spelling conventions for grade 5-6 reading and content-based vocabulary.	Demonstrate command of English spelling conventions for grade 5-6 reading and content-based vocabulary.	Demonstrate command of English spelling conventions for reading and content-based, grade-level vocabulary.
Learning Supports	Reference Sheet Word/Picture Wall Picture dictionary Personal Dictionary L1 support	Reference Sheet Word/Picture Wall Picture dictionary Personal Dictionary L1 support	Reference Sheet Word Wall	Reference Sheet Word Wall	Reference

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.3a. WIDA ELDS: 2 Writing Speaking	Vary sentence patterns for meaning when writing and speaking.	Vary sentence patterns for meaning when writing, speaking, reading, or listening using Teacher Modeling and Template.	VU	Sentence patterns
			LFC	Sentences with different patterns/structures
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Copy or complete varied sentence patterns for meaning when writing, speaking using high-frequency, words in phrase or memorized patterns.	Vary sentence patterns for meaning when speaking and writing using phrases and short sentences.	Vary sentence patterns for meaning when speaking and writing using multiple, simple, related sentences.	Vary sentence patterns for meaning when speaking and writing using expanded sentences with emerging complexity of grammatical structures.	Vary sentence patterns for meaning when speaking and writing using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Template Word/Picture Wall L1 support	Teacher Modeling Template Word/Picture Wall L1 support	Teacher Modeling Template Word Wall	Teacher Modeling Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.3b. WIDA ELDS: 2 Writing Speaking	Maintain consistency in style and tone when writing and speaking.	Maintain consistency in style and tone when writing and speaking using multiple resources and a checklist of strategies.	VU	Intonation, inflection, pausing, breathing, slowing down, eye contact
			LFC	Correct use of transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Maintain consistency in style and tone when writing and speaking in L1 and/or using high-frequency, content-related single words in phrase or memorized patterns.	Maintain consistency in style and tone when writing and speaking in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Maintain consistency in style and tone when writing and speaking using key, content-based vocabulary in multiple, simple, related sentences.	Maintain consistency in style and tone when writing and speaking using key, content-based vocabulary in expanded sentences with emerging complexity.	Maintain consistency in style and tone when writing and speaking using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Multiple resources Checklist of strategies Word/picture bank L1 support Visuals	Multiple resources Checklist of strategies Word/picture bank L1 support Visuals	Multiple resources Checklist of strategies Word bank	Multiple resources Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4a. WIDA ELDS: 2 Writing Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).	VU	Suffixes, prefixes, root words, synonyms, antonyms, multiple meaning
			LFC	Nouns, verbs, adjectives, adverbs, phrase
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with high frequency, content-based, leveled vocabulary.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with key, content-based vocabulary and short sentences.	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 determine the meaning of unknown and multiple meaning words and phrases through context clues with content-based, grade 5-6 level vocabulary and language structures.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues with content-based, grade-level vocabulary and language structures.
Learning Supports	Reference Sheet Word Wall Picture dictionary Personal Dictionary L1 support	Reference Sheet Word Wall Picture dictionary Personal Dictionary L1 support	Reference Sheet Word Wall	Reference Sheet Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.4b. WIDA ELDS: 2 Writing Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		Clarify the meaning of unknown words and phrases using multiple resources and a checklist of strategies.		VU	Multiple-meaning words, phrases, strategies
					LFC	Sentences with unknown and multiple meaning words
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Clarify the meaning of unknown words and phrases in L1 and/or high-frequency, grade 6 vocabulary in leveled texts and presentations.	Clarify the meaning of unknown words and phrases in L1 and/or key, grade 6 vocabulary in leveled texts and presentations.	Clarify the meaning of unknown words and phrases of key, content-based, grade 6 vocabulary in adapted texts and presentations.	Clarify the meaning of unknown words and phrases of key, content-based, grade 6 vocabulary in texts and presentations at a grade 5-6 complexity level band.	Clarify the meaning of unknown words and phrases of precise, content-based, grade 6 vocabulary in grade-level text and presentations.
Learning Supports		Multiple resources Checklist of strategies Word/ picture bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word bank	Multiple resources Checklist of strategies	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.4c.d. WIDA ELDS: 2 Writing Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies		Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using multiple resources.		VU	Pronunciation, meaning, part of speech, etymology
					LFC	Varies with reading task
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and reread to determine the meaning of unknown words and phrases in L1 and/or high-frequency, grade 6 vocabulary in leveled texts and presentations.	Read and reread to determine the meaning of unknown words and phrases in L1 and/or key, general, grade 6 vocabulary in leveled texts and presentations.	Read and reread to determine the meaning of unknown words and phrases of key, content-based, grade 6 vocabulary in adapted texts and presentations.	Read and reread to determine the meaning of unknown words and phrases of key, content-based, grade 6 vocabulary in texts and presentations at a grade 5-6 complexity level band.	Read and reread to determine the meaning of unknown words and phrases of precise, content-based, grade 6 vocabulary in grade-level text and presentations.
Learning Supports	Multiple resources Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word bank	Multiple resources Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.6 WIDA ELDS: 2 Writing Speaking	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words using a word bank and note cards.	VU	Intonation, inflection, pausing, breathing, slowing down, eye contact
			LFC	Correct use of transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 high-frequency, content-related single, written and spoken words with phrase or memorized patterns.	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 general, content-based vocabulary in written and spoken phrases and short sentences with formulaic sentence patterns.	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 listen in order to speak and write with grade-level general, academic and domain-specific words by producing organized ideas using content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words by producing clear and coherent writing and speech using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Multiple resources Word/picture bank L1 support Visuals	Multiple resources Word/picture bank L1 support Visuals	Multiple resources Word bank Note Cards	Multiple resources Note Cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL 6.1 WIDA: 2 Reading Speaking	Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).	Analyze text and infer details from supportive textual evidence through the use of a graphic organizer and/or marking the text.	VU	Inferences; content-based, grade-level vocabulary
			LFC	Quotations, direct and reported speech sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze text and infer details from supportive textual evidence in L1 and/or by matching Phrase Citations from grade-level text to visual representations.	Analyze text and infer details from supportive textual evidence in L1 and/or by matching sentence excerpts from grade-level text to visual representations of the text.	Analyze text and infer details from supportive textual evidence from or adapted grade-level band literature.	Analyze text and infer details from supportive textual evidence from literature at the grade 5-6 text level band.	Analyze text and infer details from supportive textual evidence from grade-level literature.
Learning Supports	Graphic Organizer Template Partner Work L1 support Phrase Citations Pictures/Photographs Word/Picture Wall	Graphic Organizer Template Partner Work L1 support Sentence Citations Pictures/Photographs Word/Picture Wall	Graphic Organizer Bold Faced/Highlighted Words Word Wall Template	Graphic Organizer Bold Faced/Highlighted Words	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.6.2￼ WIDA: 2 Reading Speaking	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		Explain and summarize the central message via details from a story, drama, or poem using story map and shared group activities.		VU	Phrases: logical connectors; content-based, grade-level 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 Objectives	Explain and summarize the central idea and key details from grade-level literature in L1 and/or identify the central idea a summary of a grade-level text by matching Phrase Citations to visual representations.	Explain and summarize the central idea and key details from grade-level literature in L1 and/or by matching Sentence Citations from grade-level text to visual representations of text.	Explain and summarize the central idea and key details from adapted literature in the grade 5-6 text level band. Use key vocabulary in a series of simple, related sentences.	Explain and summarize the central idea and key details from literature in the grade 5-6 text level band. Use key vocabulary in expanded sentences with emerging complexity.	Explain and summarize the central idea and key details from grade-level literature. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map Partner Work L1 support Phrase Citations Visuals	Story Map Partner Work L1 support Sentence Citations Visuals	Story Map Partner Work	Story Map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.6.3 WIDA ELDS: 2-5 Reading Speaking Listening	Describe how a particular drama's plot unfolds in a series of episodes in 6th grade text(s).		Describe and sequence plot in a story by using a Plot Diagram and role-playing.		VU	Main idea; plot; content-based, grade-level vocabulary
					LFC	Describe people, places, things i.e. present progressive tense, adverbs
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short Phrase Citations to illustrated text.	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by sorting content-related Visuals with short sentences from grade-level text.	Describe and sequence how the story's plot unfolds from adapted literature. Use key vocabulary in a series of simple, related sentences.	Describe and sequence how the story's plot unfolds from literature in the grade 5-6 text level band. Use key vocabulary in expanded sentences of emerging complexity.	Describe and sequence how the story's plot unfolds in a series of episodes in grade-level text. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Plot Diagram Role Play Story Map L1 support Illustrated text Recordings of text	Plot Diagram Role Play Story Map L1 support Illustrated text Recordings of text	Plot Diagram Role Play	Plot Diagram Role Play	Plot Diagram

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.3 ELDS: 2-5 Reading Speaking Listening	Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).	Describe changes and responses in characters over time using Plot Diagram and character web.	VU	Characters, change, resolution; content-based, grade-level vocabulary
			LFC	Describing actions, people, places, thing; present and past tense verbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe changes and responses of characters as plot moves to resolution in L1 and/or by answering yes/no or either/or questions with single words, gestures or Visuals.	Describe changes and responses of characters as plot moves to resolution in L1 and/or by answering wh-questions using key short phrases to complete Sentence Frame.	Describe changes and responses of characters as plot moves to resolution from adapted literature in the grade 5-6 text level band. Use key vocabulary in a series of simple, related sentences.	Describe changes and responses of characters as plot moves to resolution from grade 5-6 text level band. Use key vocabulary in expanded sentences of emerging complexity.	Describe changes and responses of characters as plot moves to a resolution in a grade level text. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Plot Diagram Character Web Role Play Word/Picture Wall Illustrated text Native Language Texts L1 support Gestures	Plot Diagram Character Web Word/Picture Wall Illustrated text Native Language Texts L1 support Sentence Frame	Plot Diagram Character Web Word Wall	Plot Diagram Character Web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.4 WIDA ELDS: 2-5 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., "organization" connotes a sense of neatness).	Define words and phrases according to usage in text through use of pictures and dictionaries and marking the text.	VU	Figurative, connotative; content-based, grade-level vocabulary
			LFC	Idiomatic expressions, sentences with figurative language
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	Define words and phrases from grade-level text in L1 and/or identify selected examples of figurative and connotative language by matching phrases to Visuals.	Define words and phrases and identify examples of connotative and figurative language in literature from adapted grade 5-6 text-level band.	Define words and phrases and identify connotative and figurative language in grade 5-6 text level band.	Define words and phrases including figurative and connotative meanings, in grade-level text.
Learning Supports	Bilingual Dictionary Marking the Text L1 support	Bilingual Dictionary Marking the Text L1 support	Bilingual Dictionary Marking the Text	Marking the Text	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.6.4 WIDA ELDS: 2-5 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.		Define and analyze words and phrases in a text, as it relates to tone using a dictionary and think alouds.		VU	Tone; content-based, grade-level vocabulary
					LFC	Subject verb agreement
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 analyze word choice, as it relates to tone in L1 and/or choose phrases that match tone from leveled text and use those phrases to complete Sentence Frame.	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 analyze word choice, as it relates to tone in a grade 5-6 text level band. Use key vocabulary in expanded sentences of emerging complexity.	Define and analyze word choice as it relates to tone used in a grade-level text. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Think Aloud Bilingual Dictionary L1 support Pictures/Photographs	Think Aloud Bilingual Dictionary L1 support Sentence Frame	Think Aloud Bilingual Dictionary	Think Aloud Dictionary	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.5 WIDA ELDS: 2 Reading Speaking Listening	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how one sentence fits into a text's structure and contributes to theme development from sentences using a think aloud and outline.	VU	Theme, literary analysis; content-based, grade-level vocabulary
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze selected words in one sentence and how they connect to the theme.	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze selected words and phrases in one sentence to understand theme.	Analyze one sentence and discuss how it connects to the theme using key vocabulary in a series of simple, related sentences.	Analyze one sentence and discuss how it connects to the theme using key vocabulary in expanded sentences with emerging complexity.	Analyze one sentence and discuss how it connects to the theme using precise vocabulary in multiple, complex sentences.
Learning Supports	Think Aloud Triads or Small Groups Pictures/Photographs Outline L1 support	Think Aloud Triads or Small Groups Pictures/Photographs Outline L1 support	Think Aloud Triads or Small Groups Word Wall Outline	Think Aloud	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.6.6 WIDA ELDS: 2-5 Reading Speaking Listening	Explain how an author develops the point of view of the narrator or speaker in a text.		Read and explain how an author develops the point of view of the narrator in a text using think alouds and Word Walls.	VU	Point of view, narrator
				LFC	Adverbs of manner; declarative sentences
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read and explain how an author develops the point of view of the narrator or speaker in a text through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with Visuals.	Read and explain how an author develops the point of view of the narrator through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view.	Read and explain how an author develops the point of view of the narrator in an adapted text through tone and actions. Use key vocabulary in a series of simple, related sentences.	Read and explain how an author develops the point of view of the narrator in a grade 5-6 text level text band through tone and actions. Use key vocabulary in expanded sentences of emerging complexity.	Read and explain how an author develops the point of view of the narrator in a grade level text through tone of words and his actions. Use precise vocabulary in multiple, complex sentences.
Learning Supports		Triads or Small Groups Think Aloud Word/Picture Wall L1 support Visuals Choice questions	Triads or Small Groups Think Aloud Word/Picture Wall L1 support Sentence Frame	Triads or Small Groups Think Aloud Word Wall	Think Aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.7 WIDA: ELDS: 2-5 Reading Speaking Listening	Compare and contrast the experience of reading a drama to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch it through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Use key vocabulary in a series of simple, related sentences to compare and contrast the live version to the written version of the text.	Use key vocabulary in expanded and some complex sentences to compare and contrast the live version to the written version of the text.	Use precise vocabulary in multiple, complex sentences to compare and contrast the experience of reading a story versus multi-media version.
Learning Supports	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Word Sort Cards	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Sentence Strips	Venn Diagram Word Wall	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.8 WIDA ELDS: 2-5 Reading Speaking Listening	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres of similar themes and topics through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast texts in different forms or genres of similar themes and topics in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast texts in different forms or genres of similar themes and topics in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Use key vocabulary in a series of simple, related sentences with to compare and contrast texts in different forms or genres of similar themes and topics.	Use key vocabulary in expanded and some complex sentences to compare and contrast texts in different forms or genres of similar themes and topics.	Use precise vocabulary in multiple, complex sentences to compare and contrast texts in different forms or genres of similar themes and topics.
Learning Supports	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Word Sort Cards	Venn Diagram Word/Picture Wall L1 support Pictures/Photographs Video Clips/Films Sentence strips	Venn Diagram Word Wall	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.10 WIDA ELDS: 2-5 Reading Speaking Listening	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read to comprehend a variety of literature in the grade 6 text complexity band using graphic organizers, L1 support and online resources.	VU	Content-based, grade-level vocabulary
			LFC	Specific to text
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to comprehend a variety literature in L1; and excerpts from a grade-level text read aloud at the phrase level with selected vocabulary.	Read to comprehend a variety literature in L1; and/or excerpts from grade-level text read aloud.	Read to comprehend a variety of adapted literature and key content-based vocabulary in the grade 5-6 text complexity level.	Read to comprehend a variety of literature in the grade 5-6 text complexity level.	Read to comprehend a variety of grade level literature.
Learning Supports	Online Resources Graphic Organizer Word/picture Bank L1 support Cloze sentences	Online Resources Graphic Organizer Word/picture Bank L1 support Sentence Frame	Online Resources Graphic Organizer Word Bank	Online Resources Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3b. WIDA ELDS: 2 Reading Writing	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using a story map.	VU	Narrative, dialogue, pacing, storyboard
			LFC	describe people, place, things actions, e.g. nouns, pronouns, adjectives, present progressive tense, adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 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 story.	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 narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using key vocabulary in expanded and some complex sentences.	Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map Word/Picture Wall L1 support Pictures/Photographs Gestures	Story Map Word/Picture Wall L1 support Sentence Frame Pictures/Photographs	Story Map Word Wall	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3d. WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	Write narratives to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language using a writing diamond.	VU	Sensory and descriptive nouns and adjectives
			LFC	Describe people, place, things actions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative in L1 and/or short word captions in English with selected vocabulary, descriptive details, and sensory language.	Write narrative in L1 and/or short, phrases under captions in English with selected vocabulary, descriptive details and sensory language.	Write narrative in a series of simple, related sentences, with descriptive details, sensory language and key vocabulary.	Write narrative in expanded sentences of emerging complexity with descriptive details, sensory language and some content based grade level vocabulary.	Write narrative in detailed sentences of varying length and type with descriptive details, sensory language and content-based, grade-level vocabulary.
Learning Supports	Sensory details Charts Writing diamond Word/Picture Wall Visuals Phrase captions Gestures L1 support	Sensory details Charts Writing diamond Word/Picture Wall Visuals Phrase captions L1 support	Sensory details Charts Writing diamond Word Wall	Sensory details Charts Writing diamond	Sensory details Charts Writing diamond

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.3a. WIDA ELDS: 2 Writing	Write narratives to develop real or imagined experiences or events using well-structured event sequences.		Write narratives to develop real or imagined experiences or events using well-structured event sequences on a graphic organizer (e.g. story map).	VU	Event sequencing, content-based, grade-level vocabulary
				LFC	Sequencing: adverbs of time, relative clauses and subordinate conjunctions
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1 and/or short, phrases or captions under pictures in English with selected vocabulary.	Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1 and/or short, sentence-level narratives as captions under pictures in English with selected vocabulary.	Write narratives in a series of simple, related sentences, using well-structured event sequences and key vocabulary.	Write narratives in expanded sentences of emerging complexity using well-structured event sequences with key vocabulary.	Write narratives in complete detailed sentences of varying length and type using well-structured event sequences with content-based, grade-level vocabulary.
Learning Supports	Story Map Word/Picture Wall Visuals Gestures L1 support	Story Map Word/Picture Wall Visuals L1 support	Story Map Word Wall	Story Map	Story Map

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3.c WIDA ELDS: 2 Writing	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	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.	VU	Transitional words, word choice, clauses, signal shift
			LFC	Sentences with embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 narratives by using appropriate and varied transitions, phrases, and clauses using L1 and/or using Visuals, and selected vocabulary in key phrases and short sentences.	Write narratives by using appropriate and varied transitions, phrases, and clauses using key vocabulary in a series of simple, related sentences.	Write narratives by using appropriate and varied transitions, phrases, and clauses in order using key vocabulary in expanded and some complex sentences.	Write narratives by using appropriate and varied transitions, phrases, and clauses using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources Word/picture bank of transitional words/phrases Cloze sentences Visuals L1 support	Online resources Word/picture bank of transitional words/phrases Sentence Frame Visuals L1 support	Online resources Word Bank of transitional words/ phrases Sentence Starter	Online resources Word Bank of transitional	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3.e WIDA ELDS: 2 Writing	When writing narratives, provide a conclusion that follows from the narrated experiences or events.	Write to conclude a narrative text by using a closing strategy, Visuals, peer and L1 support.	VU	Vocabulary pertaining to concluding statements
			LFC	Compound tenses, complex sentence structure (clauses)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to conclude a narrative text by using L1 and/or using drawings and selected, single words in key phrase patterns.	Write to conclude a narrative text by using L1 and/or using selected vocabulary in key phrases and short sentences.	Write to conclude a narrative text by using key vocabulary in a series of simple, related sentences.	Write to conclude a narrative text by using key vocabulary in expanded and some complex sentences.	Write to conclude a narrative text using precise, vocabulary in multiple, complex sentences.
Learning Supports	Online resources L1 support Word/Picture bank Cloze sentences Closing strategy	Online resources Sentence Frame L1 support Word/picture bank Closing strategy	Online resources Sentence Frame Word Bank Closing strategy	Online resources Closing strategy	Online resources Closing strategy

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Develop and organize sentences in a task which is appropriate to the reader using a writing diamond.	VU	Task, purpose, audience; content-based, grade-level vocabulary
			LFC	Sentences appropriate to task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a coherent written informative/ explanatory text that examines a topic and conveys ideas, in L1 and/or use pictures and selected single words in key phrase patterns.	Produce a coherent written informative/ explanatory text that examines a topic and conveys ideas in L1 and/or use selected vocabulary in key phrases and short sentences.	Produce a written, formal, informative/ explanatory text that examines a topic and conveys ideas using key vocabulary in a series of simple, related sentences.	Produce an organized formal informative/ explanatory text that examines a topic and conveys ideas using key vocabulary in expanded and some complex sentences.	Produce a coherent, formal informative/ explanatory text that examines a topic and conveys ideas using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Writing diamond Visuals L1 Support Cloze sentences	Word/Picture Wall Writing diamond Visuals L1 Support Sentence frames	Word Wall Writing diamond Sentence Starter	Writing diamond	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Plan, revise, edit, and rewrite narrative using peer editing with a checklist, storyboard, and dictionary/thesaurus.	VU	Editing, rewriting, peer edit; content-based, grade-level vocabulary
			LFC	Complex sentences; correlative conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use pictures and selected single words in key phrase patterns.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use selected vocabulary in key phrases and short sentences.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written using key vocabulary in a series of simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written using key vocabulary in expanded and some complex sentences.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using precise vocabulary in multiple, complex sentences.
Learning Supports	Technology Word/picture wall Visuals Storyboard L1 Support Cloze sentences	Technology Word/Picture Wall Visuals Storyboard L1 Support Sentence Frame	Storyboard Peer checklist Technology	Peer checklist Technology	Technology

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.6 WIDA ELDS: 2 Writing	Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		Produce and publish narrative writing using technology, a peer and a checklist.	VU	Collaborate, interact, publish
				LFC	Subject verb agreement, embedded clauses
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or selected single words in key phrase patterns.	Publish written work by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in key phrases and short sentences.	Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish written work by applying specific technology and collaborative skills using key vocabulary in expanded and some complex sentences.	Publish clear and coherent written work by applying specific technology and collaborative skills using precise vocabulary in multiple, complex sentences.
Learning Supports		Publishing checklist Teacher feedback Technology Word/Picture Wall Visuals Cloze sentences L1 Support	Publishing checklist Teacher feedback Technology Word/Picture Wall Visuals Sentence frames L1 Support	Publishing checklist Peer feedback Technology Word Wall	Publishing checklist Peer feedback Technology	Technology

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.9a WIDA ELDS: 2-5 Writing	Draw evidence from 6th grade literary texts to support analysis, reflection, and research; apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Write to cite evidence from informational texts to support analysis and reflection using a graphic organizer and marking the text.	VU	Cite evidence, argument; content-based, grade-level vocabulary
			LFC	Referential phrases, transition words
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write to cite evidence from informational texts to support analysis and reflection from L1 texts and/or use drawings and selected single words in key phrase patterns.	Write to cite evidence from informational texts to support analysis and reflection from L1 texts and/or use selected vocabulary in key phrases and short sentences.	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 cite evidence from informational texts to support analysis and reflection by using key vocabulary in expanded and some complex sentences.	Write clearly and coherently to cite evidence from informational texts using precise vocabulary in multiple, complex sentences.
Learning Supports		Graphic organizer Marking the text Word/Picture Wall Visuals Cloze sentences L1 support	Graphic organizer Marking the text Word/Picture Wall Visuals Sentence Frame L1 Support	Graphic organizer Marking the text Word Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.10 WIDA ELDS: 2 Writing	Write narratives routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write narratives routinely for specific time frames and for various purposes, tasks and audiences using Templates and Word Bank.	VU	Journal, task, purpose
			LFC	Verb forms; declarative sentences, compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio and make periodic journal entries in L1 and/or use drawings and selected single words in key phrase patterns.	Write narratives routinely to create a portfolio and make periodic journal entries in L1 and/or use selected vocabulary in key phrases and short sentences.	Write narratives routinely to create a portfolio and make periodic journal entries by producing key vocabulary in a series of simple, related sentences.	Write narratives routinely to create a portfolio and make periodic journal entries by producing key vocabulary in expanded and some complex sentences.	Write narratives routinely to create a portfolio and make periodic journal entries using precise vocabulary in multiple, complex sentences.
Learning Supports	Template Word/Picture Bank Visuals Cloze sentences L1 Support	Template Word/Picture Bank Visuals Sentence frames L1 Support	Template Word Bank Sentence Starter		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.6.1 WIDA ELDS: 2 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		Participate in a variety of collaborative discussion settings using an outline and conversation Cue Cards.		VU	In my opinion, I feel that, I understand that; content-based, grade-level vocabulary
					LFC	Compound and complex sentences
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Participate in a variety of teacher-led discussions using L1 and/or use drawings and selected single words in key phrase patterns.	Participate in a variety of teacher led discussions, in L1 and/or use pictures and selected vocabulary in key phrases and short sentences.	Participate in a variety of collaborative discussion using key vocabulary in a series of simple, related sentences.	Participate in a variety of collaborative discussion settings using key vocabulary in expanded and some complex sentences.	Participate in a variety of collaborative discussion settings using precise vocabulary in multiple, complex sentences.
Learning Supports		Outline ConversationcCue Cards Multiple reference materials Pictures/Photographs Word Wall/Bank L1 support	Outline Conversation Cue Cards Multiple reference materials Sentence frames Pictures/Photographs Word Wall/Bank L1 support	Outline Conversation Cue Cards Multiple reference materials Word Wall/Bank	Outline Conversation Cue Cards Multiple reference materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1a WIDA ELDS: 2 Speaking Listening	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Share ideas based on texts studied using notes and Cue Cards.	VU	: According to, The text states; content-based, grade-level vocabulary
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Share ideas in a grade-level discussion to further probe and reflect on a previously researched topic using L1 and/or use drawings and selected single words in key phrase patterns.	Share ideas in a grade-level discussion to further probe and reflect on a previously researched topic in L1 and/or use pictures and selected vocabulary in key phrases and short sentences.	Share ideas in a grade-level discussion to further probe and reflect on a previously researched topic using key, vocabulary in a series of simple, related sentences.	Share ideas in a grade-level discussion to further probe and reflect on a previously researched topic using key vocabulary in expanded and some complex sentences.	Share ideas in a grade-level discussion to further probe and reflect on a previously researched topic using precise vocabulary in multiple, complex sentences.
Learning Supports		Cornell Notes Cue Cards Word/Picture Wall Visuals Gestures L1 support	Cornell Notes Cue Cards Word/Picture Wall Visuals Sentence frames L1 support	Cornell Notes Cue Cards Word Wall Peer groups	Cornell Notes Cue Cards Peer groups	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1b WIDA ELDS: 2 -5 Speaking Listening	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and 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, roles, deadlines; content-based, grade-level vocabulary
			LFC	Verb forms; declarative sentences
			LC	Varies by level

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

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1.c WIDA ELDS: 2 -5 Speaking Listening	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using Sentence Frame, Cue Cards and L1 support.	VU	Elaborate, detail, 5-W words; content-based, grade-level vocabulary
			LFC	Asking informational and clarifying questions; expressing and supporting opinions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using L1 and/or use pictures, gestures and selected single words in key phrase patterns.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or pictures and selected vocabulary in key phrases and short sentences.	Compose and respond to questions by making comments that contribute to the discussion using key vocabulary in a series of simple, related sentences.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion, using key vocabulary in expanded and some complex sentences.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using precise vocabulary in complex sentences.
Learning Supports	Sentence frames Word/Picture Wall Cue Cards Visuals Gestures L1 support	Sentence frames Word/Picture Wall Cue Cards Visuals L1 support Wh-questions	Sentence Starter Word Wall Cue Cards		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1d WIDA ELDS: 2-5 Speaking Listening	When participating in collaborative discussions review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Participate in collaborative discussion and review key ideas expressed using a graphic organizer and notes.	VU	Reflect, paraphrase; content-based, grade-level vocabulary
			LFC	Retelling, present/past tense verbs, comparing
			LC	Varies by level

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

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.6.2 WIDA ELDS: 2-5 Speaking Listening	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		Listen to information and explain how it contributes to a topic using notes and an outline.	VU	Interpret, explain; content-based, grade-level vocabulary
				LFC	Present and past tense verbs, dependent and independent clauses
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using selected single words in key phrase patterns.	Listen to presentation of grade-level information and explain how it contributes to a topic in L1 and/or use selected vocabulary in key phrases and short sentences.	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 presentation of grade level information and explain how it contributes to a topic using key vocabulary in expanded and some complex sentences.	Listen to presentation of grade level information and explain how it contributes to a topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Word/picture bank L1 support Cloze sentences Pictures Visuals	Outline Word/picture bank L1 support Sentence frames Pictures Visuals	Outline Word Bank	Outline	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.4 WIDA ELDS: 1 – 5 Speaking	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using a graphic organizer.	VU	Concisely, logically; content-based, grade-level vocabulary
			LFC	Concise and logical sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 concisely and logically that is appropriate to purpose, audience, and task in L1 and/or produce spoken phrases and short sentences that represent key ideas using selected vocabulary.	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 present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in expanded and some complex sentences.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizer Word/Picture Bank Phrase Bank Native Language Text L1 support	Graphic Organizer Word/Picture Bank Phrase Bank Native Language Text L1 support	Graphic Organizer Word Bank	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.5 WIDA ELDS: 1-5 Speaking	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Present information in a concise oral report with multimedia components and visual displays using technology, notes and props.	VU	Convey, perspective, distinct, 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	ELP 3	ELP 4	ELP 5
Language Objectives	Present information in a concise oral report with multimedia components and visual displays in L1; and/or use selected single words or phrases that represent key ideas.	Present information in a concise oral report with multimedia components and visual displays in L1; and/or use selected vocabulary in formulaic phrases and short sentence patterns.	Present information in an oral report with multimedia components and visual displays using key vocabulary in a series of simple, related sentences.	Present information in an organized oral report with multimedia components and visual displays using key vocabulary in expanded and some complex sentences.	Present information in a concise oral report with multimedia components and visual displays using precise vocabulary in multiple, complex sentences.
Learning Supports	Cloze sentences Visuals Props Word/Phrase Banks L1 support	Sentence Starter/Frames Visuals Props Phrase Bank	Note cards Word Bank Props	Props	Props

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.6; L.6.3.a WIDA ELDS: 1-5 Reading Speaking Listening Writing	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening according to English language proficiency level with appropriate supports.	VU	Formal vs. informal English; content-based, grade-level vocabulary
			LFC	Varies by level
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English and its conventions by producing or processing selected single words and phrase patterns that represent key ideas.	Demonstrate a command of formal English and its conventions by producing or processing selected vocabulary in key phrases and short sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in expanded and some complex sentences.	Demonstrate a command of formal English and its conventions by producing or processing precise vocabulary in multiple, complex sentences.
Learning Supports	Reference materials Word/Picture Wall L1 support Cloze sentences Gestures Pictures Visuals	Reference materials Word/Picture Wall L1 support Sentence frames Pictures Visuals	Reference materials Word Wall Template	Reference materials	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.1.a WIDA ELDS: 1-5 Reading Speaking	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	Speak and write with pronouns in the proper case and gender using Teacher Modeling and referent Charts.	VU	Pronouns (subjective, objective, possessive)
			LFC	Sentences with pronouns and referents
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Speak and write with high frequency pronouns in the proper case and gender with selected vocabulary.	Speak and write with common pronouns in the proper case and gender with selected vocabulary in phrases and short sentences.	Speak and write with pronouns in the proper case and gender with key vocabulary in a series of simple, related sentences.	Speak and write with pronouns in the proper case and gender key vocabulary and in expanded and some complex language structures.	Speak and write with pronouns in the proper case and gender with precise vocabulary in complex language structures.
Learning Supports		Reference materials Teacher Modeling Reference Charts Pictures L1 support Word/Picture Wall Cloze sentences	Reference materials Teacher Modeling Reference Charts Pictures L1 support Word/Picture Wall Sentence frames	Reference materials Reference Charts Word Wall	Reference materials Reference Charts	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.1b. WIDA ELDS: 1-5 Speaking Writing	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Demonstrate correct use of intensive pronouns using pronoun Charts and Visuals.		VU	Intensive pronouns; content-based, grade-level vocabulary
					LFC	Describing people and actions
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use high frequency intensive pronouns (myself, himself) when writing or speaking with selected vocabulary.	Use common intensive pronouns when writing or speaking with selected vocabulary in key phrases and short sentences.	Use intensive pronouns when writing or speaking with key vocabulary in a series of simple, related sentences.	Use intensive pronouns when writing or speaking with key vocabulary in expanded and some complex language structures.	Use intensive pronouns when writing or speaking with precise vocabulary in multiple complex sentences.
Learning Supports	Pronoun Charts Word/Picture Wall Cloze sentences Pictures L1 support	Pronoun Charts Word/Picture Wall Sentence frames Pictures L1 support	Pronoun Charts Word Wall	Pronoun Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.1.c WIDA ELDS: 1-5 Speaking Writing	When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person at the respective ELP level by using Charts and Visuals.	VU	Conventions, usage; content-based, grade-level vocabulary
			LFC	Specific to context and task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person using selected vocabulary in key phrase patterns.	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person selected vocabulary in phrases and short sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple resources Teacher Modeling Cloze activity L1 support	Multiple resources Teacher Modeling Sentence Starters/Frames L1 support	Multiple resources Teacher Modeling	Multiple resources	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.1.d WIDA ELDS: 1-5 Reading Speaking Writing Listening	When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		Write and speak to demonstrate use of correct pronouns when writing or speaking at the respective ELP level by using Charts and Visuals.		VU	Conventions, usage
					LFC	Specific to context and task
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate the use of correct pronouns using selected single words in phrase patterns that represent key ideas.	Write and speak to demonstrate the use of correct pronouns using selected vocabulary in key phrases and short sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate the use of correct pronouns using precise vocabulary in multiple, complex sentences.
Learning Supports	Charts Visuals Teacher Modeling Cloze activity L1 support	Charts Visuals Teacher Modeling Sentence Starters/Frames L1 support	Charts Visuals Teacher Modeling	Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2a WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Write using the proper capitalization and punctuation conventions of standard English using teacher created mechanics Charts and checklist. .	VU	Punctuation marks, capitalization; content-based, grade-level vocabulary
			LFC	Sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency selected vocabulary in key phrases and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with selected vocabulary in phrases and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key, vocabulary in a series of simple, related sentences.	Write using the proper capitalization and punctuation conventions of standard English key vocabulary in expanded and some complex sentences.	Write using the proper capitalization and punctuation conventions of standard English with precise vocabulary in multiple, complex sentences.
Learning Supports	Mechanics Charts support/comparison	Mechanics Charts support/comparison	Mechanics Charts	Mechanics Charts	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.2.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English to spell correctly.		Demonstrate accurate spelling through using a dictionary and spell check for support.		VU	Spelling conventions
					LFC	Apply conventional spelling rules
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for selected, grade 5-6 reading and content-related vocabulary.	Demonstrate command of English spelling conventions for key, grade 5-6 reading and content-based vocabulary.	Demonstrate command of English spelling conventions for grade 5-6 reading and content-based vocabulary.	Demonstrate command of English spelling conventions for reading and content-based, grade-level vocabulary.
Learning Supports	Reference materials Word/Picture Wall Picture dictionary Personal dictionary L1 support	Reference materials Word/Picture Wall Picture dictionary Personal dictionary L1 support	Reference materials Word Wall	Reference materials Word Wall	Reference materials

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4.a WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues using a reference Charts, listing strategy words, and using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).	VU	Suffixes, prefixes, root words, synonyms, antonyms, multiple meaning
			LFC	Nouns, verbs, adjectives, adverbs, phrase
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to determine the meaning of unknown and multiple-meaning, high-frequency words and phrases through context clues, cognates, schema and function.	Read to determine the meaning of unknown and multiple-meaning, selected words and phrases through context clues, cognates, schema and function.	Read to determine the meaning of unknown and multiple-meaning, key words and phrases through context clues, cognates, schema and function.	Read to determine the meaning of unknown and multiple meaning, grade 5-6 level words and phrases through context clues, schema, cognates and function.	Read to determine the meaning of unknown and multiple meaning, grade-level words and phrases through context clues, schema, cognates and function.
Learning Supports		Reference materials Word/Picture Wall Picture dictionary Personal dictionary L1 support	Reference materials Word/Picture Wall Picture dictionary Personal dictionary L1 support	Reference materials Word Wall	Reference materials	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.4b. WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		Clarify the meaning of unknown words and phrases using multiple resources and a checklist of strategies.		VU	Multiple-meaning words, phrases, strategies
					LFC	Sentences with unknown and multiple meaning words
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Clarify the meaning of unknown words and phrases in L1 and/or selected, high-frequency words in excerpts of grade-level texts and presentations.	Clarify the meaning of unknown words and phrases in L1 and/or selected words in excerpts from grade-level texts and presentations.	Clarify the meaning of unknown words and phrases in adapted texts and presentations.	Clarify the meaning of unknown words and phrases in texts and presentations at a grade 5-6 text complexity level.	Clarify the meaning of unknown words and phrases in grade level text and presentations.
Learning Supports		Multiple resources Checklist of strategies Word/Picture Bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word/Picture bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word Bank	Multiple resources (Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4c.d. WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; Consult reference materials (e.g., dictionaries, glossaries, thesauruses), 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	Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using multiple resources.	VU	Pronunciation, meaning, part of speech, etymology
			LFC	Varies with reading task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the 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.	Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content and clarify the meaning in L1 and/or selected excerpts from grade-level texts.	Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 adapted reading and content texts.	Read to determine the meaning of unknown and multiple-meaning words and phrases based on texts at the 5-6 text complexity level.	Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.
Learning Supports	Multiple resources Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources Checklist of strategies Word Bank	Multiple resources Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.5 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Read to determine the meaning of figurative language, word relationships and nuances using context, Visuals, and reference materials.	VU	Figures of speech, euphemism, oxymoron
			LFC	Sentences with figurative language
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning figurative language, word relationships and nuances in L1 and/or selected vocabulary within an excerpt from a grade level text.	Read to determine the meaning figurative language, word relationships and nuances in L1 and/or selected vocabulary and phrases within an excerpt from a grade level text.	Read to determine figurative language, word relationships and nuances within an adapted text.	Read to determine figurative language, word relationships and nuances within a grade 5-6 text complexity level.	Read to determine figurative language, word relationships and nuances in grade level text.
Learning Supports	Multiple resources Picture Dictionaries Text in L1 Visuals L1 support	Multiple resources Picture Dictionaries Visuals Text in L1 L1 support	Multiple resources Visuals	Multiple resources	Multiple resources

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.5a. WIDA ELDS: 1-5 Reading Speaking Writing Listening	Interpret figures of speech (e.g., personification) in context.		Read to determine the meaning of figures of speech and their role in the text using context, Visuals, and reference materials.		VU	Figures of speech, euphemism, oxymoron
					LFC	Sentences with figurative language
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of figures of speech in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of figures of speech in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of figures of speech within an adapted text.	Read to determine the meaning of figures of speech within a grade 5-6 text complexity level.	Read to determine the meaning of figures of speech in grade level text.
Learning Supports	Multiple resources Picture dictionaries Text in L1 Visuals L1 support	Multiple resources Picture dictionaries Visuals Text in L1 L1 support	Multiple resources Visuals	Multiple resources	Multiple resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.5.a WIDA ELDS: 1-5 Reading Speaking	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Read to determine the meaning of words based on the relationships between words using Visuals.	VU	Content-based, grade-level vocabulary; words with relationships
			LFC	Sentences with key vocabulary
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words within an adapted text.	Read to determine the meaning of words based on the relationships between words within a text at the grade 5-6 complexity level.	Read to determine the meaning of grade-level words based on the relationships between words.
Learning Supports	Multiple resources Picture dictionaries Text in L1 Visuals L1 support	Multiple resources Picture dictionaries Visuals Text in L1 L1 support	Multiple resources Visuals	Multiple resources	Multiple resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.5a. WIDA ELDS: 1-5 Reading Speaking	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Read to determine the meaning of connotations and denotations using context, Visuals, and reference materials.	VU	: Synonyms, shades of meaning; content-based, grade-level vocabulary
			LFC	Sentences with figurative language
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read to determine the meaning of connotations and denotations in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of connotations and denotations in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of connotations and denotations within an adapted text.	Read to determine the meaning of connotations and denotations within a text at grade 5-6 complexity level.	Read to determine the meaning of connotations and denotations in grade level text.
Learning Supports		Multiple resources Picture dictionaries Text in L1 Visuals L1 support	Multiple resources Picture dictionaries Visuals Text in L1 L1 support	Multiple resources Visuals	Multiple resources	Multiple resources

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.6.6 CCSS: WIDA ELDS: 1-5 Reading Speaking Writing Listening	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Read and listen in order to speak and write with grade-level general, academic and domain-specific words using multiple resources (i.e., thesaurus, dictionaries).		VU	General, academic and domain specific words
					LFC	Sentence structure at ELP level
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen in order to speak and write to apply appropriately-leveled general, academic and selected domain-specific words and phrases by using vocabulary in a matching activity.	Read and listen in order to speak and write to apply leveled general, academic and selected domain-specific words and phrases using Sentence Frame.	Read and listen in order to speak and write with leveled general, academic and key domain-specific words and phrases with some independence.	Read and listen in order to speak and write with general, academic and domain-specific words and phrases within grade 5-6 text level independently.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words and phrases using reference materials independently.
Learning Supports	Multiple resources Word/Picture Wall L1 support Visuals	Multiple resources Word/Picture Wall L1 support Visuals	Multiple resources Word Wall	Multiple resources	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.2 WIDA ELDS:2-5 Reading Speaking	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments**.	Explain and summarize the central message via details from a story, drama, or poem using graphic organizers, shared group activities.	VU	Phrases: (on page __, in other words); logical connectors; content-based, grade-level 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 Objectives	Explain and summarize the central idea and key details in L1 and/or identify the central idea of a leveled text by matching phrase citations to visual representations.	Explain and summarize the central idea and key details in L1 and/or by matching sentence citations from leveled texts or excerpts of grade-level texts to visual representations of text.	Explain and summarize the central idea and key details using key vocabulary in a series of simple, related sentences.	Explain and summarize the central idea and key details using key vocabulary in expanded and complex sentences.	Explain and summarize the central idea and key details using precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map Template Partner Work L1 support Phrase citations Visuals	Story Map Template Partner Work L1 support Sentence citations Visuals	Story Map Template Partner Work	Story Map Marking the text	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.3 WIDA ELDS: 2 Reading Speaking Listening	Describe how a particular drama's plot unfolds in a series of episodes in 6th grade text(s).	Describe and sequence plot in a story by using a plot diagram and creating a video.	VU	Main idea; plot; content-based grade-level vocabulary
			LFC	Describe people, places, things i.e. present progressive tense, adverbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text.	Describe and sequence how the story's plot unfolds in L1 and/or sequence the plot by sorting content-related visuals with short sentences from leveled texts or excerpts from a grade-level text.	Describe and sequence how the story's plot unfolds from adapted literature using key vocabulary in a series of simple, related sentences.	Describe and sequence how the story's plot unfolds from literature within the grade-level band using key vocabulary in expanded and some complex sentences.	Describe and sequence how the story's plot unfolds in a series of episodes in grade-level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map L1 support Illustrated text	Story Map Bilingual Dictionary Glossary L1 support Illustrated text	Story Map Bilingual Dictionary Glossary		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.3 WIDA ELDS: 2 Reading Speaking Listening	Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).	Describe changes and responses in characters over time using plot diagram and character web.	VU	Characters, change, resolution; content-based, grade-level vocabulary
			LFC	Describing actions, people, places, thing; present and past tense verbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 changes and responses of characters as plot moves to resolution in L1 and/or answering wh-questions using selected vocabulary in key phrases.	Describe changes and responses of characters as plot moves to resolution using key vocabulary in a series of simple, related sentences.	Describe changes and responses of characters as plot moves to resolution using key vocabulary in expanded and some complex sentences.	Describe changes and responses of characters as plot moves to a resolution in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Character Web Role play Word/picture Wall Illustrated text Native Language Texts L1 support	Character Web Role play Word/picture Wall Illustrated text Native Language Texts L1 support	Character Web Role play Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.4 WIDA ELDS: 2-5 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., "organization" connotes a sense of neatness).	Read to determine word and phrase meaning using a figurative language word wall, online support and student created visual representations of word meanings.	VU	Context clues, figurative, connotative, technical; content-based, grade-level vocabulary
			LFC	Sentences with figurative language
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of word meanings.	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of phrase meanings.	Read to determine word and phrase meaning in an adapted literary text.	Read to determine word and phrase meaning in a literary text within grade-level band.	Read to determine word and phrase meaning in grade level literary text.
Learning Supports	Online Resources Figurative language Word Wall Native Language Support Partner Work Charts/Posters Picture Dictionary	Online Resources Figurative language Word Wall Native Language Support Partner Work Charts/Posters	Online Resources Figurative language Word Wall Partner Work	Online Resources Figurative language Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.6.4 WIDA ELDS: 2 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.		Define and analyze words and phrases in a text, as it relates to tone using a dictionary and think alouds.		VU	Tone; content-based, grade-level vocabulary
					LFC	Subject verb agreement
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Define and analyze word choice, as it relates to tone in an adapted grade-level text in L1 and/or choose a single word or picture that matches tone from a leveled text.	Define and analyze word choice, as it relates to tone in an adapted grade-level text in L1 and/or choose a phrase that matches tone from a leveled text by sorting known words and phrases.	Define and analyze word choice, as it relates to tone in an adapted grade-level text using key vocabulary in a series of simple, related sentences.	Define and analyze word choice, as it relates to tone in a text within the grade-level band using key vocabulary in expanded and some complex sentences.	Define and analyze word choice as it related to tone in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports		Think Aloud Choral Reading Bilingual Dictionary L1 support Pictures/Photographs	Think Aloud Choral Reading Bilingual Dictionary L1 support Sentence Frames	Think Aloud Choral Reading	Think Aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.5 WIDA ELDS: 2 Reading Speaking Listening	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how one sentence fits into a text's structure and contributes to theme development from sentences using a think aloud.	VU	Theme, literary analysis; content-based, grade-level vocabulary
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 sentence and discuss how it connects to the theme in L1 and/or analyze words and phrases in one sentence to understand theme.	Analyze one sentence and discuss how it connects to the theme using key vocabulary in a series of simple, related sentences.	Analyze one sentence and discuss how it connects to the theme using key vocabulary in expanded and some complex sentences.	Analyze one sentence and discuss how it connects to the theme using precise vocabulary in multiple, complex sentences.
Learning Supports	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Small Groups Word Wall	Think Aloud	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.6.8 WIDA ELDS: 2 Reading Speaking Listening	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres of similar themes and topics through the use of a Venn Diagram.	VU	Compare, contrast, audio, visual, live version, perceive; content-based, grade-level vocabulary
			LFC	Comparative and superlative adjectives; conjunctions; adverbs
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Compare and contrast texts in different forms or genres of similar themes and topics in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/no or choice questions.	Compare and contrast texts in different forms or genres of similar themes and topics in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Compare and contrast texts in different forms or genres of similar themes and topics using key vocabulary in a series of simple, related sentences.	Compare and contrast texts in different forms or genres of similar themes and topics using key vocabulary in expanded and some complex sentences.	Compare and contrast texts in different forms or genres of similar themes and topics using precise vocabulary in multiple, complex sentences.
Learning Supports		Venn Diagram Word/picture Wall L1 support Pictures/Photographs Video Clips/Films	Venn Diagram Word/picture Wall L1 support Pictures/Photographs Video Clips/Films	Venn Diagram Word Wall	Venn Diagram	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.6.10 WIDA ELDS: 2 Reading Speaking Listening	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Read to comprehend a variety of literature in the grade 6 text complexity band using graphic organizers, L1 support and online resources.	VU	Content-based, grade-level vocabulary
				LFC	Specific to text
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to comprehend a variety literature in L1; and/or selected vocabulary in memorized patterns.	Read to comprehend a variety of literature in L1; and/or selected vocabulary in leveled literature.	Read to comprehend a variety of adapted literature and key vocabulary in the grade-level band.	Read to comprehend a variety of literature within the grade-level band.	Read to comprehend a variety of grade-level literature.
Learning Supports	Online Resources Graphic Organizer Word/picture Bank L1 support Cloze sentences	Online Resources Graphic Organizer Word/picture Bank L1 support Sentence Frames	Online Resources Graphic Organizer Word Bank	Online Resources Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
: RI.6.1 WIDA ELDS: 2-5 Reading Speaking	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read to cite the most supportive textual evidence from informational text using graphic organizers and marking the text.	VU	Explicit, evidence, quotes, inferences; content-based, grade-level vocabulary
			LFC	Use quotation marks
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 the most supportive textual evidence in L1 and/or by matching sentence citations from leveled, informational text to visual representations of the text in English.	Read to cite the most supportive textual evidence from adapted, informational text.	Read to cite the most supportive textual evidence from informational texts within the grade-level band.	Read to cite the most supportive textual evidence from grade-level informational text.
Learning Supports	Graphic organizer Highlight/mark text Partner L1 support Phrase citations Pictures of text Word/picture wall Cornell note	Graphic organizer Highlight/mark text Partner L1 support Sentence citations Pictures of text Word/picture wall Cornell note	Graphic organizer Partner Word wall Highlight/mark text Cornell note taking	Graphic organizer Highlight/mark text Cornell note taking	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.3 WIDA ELDS: 2 - 5 Reading Speaking	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Read and analyze how a key individual, event, or idea is developed in an informational text by using a Cornell note-taking sheet, marking the text, pictures and a word wall.	VU	Traits, characteristics, events, challenges; content-based, grade-level vocabulary
			LFC	Sentence structure, adjectives, sequential phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching phrase citations from a leveled text to visual representations.	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching sentence citations from leveled texts to visual representations of text.	Read and analyze how a key individual, event, or idea is developed from an adapted informational text using key vocabulary in a series of simple, related sentences.	Read and analyze how a key individual, event, or idea is developed from informational text within the grade-level band using key vocabulary in expanded sentences with emerging complexity.	Read and analyze how a key individual, event, or idea is developed from grade-level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Highlight/mark text Cornell note L1 support Phrase citations Pictures of text Partner Word/picture wall	Highlight/mark text Cornell note L1 support Sentence citations Pictures of text Partner Word/picture wall	Highlight/mark text Cornell note taking sheet Partner Word wall	Highlight/mark text Cornell note taking sheet	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RI.6.5 WIDA ELDS: 2 - 5 Reading Speaking	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.		Read and analyze how a particular sentence contributes to the development of ideas in an informational text by using an outline or web.	VU	Structure; content-based, grade-level vocabulary
				LFC	Complex sentences with various verb forms
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how 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 analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match sentence citations to overall structure of a leveled text.	Read and analyze how a particular sentence contributes to the development of ideas using key vocabulary in simple, related sentences.	Read to analyze how a particular sentence contributes to the development of ideas using key vocabulary in expanded sentences of emerging complexity.	Read and analyze how a particular sentence contributes to the development of ideas using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Web L1 support Phrase citations Pictures of text Word/picture wall	Outline Web L1 support Sentence citations Pictures of text Word/picture wall	Outline Web Word wall Highlight/mark text	Outline Web	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.8 WIDA ELD: 2-5 Reading Speaking	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Read and analyze the argument and specific claims in a text using visuals, peer support, and / or graphic organizers.	VU	Analyze, interpretation, conflict(-ing), contradict(-ion); content-based, grade-level vocabulary
			LFC	Comparatives, superlatives, pronouns, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze the argument and specific claims in a text in L1 and/or in leveled informational texts in English, match conflicting, high-frequency words and phrases to visual representations.	Read and analyze the argument and specific claims in a text in L1 and/or in leveled informational text in English, match conflicting, factual, sentence-level descriptors to visual representations using selected vocabulary in key phrases.	Read and analyze the argument and specific claims in a text using key vocabulary in simple, related sentences.	Read and analyze the argument and specific claims in texts using key vocabulary in expanded and some complex sentences.	Read and analyze the argument and specific claims in a text using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn diagram Phrase citations Visuals L1 text and/or support	Venn diagram Sentence citations Visuals L1 text and/or support Sentence frames	Venn diagram Partner	Venn diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.6.9 WIDA ELDS: 2 - 5 Reading Speaking	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Compare and contrast one author's presentation of events with that of another by using a graphic organizers and L1 support.	VU	Similarities, differences, facts, fiction; content-based, grade-level vocabulary
			LFC	Simple, compound and complex sentences, word order and parallelism
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast one author's presentation of events with that of another from an informational text in L1 and/or match selected words and pictures.	Compare and contrast one author's presentation of events with that of another from an informational text in L1 and/or produce selected vocabulary in key phrases and short sentences.	Compare and contrast one author's presentation of events with that of another using key vocabulary in a series of simple, related sentences.	Compare and contrast one author's presentation of events with that of another using key vocabulary in expanded and some complex sentences.	Compare and contrast one author's presentation of events with that of another, using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer L1 support Word/picture wall	Graphic organizer L1 support Sentence frame Word/picture wall	Graphic organizer Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic 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.	Read and comprehend a variety of literary nonfiction using a graphic organizer appropriate 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 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend, with scaffolding, a variety of literary nonfiction in L1 and/or a variety of excerpts from adapted, illustrated informational text with increasing complexity.	Read and comprehend, with scaffolding, a variety of literary nonfiction in L1 and/or excerpts of illustrated nonfiction with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from adapted literary nonfiction with increasing complexity.	Read and comprehend, with scaffolding, a variety of literary nonfiction with increasing complexity within the grade-level band.	Read and comprehend, with scaffolding, a variety of literary nonfiction with increasing complexity at grade-level.
Learning Supports	Graphic Organizer Phrase citations Illustrations Native Language Support and texts Partner Work	Graphic Organizer Sentence citations Illustrations Native Language Support and texts	Graphic Organizer Adapted Text	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3.b WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events and/or characters.	Develop a narrative with effective techniques using a word bank template and L1 support.	VU	Transitional words, word choice, clauses, signal shift; content-based, grade-level vocabulary
			LFC	Quotations, descriptive sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 narrative with effective techniques using key vocabulary in expanded and some complex sentences.	Develop a narrative with effective techniques using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources (Technology) Word bank of transitional words and phrases Sentence Frames Cloze sentences Visuals L1 support	Online resources (Technology) Word bank of transitional words and phrases Sentence Starters Sentence Frames Visuals L1 support	Online resources Word bank of transitional words and phrases Sentence Starters	Online resources Word bank of transitional words and phrases	Online resources

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.6.3d. WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.		Write narratives to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language using a writing diamond.	VU	Sensory and descriptive nouns and adjectives; content-based, grade-level vocabulary
				LFC	Describe people, place, things actions
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write narrative with descriptive details, and sensory language in L1 and/or with selected vocabulary under pictures.	Write narrative with descriptive details and sensory language in L1 and/or with selected vocabulary in key phrases as captions under pictures.	Write narrative with descriptive details, sensory language and key vocabulary in a series of simple, related sentences.	Write a narrative with descriptive details, sensory language and key vocabulary in expanded and some complex sentences.	Write a narrative with descriptive details, sensory language and precise vocabulary in multiple, complex sentences.
Learning Supports		Sensory details chart Writing diamond Word/picture Wall Visuals Word captions Gestures L1 support	Sensory details chart Writing diamond Word/picture Wall Visuals Phrase captions L1 support	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart Writing diamond

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3.a WIDA ELDS: 2 Writing	When writing narratives, engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Write a narrative by introducing a narrator and well-structured event sequences using teacher modeling and a story map.	VU	Event sequencing; content-based, grade-level vocabulary
			LFC	Sequencing: adverbs of time, relative clauses and subordinate conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives by introducing a narrator and well-structured event sequences in L1 and/or use phrases or captions under pictures in English with selected vocabulary.	Write narratives by introducing a narrator and well-structured event sequences in L1 and/or write sentence-level narratives as captions under pictures in English with selected vocabulary.	Write narratives by introducing a narrator and well-structured event sequences with key vocabulary in a series of simple, related sentences.	Write narratives by introducing a narrator and well-structured event sequences with key vocabulary in expanded sentences of emerging complexity.	Write narratives by introducing a narrator and well-structured event sequences with precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map Word/picture Wall Visuals Phrase captions Gestures L1 support	Story Map Word/picture Wall Visuals Sentence captions L1 support	Story Map Word Wall	Story Map	Story Map

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3.c WIDA ELDS: 2 Writing	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	Write narratives using appropriate and varied transitional phrases and clauses in order to convey sequence and signal shifts using a word bank of transitional words and phrases, visuals, peer and L1 support.	VU	Transitional words, word choice, clauses, signal shift; content-based, grade-level vocabulary
			LFC	Language conventions and forms
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives by using transitional phrases, and clauses in order to convey sequence and signal shifts in L1 and/or using drawings and selected words that in phrase patterns.	Write narratives by using transitional phrases, and clauses in order to convey sequence and signal shifts in L1 and/or using visuals and selected vocabulary in phrases and short sentences.	Write narratives by using transitions, phrases, and clauses in order to convey sequence and signal shifts using key vocabulary in a series of simple, related sentences.	Write narratives by using transitions, phrases, and clauses in order to convey sequence and signal shifts using key vocabulary in expanded and some complex sentences.	Write narratives by using transitions, phrases, and clauses in order to convey sequence and signal shifts using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources (Technology) Word bank of transitional words and phrases Sentence Frames Cloze sentences Visuals L1 support	Online resources (Technology) Word bank of transitional words and phrases Sentence Starters Sentence Frames Visuals L1 support	Online resources Word bank of transitional words and phrases Sentence Starters	Online resources Word bank of transitional words and phrases	Online resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.3.e WIDA ELDS: 2 Writing	When writing narratives, provide a conclusion that follows from the narrated experiences or events.	Write to conclude a narrative text by using a closing strategy, visuals, peer and L1 support.	VU	Vocabulary pertaining to concluding statements; content-based, grade-level vocabulary
			LFC	Compound tenses, complex sentence structure (clauses)
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to conclude a narrative text by using L1 and/or using selected words or drawings in phrase patterns.	Write to conclude a narrative text by using L1 and/or using selected vocabulary in key phrases and short sentences.	Write to conclude a narrative text by using key vocabulary in simple, related sentences.	Write to conclude a narrative text by using key vocabulary in expanded and some complex sentences.	Write to conclude a narrative text using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources Sentence frames L1 support Word/picture bank Cloze sentences Closing strategy	Online resources Sentence frames L1 support Word/picture bank Closing strategy	Online resources Word bank Closing strategy	Online resources Closing strategy	Online resources Closing strategy

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.1 WIDA ELDS: 2 Writing	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence using think-alouds and a graphic organizer (t-chart).	VU	For and against. pros and cons; content-based, grade-level vocabulary
			LFC	Compare and contrast - relative clauses and subordinate conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments to support claims with clear reasons and relevant evidence in L1 and/or match selected vocabulary as captions under pictures.	Write arguments to support claims with clear reasons and relevant evidence in L1 and/or use selected vocabulary in phrases and short sentences.	Write arguments to support claims with clear reasons and relevant evidence with key vocabulary in a series of simple, related sentences.	Write arguments to support claims with clear reasons and relevant evidence with key vocabulary in expanded and some complex sentences.	Write arguments to support claims with clear reasons and relevant evidence using precise vocabulary in multiple, complex sentences.
Learning Supports	T-chart Word/picture Wall Visuals Phrase captions Gestures L1 support	T-chart Word/picture Wall Visuals Sentence captions L1 support	T-chart Word Wall	T-chart	T-chart

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.1.a WIDA ELDS: 2 Writing	Write arguments to introduce and support claims and organize the reasons and evidence clearly.	Write arguments to introduce and support claims by organizing the reasons and evidence clearly using a word wall, checklist, and teacher modeling.	VU	Opinion, topic; content-based, grade-level vocabulary
			LFC	First person singular. "I think...I believe that."
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write 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 arguments to introduce and support claims by organizing the reasons and evidence clearly in L1 and/or use pictures, drawings or selected vocabulary in phrases or short sentences.	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 arguments to introduce and support claims by organizing the reasons and evidence clearly using key vocabulary in expanded and some complex sentences.	Write arguments to introduce and support claims by organizing the reasons and evidence clearly using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Online sources Checklist Word wall Personal dictionary Sentence starters	Online sources Checklist	Online sources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.1.b WIDA ELDS: 2 Writing	When writing arguments, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using a word wall, online resources, a checklist for credibility, and teacher modeling.	VU	Argument; content-based, grade-level vocabulary
			LFC	First person singular. "I think...I believe that.
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Write 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 arguments to introduce and support claims with clear reasons, relevant evidence and credible sources in L1 and/or use pictures, drawings or selected vocabulary in phrases or short sentences.	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 arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using key vocabulary in expanded and some complex sentences.	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using precise vocabulary in multiple, complex sentences.
Learning Supports		Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Online sources Checklist Word wall Personal dictionary Sentence starters	Online sources Checklist	Online sources Checklist

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.1.c.d WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	Write arguments with words, phrases and clauses that clarify the relationship among claims using a word wall, charts and teacher modeling.	VU	Clarifying words and phrases; content-based, grade-level vocabulary
			LFC	First person singular. "I think...I believe that.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments with precise words, phrases and clauses that clarify the relationships among claims in L1 and/or use pictures, drawings and selected words in phrase patterns.	Write arguments with precise words, phrases and clauses that clarify the relationships among claims in L1 and/or use pictures, drawings and selected vocabulary in phrases or short sentences.	Write arguments with key words, phrases and clauses that clarify the relationships among claims in a series of simple, related sentences.	Write arguments with key words, phrases and clauses that clarify the relationships among claims in expanded and some complex sentences with a variety of grammatical structures.	Write arguments with precise words, phrases and clauses that clarify the relationships among claims in multiple, complex sentences.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.1.e WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.	Write arguments with concluding sections that follow the argument using a word wall, personal dictionary, and teacher modeling.	VU	Opinion, topic, text; content-based, grade-level vocabulary
			LFC	First person singular. "I think...I believe that.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments with concluding sections in L1 and/or use pictures, drawings and selected, high-frequency words in phrase patterns.	Write arguments with concluding sections in L1 and/or use pictures, drawings and selected vocabulary in phrases or short sentences.	Write arguments with concluding sentences using key vocabulary in a series of simple, related sentences.	Write arguments with concluding sentences, using key vocabulary in expanded and some complex sentences.	Write arguments with a concluding section using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.4 WIDA ELDS: 2 Writing	When writing narratives and arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Develop and organize a coherent argument which is appropriate to the reader using a graphic organizer, word wall and template.	VU	Task, purpose, audience; content-based, grade-level vocabulary
			LFC	Sentences appropriate to task
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize a coherent argument that is appropriate to the reader in L1 and/or use drawings and selected words in phrase patterns.	Develop and organize a coherent argument that is appropriate to the reader in L1 and/or use selected vocabulary in phrases and short sentences.	Develop and organize a coherent argument that is appropriate to the reader using key vocabulary in a series of simple, related sentences.	Develop and organize an organized argument that is appropriate to the reader using key vocabulary in expanded and some complex sentences.	Develop and organize a coherent argument that is appropriate to the reader using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Word/picture wall Template Visuals L1 Support Cloze sentences	Graphic organizer Word/picture Wall Template Visuals L1 Support Sentence frames	Graphic organizer Word Wall Template Sentence starters	Graphic organizer Template	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Plan, revise, edit, and rewrite narrative using peer editing with a checklist, storyboard, and dictionary/thesaurus.	VU	Editing, rewriting, peer edit; content-based, grade-level vocabulary
			LFC	Complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus writing in L1 and/or use drawings and selected words in phrase patterns.	Write, plan, revise and edit to develop, strengthen, and focus writing inL1 and/or use selected vocabulary in key phrases and short sentences.	Write, plan, revise and edit to develop, strengthen, and focus writing using key vocabulary in simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus writing using key vocabulary in expanded and some complex sentences.	Write, plan, revise and edit to develop, strengthen, and focus writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard L1 Support Cloze sentences	Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard L1 Support	Storyboard Template Peer checklist Technology support	Writing outline Peer checklist Technology support	Technology support (i.e., spell check, online thesaurus, grammar check)

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.6 WIDA ELDS: 2 Writing	Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Produce and publish narrative writing using Microsoft Office, a peer and a checklist.	VU	Collaborate, interact, publish; content-based, grade-level vocabulary
			LFC	Subject verb agreement, embedded clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish 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 narratives using key vocabulary in expanded and some complex sentences.	Publish narrative writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Publishing checklist Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard Cloze sentences L1 Support	Publishing checklist Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard Sentence frames L1 Support	Publishing checklist Peer feedback Technology support Template Word Wall	Publishing checklist Peer feedback Technology support	Technology support

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.8 WIDA ELDS: 2 Writing	Provide basic bibliographic information for sources when writing arguments.	List basic bibliographic information for sources when writing arguments using online resources, template and teacher modeling.	VU	Process, analysis, resources; content-based, grade-level vocabulary
			LFC	Explanatory sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	List bibliographic information for sources when writing arguments in L1 and/or by listing titles of sources that represent key ideas.	List bibliographic information for sources when writing arguments in L1 and/or by listing book titles and authors of sources.	List basic bibliographic information for sources.	List basic bibliographic information for sources when writing arguments.	List complete bibliographic information for sources when writing arguments.
Learning Supports	Teacher modeling L1 support Word/picture bank Online resources Template (semi-completed) Cloze sentences	Teacher modeling L1 support Word/picture bank Online resources Template (semi-completed) Sentence frames	Word bank Online resources Template	Online resources	Online resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.6.9.a WIDA ELDS: 2 Writing	Draw evidence from 6th grade literary texts to support analysis, reflection, and research; apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Write to cite evidence from informational texts to support analysis and reflection using a graphic organizer and marking the text.	VU	Cite evidence; content-based, grade-level vocabulary
			LFC	Referential phrases, transition words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from informational texts in L1 and/or use pictures and selected words in phrase patterns.	Write to cite evidence from informational texts in L1 and/or use visuals and selected vocabulary in key phrases and short sentences.	Write to cite evidence from adapted informational texts using key vocabulary in a series of simple, related sentences.	Write to cite evidence from informational texts using key vocabulary in expanded and some complex sentences.	Write clearly and coherently to cite evidence from informational texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Marking the text Word/picture wall Visuals Cloze sentences L1 support	Graphic organizer Marking the text Word/picture wall Visuals Sentence Frames L1 Support	Graphic organizer Marking the text Template Word Wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1 WIDA ELDS: 2-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Participate in a variety of collaborative discussion settings using an outline, notes and Conversation Cue cards.	VU	In my opinion, I feel that, I understand that; content-based, grade-level vocabulary
			LFC	Compound and complex sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety discussions using L1 and/or in teacher-led discussions, use high-frequency, selected words and phrases in memorized patterns.	Participate in a variety of discussions, in L1 and/or in teacher-led discussions, use selected vocabulary in phrases and short sentences.	Participate in a variety of collaborative discussion using key vocabulary in a series of simple, related sentences.	Participate in a variety of collaborative discussion settings using key vocabulary in expanded sentences with emerging complexity.	Participate in a variety of collaborative discussion settings using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Conversation Cue cards Multiple reference Materials Pictures/Photographs Word/picture wall L1 support	Outline Conversation Cue cards Multiple reference materials Sentence frames Pictures/Photographs Word/picture wall L1 support	Outline Conversation Cue cards Multiple reference materials Word wall	Outline Conversation Cue cards Multiple reference materials	Outline

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1.a WIDA ELDS: 2 Speaking Listening	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Share ideas based on texts studied using notes and Cue cards.	VU	According to, The text states; content-based, grade-level vocabulary
			LFC	Declarative and interrogatory sentences; subordinate conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Share ideas in a grade-level discussion using L1 and/or use selected words in phrase patterns.	Share ideas in a grade-level discussion in L1 and/or use selected vocabulary in phrases and short sentences.	Share ideas in a grade-level discussion using key vocabulary in a series of simple, related sentences.	Share ideas in a grade-level discussion using key vocabulary in expanded and some complex sentences.	Share ideas in a grade-level discussion using precise vocabulary in multiple, complex sentences.
Learning Supports	Cornell notes Cue cards Teacher modeled techniques Word/picture wall Visuals Gestures L1 support	Cornell notes Cue cards Teacher modeled techniques Word/picture wall Visuals Sentence frames L1 support	Cornell note-taking Cue cards Word wall Peer groups	Cornell note-taking Cue cards Peer groups	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.6.1b. WIDA ELDS: 1 Speaking Listening	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and 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, roles, deadlines; content-based, grade-level vocabulary
				LFC	Verb forms; declarative sentences
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use selected single words in phrase patterns.	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use selected vocabulary in key phrases and short sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using key vocabulary in a series of simple, related sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals using key vocabulary in expanded and some complex sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals using precise vocabulary in multiple, complex sentences.
Learning Supports		Reference sheet of specific discussion rules Role play Template Word/picture wall L1 support Cloze sentences	Reference sheet of specific discussion rules Role play Template Word/picture wall L1 support Sentence frames	Reference sheet of specific discussion rules Role play Template Word wall	Reference sheet of specific discussion rules Role play Template	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.6.1.c WIDA ELDS: 2 -5 Speaking Listening	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using sentence frames and L1 support.		VU	Elaborate, detail, 5-W words; content-based, grade-level vocabulary
					LFC	Asking informational and clarifying questions;
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose 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 questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or use selected vocabulary in key phrases and short sentences.	Compose and respond to questions by making comments that contribute to the discussion using key vocabulary in a series of simple, related sentences.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion, using key vocabulary in expanded and some complex sentences.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using precise vocabulary in multiple, complex sentences.
Learning Supports	Sentence frames Word/picture wall Visuals/Gestures L1 support Choice questions	Sentence frames Word/picture wall Visuals L1 support Wh-questions	Sentence starters Word wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.1.d WIDA ELDS: 2-5 Speaking Listening	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Participate in collaborative discussion and review key ideas expressed using a graphic organizer and notes.	VU	Reflect, paraphrase; content-based, grade-level vocabulary
			LFC	Retelling, present/past tense verbs, comparing
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using pictures, gestures and single words in phrase patterns.	Participate in collaborative discussion and review key ideas expressed in L1 and/or use selected words in key phrases and short sentences.	Participate in collaborative discussion and review key ideas expressed by producing key vocabulary in a series of simple, related sentences.	Participate in collaborative discussion and review key ideas expressed by producing key vocabulary in expanded and some complex sentences.	Participate in collaborative discussion and review key ideas expressed using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Word/picture wall L1 support Choice questions	Graphic organizer Word/picture wall L1 support Sentence frames	Graphic organizer Word wall	Graphic organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.2 WIDA ELDS: 2-5 Speaking listening	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Listen to information and explain how it contributes to a topic using notes and an outline.	VU	Interpret, explain; content-based, grade-level vocabulary
			LFC	Present and past tense verbs, dependent and independent clauses
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using selected single words in phrase patterns.	Listen to presentation of grade level information and explain how it contributes to a topic in L1 and/or use selected vocabulary in key phrases and short sentences.	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 presentation of grade level information and explain how it contributes to a topic by producing key vocabulary in expanded and some complex sentences.	Listen to presentation of grade level information and explain how it contributes to a topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline Notes Word/picture bank L1 support Sentence frames Pictures/Visuals	Outline Notes Word bank	Outline Notes	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.3 WIDA ELDS: 2 Speaking Listening	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Speak and identify a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using a T-chart, word wall and teacher modeling.	VU	Analyze, interpretation, conflict(-ing), contradict(-ion), disagree / agree, factual
			LFC	Comparatives, superlatives, pronouns, conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 identify a speaker's argument and specific claims, using L1 and/or by using selected vocabulary in key phrases and short sentences.	Speak and identify a speaker's argument and specific claims, using key vocabulary in a series of simple, related sentences.	Speak and identify a speaker's argument and specific claims, using key vocabulary in expanded sentences with emerging complexity.	Speak and identify a speaker's argument and specific claims, using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher modeling Completed T-chart Visuals Gestures Yes / no questions L1 support Word/picture wall	Teacher modeling Semi-completed T-chart Word/Picture Wall Visuals L1 support Sentence frames Word/picture wall	Teacher modeling T-chart Word wall	Teacher modeling	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.6.6 WIDA ELDS: 2 All domains	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening using a word wall.	VU	Formal vs. informal English; content-based, grade-level vocabulary
			LFC	Structured sentences
			LC	Varies by level

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

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.1.a WIDA ELDS: 1-5 Reading Speaking Listening	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	Speak and write with pronouns in the proper case and gender using teacher modeling and a referent chart.	VU	Pronouns (subjective, objective, possessive); content-based, grade-level vocabulary
			LFC	Sentences with pronouns and referents
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Speak and write with high frequency pronouns in the proper case and gender with selected vocabulary.	Speak and write with common pronouns in the proper case and gender with selected vocabulary and short sentence structures.	Speak and write with pronouns in the proper case and gender with key vocabulary and simple sentence structures.	Speak and write with pronouns in the proper case and gender with vocabulary and language structures within the grade-level band.	Speak and write with pronouns in the proper case and gender with precise vocabulary and language structures.
Learning Supports		Reference materials Teacher created referent Chart Pictures L1 support Word/picture wall Cloze sentences	Reference materials Teacher created referent Chart Pictures L1 support Word/picture wall Sentence frames	Reference materials Teacher created referent Chart Word wall	Reference materials (print and digital) Teacher created	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.1.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Speak and write with high frequency pronouns in the proper case and gender with key content-based, leveled vocabulary.	Demonstrate correct use of intensive pronouns using a pronoun chart and visuals.	VU	Intensive pronouns; content-based, grade-level vocabulary
			LFC	Describing people and actions
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Use high frequency intensive pronouns (myself, himself) when writing or speaking with selected vocabulary.	Use common intensive pronouns when writing or speaking with selected vocabulary and short sentences.	Use intensive pronouns when writing or speaking with key vocabulary and simple sentence structure.	Use intensive pronouns when writing or speaking with key vocabulary and language structures.	Use intensive pronouns when writing or speaking with precise vocabulary and language structures.
Learning Supports		Pronoun Chart Word/picture wall Cloze sentences Pictures L1 support	Pronoun Chart Word/picture wall Sentence frames Pictures L1 support	Pronoun Chart Word wall	Pronoun Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2.a WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Write using the proper capitalization and punctuation conventions of standard English using teacher created mechanics chart and checklist. Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.	VU	Punctuation marks, capitalization; content-based, grade-level vocabulary
			LFC	Sentence structure
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high-frequency, selected vocabulary.	Write using the proper capitalization and punctuation conventions of standard English with selected vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key vocabulary and simple sentence structure.	Write using the proper capitalization and punctuation conventions of standard English with key vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with precise vocabulary and language structures.
Learning Supports	Teacher created mechanics Chart Teacher created checklist L1 support/ comparison	Teacher created mechanics Chart Teacher created checklist L1 support/comparison	Teacher created mechanics Chart Teacher created checklist	Teacher created mechanics Chart Teacher created checklist	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English to spell correctly.	Demonstrate accurate spelling through using a dictionary and spellcheck for support.	VU	Spelling conventions; content-based, grade-level vocabulary
			LFC	Apply conventional spelling rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for selected, high frequency words.	Demonstrate command of English spelling conventions for selected content-related vocabulary.	Demonstrate command of English spelling conventions for key vocabulary.	Demonstrate command of English spelling conventions for reading and content-based vocabulary within the grade-level band.	Demonstrate command of English spelling conventions for reading and content-based, grade-level vocabulary.
Learning Supports	Word/picture wall L1 support	Word/picture wall L1 support	Word wall	Word wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.2.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English to spell correctly.	Demonstrate accurate spelling through using a dictionary and spellcheck for support.	VU	Spelling conventions; content-based, grade-level vocabulary
			LFC	Apply conventional spelling rules
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for selected, high frequency words.	Demonstrate command of English spelling conventions for selected content-related vocabulary.	Demonstrate command of English spelling conventions for key vocabulary.	Demonstrate command of English spelling conventions for reading and content-based vocabulary within the grade-level band.	Demonstrate command of English spelling conventions for reading and content-based, grade-level vocabulary.
Learning Supports	Word/picture wall L1 support	Word/picture wall L1 support	Word wall	Word wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.3.a WIDA ELDS: 2 Writing Speaking	Vary sentence patterns for meaning when writing and speaking.	Vary sentence patterns for meaning when writing, speaking, reading, or listening using teacher modeling and template.	VU	Sentence patterns; content-based, grade-level vocabulary
			LFC	Sentences with different patterns/structures
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Copy or complete varied sentence patterns for meaning when writing, speaking using high-frequency words in phrase or memorized patterns.	Vary sentence patterns for meaning when speaking and writing using phrases and short sentences.	Vary sentence patterns for meaning when speaking and writing using simple, related sentences.	Vary sentence patterns for meaning when speaking and writing using expanded sentences with emerging complexity.	Vary sentence patterns for meaning when speaking and writing using multiple, complex sentences.
Learning Supports	Teacher modeling Template Word/picture wall L1 support	Teacher modeling Template Word/picture wall L1 support	Teacher modeling Template Word wall	Teacher modeling Word wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.3.b WIDA ELDS: 2 Writing Speaking	Maintain consistency in style and tone when writing and speaking.	Maintain consistency in style and tone when writing and speaking using multiple resources and a checklist of strategies.	VU	Intonation, inflection, pausing, breathing, slowing down, eye contact
			LFC	Correct use of transition words.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 consistency in style and tone when writing and speaking in L1 and/or using selected vocabulary in phrases and short sentences.	Maintain consistency in style and tone when writing and speaking using key vocabulary in a series of simple, related sentences.	Maintain consistency in style and tone when writing and speaking using key vocabulary in expanded sentences with emerging complexity.	Maintain consistency in style and tone when writing and speaking using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word bank	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4.a WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Read to determine the meaning of unknown and multiple meaning words and phrases through context clues using a reference chart and using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).	VU	Suffixes, prefixes, root words, synonyms, antonyms, multiple meaning
			LFC	Nouns, verbs, adjectives, adverbs, phrase
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues, pictures and selected, high-frequency, vocabulary.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with selected vocabulary and short sentences.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with key vocabulary and simple sentence structures.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with vocabulary and language structures within the grade-level band.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with grade-level vocabulary and language structures.
Learning Supports	Word/picture wall L1 support	Word/picture wall L1 support	Word wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Clarify the meaning of unknown words and phrases using multiple resources and a checklist of strategies.	VU	Multiple-meaning words, phrases, strategies; content-based, grade-level vocabulary
			LFC	Sentences with unknown and multiple meaning words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown words and phrases in L1 and/or in leveled texts and presentations.	Determine or clarify the meaning of unknown words and phrases in L1 and/or in leveled texts and presentations.	Determine or clarify the meaning of unknown words and phrases in adapted texts and presentations.	Determine or clarify the meaning of unknown words and phrases in texts and presentations within the grade-level band.	Determine or clarify the meaning of unknown words and phrases in grade-level text and presentations.
Learning Supports	Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Checklist of strategies Word/picture bank L1 support Visuals Native language text	Checklist of strategies Word bank	Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.4.c.d WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; Consult reference materials (e.g., dictionaries, glossaries, thesauruses), 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 (e.g., by checking the inferred meaning in context or in a dictionary).	Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using multiple resources.	VU	Pronunciation, meaning, part of speech, etymology; content-based, grade-level vocabulary
			LFC	**Varies with reading task**
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of unknown and multiple-meaning words and phrases in L1 and/or in leveled texts and presentations.	Read to determine the meaning of unknown and multiple-meaning words and phrases in L1 and/or in leveled texts and presentations.	Read to determine the meaning of unknown and multiple-meaning words and phrases based on adapted texts and presentations.	Read to determine the meaning of unknown and multiple-meaning words and phrases within the grade-level band.	Read to determine the meaning of unknown and multiple-meaning words and phrases.
Learning Supports	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word bank	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.6.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words using a word bank and note cards.	VU	General, academic and domain specific words
			LFC	Subject-verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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, high-frequency, words with phrase or memorized patterns.	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 series 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.	Read and listen in order to speak and write with academic and precise domain-specific words by in multiple, complex sentences.
Learning Supports	Note Cards Partner Work Cloze Sentences Word/picture Bank Native Language Explanations	Note Cards Partner Work Cloze Sentences Word/picture Bank	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