

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL. 1.1 L.1.6 SL.1.3 WIDA 2 Reading Speaking	Answer questions posed about key details in a text for clarification using an array of familiar words.		Answer questions about key details in an informational text by using familiar words in a chart, word wall or Smartboard.		VU: Details, key details
					LFC: Present and present progressive tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer choice questions using single words about important details in an appropriately leveled text.	Answer <i>wh</i> - questions with word phrases about important details in an appropriately leveled text.	Answer questions with simple sentences about key details in an appropriately leveled text.	Answer questions using expanded and some complex sentences about key details in an appropriately leveled text.	Answer a variety of multiple, complex questions about key details in grade level text.
Learning Supports	Word wall Smartboard (technology) Chart Gestures L1 support Partners Pictures and/or illustrations	Word wall Smartboard (technology) Chart Sentence frame L1 support Partners	Word wall Smartboard (technology) Chart Partners	Word wall Smartboard (technology) Chart	Word wall Smartboard (technology)

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS R.L.1.2 SL.1.3 WIDA 2 Reading Speaking Listening	Retell stories, including key details learned from text into logical order.		Retell stories, including key details learned from text in order using <i>pictures and Timeline</i> .		VU: Retell, key details, text, in order, first, next, then, finally
					LFC: Past verb tense, verb agreement, adjectives specific to text
					LC: Varies by ELP
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell stories by answering choice questions using single words.	Retell stories using phrases.	Retell stories using simple sentences and some content-based vocabulary.	Retell expanded sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Retell stories using complete sentences with grade-level-appropriate grammatical structures and content-based vocabulary.
Learning Supports	Leveled text Timeline Word wall Partner Pictures and/or illustrations L1 support Gestures	Leveled text Timeline Word wall Partner Pictures and/or illustrations L1 support Sentence frame	Leveled text Timeline Word wall Partner	Leveled text Timeline Word wall	Timeline

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.1.3; RL.1.7 WIDA: 2 Reading Speaking	Use illustrations and key details in a story to describe major events.		<u>Orally describe</u> the major events of a story <i>using a story map</i> .		VU: Event, sequence words
					LFC: Present tense verbs, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally describe events in a story with single words in appropriately leveled or adapted text.	Orally describe events in a story with phrases in appropriately leveled or adapted text.	Orally describe events in a story using simple sentences in appropriately leveled or adapted text.	Orally describe events with clear details using complete sentences in appropriately Leveled text.	Orally describe events with vivid images by using complex sentences in grade level text.
Learning Supports	Story map Adapted text Illustrations/Diagrams Drawings Pictures/Photographs Word wall Partner L1 support	Story map Adapted text Illustrations/Diagrams Drawings Word wall Partner L1 support	Story map Adapted text Illustrations/Diagrams Drawings Word wall Partner	Story map Illustrations/Diagrams Drawings Word wall	Story map Illustrations/Diagrams Drawings

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: R.L.1.4 SL.1.3 WIDA ELDS: 2 Reading Speaking Listening	Name words and phrases in a poem or story that suggest feelings or appeal to the senses.		<u>Identify</u> senses or sensory feeling words and phrases in a poem or story <i>using a word wall</i> .		VU : Poem, feelings (noun) and senses
					LFC : Verbs, nouns, adjectives
					LC : Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use single words to identify feelings or senses in an appropriately leveled poem or story, after listening to the poem.	Use phrases to identify feelings or senses in an appropriately leveled poem or story, after listening to the poem.	Use simple sentences to identify feelings or senses in an appropriately leveled poem or story after listening to or reading the poem.	Use expanded sentences to identify feelings or senses in an appropriately leveled poem or story after reading the poem.	Use complete sentences to identify feelings or senses in a grade level poem or story.
Learning Supports	Word wall Leveled poem or story TPR Gestures L1 support Visuals Feelings chart Small group	Word wall Leveled poem or story Gestures L1 support Visuals Feelings chart Small group	Leveled poem or story Visuals Partner	Leveled poem or story Partner	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.1.9 SL.1.3 WIDA: 2 Reading Speaking Listening	Compare and contrast characters' adventures and experiences in stories.		<u>Compare and contrast</u> the adventures and experiences of characters in stories <i>using a Venn diagram</i> .		VU: Character, adventure, experiences, traits, compare, contrast
					LFC: Comparative and superlative adjectives; sentences with conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using L1 and/or using single words.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories by using phrases.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using simple sentences and general, content-based vocabulary.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using expanded sentences and content-based vocabulary.	Compare and contrast the adventures and experiences of characters in grade level stories in complete and more complex sentences using content-based vocabulary.
Learning Supports	Leveled story Venn Diagram L1 support Pairs Choice questions	Leveled story Venn Diagram L1 support Pairs	Leveled story Venn Diagram Pairs	Leveled story Venn Diagram Pairs	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: R.L.1.10 WIDA : 2 Reading Speaking	With prompting and support, read prose and poetry of grade-level complexity.		With prompting and support, read prose and poetry of grade-level complexity.		VU: Prose, sentence, paragraph, line, stanza, dialogue
					LFC: Declarative and interrogative sentences, dialogue
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level prose and poetry in L1 and/or single words of leveled prose and poetry in English.	Read grade-level prose and poetry in L1 and/or phrases of leveled prose and poetry in English.	Read short sentences of leveled prose and poetry.	Read complete sentences of leveled and grade level prose and poetry.	Read grade-level prose and poetry.
Learning Supports	Leveled prose and poetry Mentor texts L1 support Partner	Leveled prose and poetry Mentor texts L1 support Partner	Leveled prose and poetry Mentor texts Models Partner	Leveled prose and poetry Mentor texts Models Partner	Leveled prose and poetry Mentor texts Models Partner

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.1.7 WIDA: 2 Reading Speaking	Use resources (e.g., charts, photographs) in a text to describe key ideas.		Read and identify text that describes the key ideas in a chart or picture		VU: Chart, key idea
					LFC: Descriptive words and phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read a leveled text and identify the picture or chart it describes in L1 and/or read single words and identify the pictures.	Read a leveled text and identify the picture or chart it describes in L1 and/or identify the picture or chart it describes.	Read a leveled text and identify the picture or chart it describes using simple related sentences with repetitive structures.	Read leveled text and identify the picture or chart it describes using complete sentences.	Read a grade level reading selection and identify the picture or chart it describes using multiple, complex sentences.
Learning Supports	Chart Picture Illustrations/Diagrams Drawings Word wall Partner Visuals L1 support Leveled text	Chart Picture Illustrations/Diagrams Drawings Word wall Partner Visuals L1 support Leveled text	Chart Picture Illustrations/Diagrams Drawings Partner Word wall Leveled text	Illustrations/Diagrams Drawings Partner Word wall Leveled text	Illustrations/Diagrams Drawings

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.1.2c WIDA: 2 Reading Speaking Listening	Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word.		<u>Identify and pronounce</u> the initial, medial vowel, and final sounds in single syllable words <i>using gestures</i> .		VU: consonant. vowel
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, known, familiar words.	Identify and pronounce the initial, medial vowel, and final sounds given in simple sentences of single-syllable, known, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds given in expanded sentences of single-syllable, content-based, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, content-based, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, nonsense and content-based, grade-level words.
Learning Supports	Consonant and vowel charts Gestures Partner Letter tiles Pictures/Photographs L1 support Teacher modeling	Consonant and vowel charts Gestures Partner Letter tiles Pictures/Photographs L1 support Teacher modeling	Consonant and vowel charts Pictures/Photographs Gestures Letter tiles	Consonant and vowel charts Gestures Partner Word wall	Consonant and vowel charts Gestures

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.1.2.d WIDA: 2 Reading Speaking Listening	Orally segment and identify phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/).		Orally segment and identify phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/), <i>using pictures and a sound-symbol chart.</i>		VU: Syllable
					LFC: Commands, simple present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally segment sounds in a single syllable familiar word.	Orally segment sounds in a single syllable grade-level word.	Orally produce sounds in a single syllable content-based familiar word.	Orally produce sounds in single syllable content-based familiar words and some nonsense words.	Orally produce sounds in single syllable nonsense words and unfamiliar content-based words.
Learning Supports	Picture/word cards Sound-symbol chart Letter tiles Teacher modeling L1 support	Picture/word cards Sound-symbol chart Letter tiles L1 support	Picture/word cards Sound-symbol chart Letter tiles	Picture/word cards Sound-symbol chart Letter tiles	Letter tiles

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: R.F.1.3.a WIDA: 2 Speaking Listening	Decode words with common consonant digraphs (e.g., fish, lunch)		Decode words with consonant digraphs (e.g., fish, lunch) by using <i>manipulatives</i> .		VU: Consonant, sound
					LFC: Commands, simple present
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode familiar words with consonant digraphs by repeating them after listening to a simple command in English.	Decode familiar words with consonant digraphs by saying them after listening to a single step command in English.	Decode content-based familiar words with consonant digraphs by saying them, after listening to a two-step command.	Decode content-based familiar and some nonsense words with consonant digraphs by saying them and spelling them after listening to a multi-step command.	Decode content-based nonsense and unfamiliar words with consonant digraphs by saying them after listening to a multi-step command.
Learning Supports	Picture/word cards Sound-symbol chart Letter tiles Teacher modeling L1 support	Picture/word cards Sound-symbol chart Letter tiles L1 support	Picture/word cards Sound-symbol chart Letter tiles	Picture/word cards Sound-symbol chart Letter tiles	Letter tiles

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.1.3.g WIDA: 2 Reading Speaking	Identify and read grade-level high-frequency /irregular words in and out of context.		Identify and read grade-level high-frequency/irregular words in and out of context by identifying and reading them in and out of context <i>using a word wall</i> .		VU: High frequency words
					LFC: Simple sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and repeat high frequency/ irregular words by highlighting them in leveled text.	Identify and orally read aloud high frequency/irregular words by searching in leveled text.	Identify and orally read aloud high frequency/ irregular words in leveled text.	Identify and orally read aloud high frequency/ irregular words in and out of context by reading them in leveled text.	Identify and read high-frequency /irregular words in and out of context by identifying and reading them in grade level text.
Learning Supports	Word wall Highlight Pictures/Photographs L1 support Leveled text	Word wall Pictures/Photographs L1 support Leveled text	Word wall Pictures/Photographs Leveled text	Word wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.1.4.a,b WIDA: 2 Reading Speaking	Use reading strategies to establish a purpose for reading and to answer comprehension questions about the grade-level text while adjusting reading rate to support accuracy, appropriate rate, and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).		<u>Make predictions</u> using <i>illustrations, headings and prior knowledge</i> .		VU: Predict, headings
					LFC: Future tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Make predictions about a grade level story in L1 and/or make predictions about story by answering choice questions.	Make predictions about a grade level story in L1 and/or make predictions about an appropriately leveled story in phrases or short sentences with general vocabulary.	Make predictions about an appropriately leveled story in simple sentences with general vocabulary.	Make predictions about an appropriately leveled story in complete sentences with content-based vocabulary.	Make predictions about a grade level story in complex, detailed sentences and content-based vocabulary.
Learning Supports	Word wall Pictures/Photographs L1 support Appropriately Leveled text Partner Choice questions	Word wall Pictures/Photographs L1 support Appropriately Leveled text Partner Sentence frame	Word wall Pictures/Photographs Appropriately Leveled text Partner	Word wall Pictures/Photographs	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RF.1.4.c WIDA: 2 Reading Speaking	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.		Read with accuracy, fluency and comprehension by <i>using pictures and word patterns.</i>		VU: Fluency,
					LFC: Simple sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read single words with accuracy, fluency and comprehension.	Read phrases and short sentences with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read grade level texts with accuracy, fluency and comprehension.
Learning Supports	Word patterns Pictures/Photographs L1 support Appropriately- Leveled text Partner	Word patterns Pictures/Photographs L1 support Appropriately- Leveled text Partner	Word patterns Pictures/Photographs Appropriately- Leveled text Partner	Word patterns	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.1.3 L.1.2.a WIDA: 2 Reading Listening	Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure.		Write a narrative in sequence about two or more events <i>using temporal words, pictures, timeline, and mentor texts.</i>		VU: Narrative, sequence, beginning, middle, end
					LFC: Present tense, first person singular, temporal words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw a picture sequence or write letters or single words in English or L1 showing two sequenced events, after listening to an appropriately leveled mentor text.	Draw a picture sequence with labels and/or letters and words in English or L1 showing two sequenced events on one or two pages, after listening to an appropriately leveled mentor text.	Draw and write a matching sequenced narrative using words and short sentences in English incorporating temporal words on two or more pages, after listening to an appropriately leveled mentor text.	Write an illustrated narrative of three pages about a sequenced event using complete sentences and key content-based vocabulary after listening to appropriately leveled grade-level and mentor texts.	Write an illustrated narrative of three pages about a sequenced event with closure, using complex sentences and content-based vocabulary, after listening to and reading grade level mentor texts.
Learning Supports	Word wall Timeline Mentor texts L1 support Pictures/ illustrations Gestures	Word wall Timeline Mentor texts L1 support Pictures/illustrations	Word wall Timeline Mentor texts Pictures	Word wall Timeline Mentor texts	Timeline

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.1.5 WIDA: 2 Listening Speaking Writing	With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.		Exchange ideas about a topic adding details <i>by using visuals, graphic organizers and suggestions from peers.</i>		VU: Share, detail, edit, revise
					LFC: Simple present tense, past tense, adjectives, adverbs, punctuation marks.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Exchange ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing.	Exchange ideas about a topic by responding in L1 and/or in short phrases to add one or two word details to writing incorporating general vocabulary.	Exchange ideas by speaking in simple sentences in order to add simple sentence length details about a topic incorporating general and content-based vocabulary.	Exchange ideas by speaking in complete sentences in order to add sentence length and details about a topic incorporating content-based vocabulary.	Exchange ideas by speaking in complex sentences in order to add complex sentence length details about a topic incorporating content-based vocabulary.
Learning Supports	Word wall Teacher support L1 support Visuals Graphic organizer	Word wall Teacher support L1 support Visuals Graphic organizer	Word wall Peer support Graphic organizer	Word wall	Word wall

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.1.6 WIDA: 2 Reading Speaking	With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology.		<u>Compose and publish</u> informational writing collaboratively <i>by using visuals, templates and models.</i>		VU: Record, expression, descriptive
					LFC: Simple present, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and publish an informational writing task in L1 and/or in English using pictures, single words and key content-based vocabulary to complete sentences frames.	Compose and publish an informational writing task in L1 and/or in English using pictures, phrases and key content-based vocabulary to complete sentence frames.	Compose and publish an informational writing task using simple sentences with repetitive structures and key content-based vocabulary.	Compose and publish an informational writing task using complete sentences and key content-based vocabulary.	Compose and publish an informational writing task using detailed sentences and content-based vocabulary.
Learning Supports	Model Visuals Word wall L1 support Small group	Model Visuals Word wall L1 support Small group	Model Visuals Word wall Small group	Model Small group	Small group

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.1.8 WIDA: 2 Reading Speaking	With guidance and support, recall experiences or gather information from provided sources to answer questions.		Recall an event to answer questions <i>using a model and a graphic organizer</i> .		VU: Recall, event
					LFC: Conjunctions, transitions, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete sentence frames.	Recall an event and answer questions using simple sentences and key content vocabulary.	Recall a well-elaborated event and answer questions using complete sentences and key content-based vocabulary.	Recall a well-elaborated event and answer questions using complex sentences, conjunctions and transitions and content-based vocabulary.
Learning Supports	Model Graphic organizer Word wall L1 support Visuals	Model Graphic organizer Word wall L1 support Visuals	Model Graphic organizer Word wall	Model	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: SL.1.1.a,b,c WIDA: 2 Reading Speaking	Engage in collaborative conversations about grade one topics and texts (e.g., book groups, literature circles, and buddy reading) following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor) and asking questions for clarification.		<u>Listen to and converse</u> with peers by linking ideas to other speakers and taking turns in small groups <i>using cue cards</i> .		VU: Take turns
					LFC: Transitional, linking phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using single words or pictures.	Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using phrases.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using simple sentences with repetitive forms and key content-based vocabulary.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using complete sentences and content-based vocabulary.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using complex sentences in extended discourse and content-based vocabulary.
Learning Supports	Small group Cue cards Word wall L1 support Cloze sentences Pictures	Small group Cue cards Word wall L1 support Sentence frame	Small group Cue cards Word wall	Small group	Small group

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: SL.1.5 WIDA : 2 Speaking Listening	Add visual displays describing characters, places or events to descriptions for clarification.		Add drawings to descriptions and provide additional details <i>using a word wall</i> .		VU: Describe
					LFC: Descriptive terms, conjunctions, determiners and prepositions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Add drawings to descriptions and provide additional details using L1 and/or single words that describe pictures.	Add drawings to descriptions and provide additional details using L1 and/or phrases that describe pictures.	Add drawings to descriptions and provide additional details using simple sentences.	Add drawings to descriptions and provide additional details using complete.	Add drawings to descriptions and provide additional details using complex sentences that contain content-based vocabulary.
Learning Supports	Word wall Model L1 support Pictures	Word wall Model L1 support Pictures	Word wall Model	Word wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: L.1.2.b; RF.1.1a WIDA: 2 Writing	Use varied ending punctuations (e.g., period or exclamation mark) and capitalization for dates, names and the beginning of a sentence appropriately when writing.		Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences <i>using a chart of proper nouns</i> .		VU: Punctuation, capitalization <hr/> LFC: Correct punctuation and mechanics <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Select the correct punctuation and capitalization for dates, names and beginning of sentences when forming single words.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences from lists of words/phrases.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences when forming simple sentences.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences when forming complete sentences in most writing.
Learning Supports	Punctuation and capitalization chart Word wall L1 support Gestures	Punctuation and capitalization chart Word wall L1 support	Punctuation and capitalization chart Word wall		

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: L 1.2.e WIDA: 2 Writing	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.		Write unfamiliar words utilizing developmental spelling or phonics-based knowledge <i>using word walls, picture dictionaries, and alphabet chart.</i>		VU: Spelling, sound
					LFC: Sentences with invented spelling
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write familiar words utilizing developmental spelling or phonics-based knowledge for one syllable words.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate complete, related sentences using specific and some content based vocabulary.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate detailed, related sentences with content based grade level vocabulary.
Learning Supports	Word wall Pictures/Photographs L1 support Cloze sentence Word family charts Alphabet chart	Word wall Pictures/Photographs L1 support Sentence frame Word family charts Alphabet chart	Word wall Word family charts Picture dictionary Alphabet chart	Word wall	Writing rubric

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: L.1.5.b WIDA : 2 Reading Speaking	With guidance and support, define words by category and by one or more key attributes (e.g., A duck is a bird that swims).		Define words by key attributes <i>using TPR, visuals and charts.</i>		VU: Define
					LFC: Simple present, nouns, adjectives, conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Define words by key attributes in L1 and/or using single words and pictures in English.	Define words by key attributes in L1 and/or using phrases in English.	Define words by key attributes using simple sentences and key content-based vocabulary	Define words by key attributes using complete sentences and key content-based vocabulary.	Define words by key attributes using complex sentences and content-based vocabulary.
Learning Supports	TPR Visuals L1 support Partner	TPR Visuals L1 support Partner	Visuals Chart Partner	Visuals Chart Partner	Chart

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.