

ELA – Grade 2 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 1 CCSS: RL.2.1 WIDA ELDS: 2-5 Reading Speaking	Describe key details of a read text by asking questions such as who, what, where, when, why, and how.		Ask and answer questions about details of a text using questions words, such as: who, what, where, when, why, and how using a Graphic Organizers and/or Word Wall .		VU: Details, who, what, where, when, why, and how <hr/> LFC: Verb, verb phrases (do/does; is/are), interrogative and declarative sentence structure <hr/> LC: Varies by ELP level	
	Language Objectives	Ask and answer questions in L1 and/or ask and answer “who, what, when, and where” questions from leveled text using high-frequency, content-related single words that represent key ideas.	Ask and answer questions in L1 and/or ask and answer “WH-“questions from a leveled text using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas using.	Ask and answer questions from Adapted Text in simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Ask and answer questions from texts within grade 1-2 complexity level with key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Ask and answer questions from grade-level text clearly and coherently using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
	Learning Supports	L1 support Pictures Gestures Word/Picture Wall Template Story Map	L1 support Word/Picture Wall Template Partner work Sentence Frame	Word Wall Template Partner work	Graphic Organizers	Graphic Organizers

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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SLO: 2 CCSS: RL.2.2 WIDA ELDS: 2-5 Reading Speaking Writing	Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures		Describe and retell the central message, lesson, or moral of a story <i>using illustrations, a Story Map, and Web.</i>		VU: Recall, describe, message, moral, illustrations, Graphic Organizers
					LFC: Nouns, pronouns, adjectives, present progressive, adverbs, prepositional phrases; past tense verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and retell main idea and details in L1 and/or by using or copying high-frequency, content-related single words and/or creating visual representations of the main idea.	Describe and retell main idea and details in L1 and/or by matching content-based vocabulary in short, formulaic sentences to illustrations.	Describe and retell main idea and details by writing simple, related sentences with repetitive grammatical structures and key, content-based vocabulary.	Describe and retell main idea and details by writing expanded and some complex sentences with varying grammatical structures and key, content-based vocabulary.	Describe and retell the main idea and details by writing a summary using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	L1 support Leveled text Pictures Word/Picture Wall L1 support Story Map (completed) Web	Story Map (completed) Web L1 support Leveled text Pictures Word/Picture Wall L1 support Sentence Frame	Story Map Web Adapted Text Partner work	Story Map	

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SLO: 3 CCSS: RL.2.3 WIDA ELDS: 2-5 Reading Speaking	Describe how characters respond to major story events and challenges.		Describe actions of characters using a Story Map and/or a character Web .		VU: Character, event, challenge
					LFC: Present and past progressive
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key, content-based single words, Gestures or answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic patterns.	Describe how characters respond to major events and challenges in a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe how characters respond to major events and challenges in a story using specialized content-based vocabulary in expanded and some complex sentences.	Describe how characters respond to major events and challenges in a story using precise, content-based language in multiple, complex sentences.
Learning Supports	Story Map Word/Picture Wall Pictures L1 support Webs Gestures Choice questions	Story Map Word/Picture Wall Pictures L1 support Webs Sentence Frame	Story Map Pictures Word Wall	Story Map	Story Map

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SLO: 4 CCSS: RL.2.4 WIDA ELDS: 2-5 Reading Speaking	Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) that supply rhythm and meaning in a story, poem, or song.		Describe the feeling and tone words and phrases that supply rhythm and meaning in a story, poem, or song using a Web , Word Wall and pictures.		VU: Rhythm, poem
					LFC: Poetic “sentences”
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the feeling and tone words and phrases in L1 and/or using high-frequency, content-related single words that represent key ideas.	Describe the feeling and tone words and phrases in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.	Describe the feeling and tone words and phrases using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe the feeling and tone words and phrases using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe the feeling and tone words and phrases using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Web (completed) Word/Picture Wall Pictures and Photographs L1 support	Web (completed) Word/Picture Wall Pictures and Photographs L1 support Sentence Frame	Web Word Wall	Web	

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SLO: 5 CCSS: RL.2.5 WIDA ELDS: 2-5 Reading Speaking	Describe the structure of a story including a description of the introduction and closing action.		Describe the structure of a story using a Story Map and Word Wall .		VU: Introduction, closing
					LFC: Sentences with sequential phrases.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the structure of a story in L1 and/or using pictures, Gestures and/or high-frequency, content-related single words that represent key ideas.	Describe the structure of a story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic grammatical structures.	Describe the structure of a story using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe the structure of a story using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe the structure of a story using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Story Map Word/Picture Wall L1 support Cloze sentences	Story Map Word/Picture Wall L1 support Sentence Frame	Story Map Word Wall	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.2.6 WIDA ELDS: 2 Reading Speaking	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.		Describe differences about specific characters based on what the character says (dialogue) and does (action) <i>using props and Partner work</i> .		VU: Point of view
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify differences in story characters' points of view by speaking in a different voice in L1 and/or in a leveled text by repeating words and using proper voice inflection.	Describe differences in story characters' points of view by speaking in a different voice in L1 and/or in leveled text by restating phrases with proper voice inflection.	Describe differences in story characters' points of view in Adapted Text by speaking in a different voice and matching simple sentences/quotes and voice inflection with characters in the story.	Describe differences in story characters' points of view in texts within grade 1-2 complexity level by speaking in a different voice and using voice inflection using expanded and some complex sentences with key, content-based vocabulary.	Describe differences in story characters' points of view in grade-level texts by speaking in a different voice and using voice inflection using complex, detailed sentences with content-based vocabulary.
Learning Supports	Manipulatives Pictures and Photographs Word Wall L1 support Partner work	Manipulatives Pictures and Photographs Word Wall L1 support Sentence Frame Partner work	Manipulatives Pictures and Photographs Partner work	Manipulatives Partner work	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.2.7 WIDA ELDS: 2-5 Reading Speaking	Use print or digital text and illustrations to develop understanding of characters, setting, or plot.		Describe characters, setting, or plot <i>using a Story Map and illustrations.</i>		VU: Characters, setting, plot
					LFC: Narrative elements
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe characters, setting, and plot in L1 and/or using pictures, Gestures and/or high-frequency, content-related single words that represent key ideas.	Describe characters, setting, and plot in L1 and/or in short phrases with formulaic patterns with key content-based vocabulary.	Describe characters, setting, and plot by in simple, related sentences with key, content-based vocabulary.	Describe characters, setting, and plot in expanded and some complex sentences with key, content-based vocabulary.	Describe characters, setting, and plot in complex, detailed sentences with grade-level, content-based vocabulary.
Learning Supports	Story Map Word/Picture Wall Teacher Modeling/Template L1 support Pictures and Photographs	Story Map Word/Picture Wall Teacher Modeling/Template L1 support Pictures and Photographs Sentence Frame	Story Map Word Wall Teacher Modeling/Template	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.2.9 WIDA ELDS: 2-5 Reading Speaking	Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors.		<u>Compare and contrast</u> two versions of the same story using a Graphic Organizers , Word Wall and pictures.		VU: Compare, contrast, perspective
					LFC: Transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast two versions of the same story in L1 and/or using high-frequency, content-related single words or phrases that represent key ideas.	Compare and contrast two versions of the same story in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast two versions of the same story using key, content-based vocabulary in simple, related sentences with repetitive, grammatical structures.	Compare and contrast two versions of the same story using key, content-based vocabulary in expanding and some complex sentences with varying grammatical structures.	Compare and contrast two versions of the same story using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Graphic Organizers (semi-completed) Word/Picture Wall Pictures L1 support Cloze sentences	Graphic Organizers (semi-completed) Word/Picture Wall Pictures L1 support Sentence Frame	Graphic Organizers Word Wall Sentence Starter	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RI.2.4 WIDA ELDS: 2-5 Reading Speaking	Determine the meaning of words and phrases in a text using text features and context clues.		<u>Define words and phrases</u> according to usage in text and text features <i>using pictures, dictionaries and a Partner work</i> .		VU: Text features, context clues
					LFC: Sentences with context clues, punctuation, restatement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Define words and phrases according to usage in text and text features in L1 and/or using high-frequency, content-related single words and phrases that represent key ideas.	Define words and phrases according to usage in text and text features in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Define words and phrases according to usage in text and text features using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Define words and phrases according to usage in text and text features using key, content-based vocabulary in expanding and some complex sentences with varying grammatical structures.	Define words and phrases according to usage in text and text features using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Picture Dictionary Pictures Partner work L1 support Cloze sentences	Picture Dictionary Pictures Partner work L1 support Sentence Frame	Picture Dictionary Pictures Partner work	Picture Dictionary	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.2.3.b WIDA ELDS: 2 Reading	<ul style="list-style-type: none"> • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. ar, er, ir, or, ur • Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels. 		Apply vowel pattern rules, when reading, <i>using pictures and vowel chart</i> . <i>Note: ELLs at lower ELP levels need to know vocabulary of targeted phonics words. Also some of the English vowel sounds may not exist in the first language so ELLs may have difficulty hearing and producing some sounds.</i>		VU: Digraph, diphthongs
					LFC: Follow directions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply vowel pattern rules, when reading high-frequency, known, single words.	Apply vowel pattern rules, when reading known words and phrases from leveled texts.	Apply vowel pattern rules, when reading from leveled texts.	Apply vowel pattern rules, when reading from texts with grade 1-2 complexity levels.	Apply vowel pattern rules, when reading from grade-level texts.
Learning Supports	Partner work Word/Picture Wall Vowel chart Visuals L1 support Manipulatives	Partner work Word/Picture Wall Vowel chart Visuals L1 support Manipulatives	Partner work Word Wall	Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.2.3.d WIDA ELDS: 2 Reading	Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and common suffixes (e.g., -ful, -less, er)		Decode words with prefixes and suffixes <i>using</i> Word Walls and charts.		VU: Prefixes, suffixes
					LFC: Sentences with words with affixes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode high-frequency words with common prefixes and suffixes.	Decode known words with common prefixes and suffixes used in phrases.	Decode familiar, content-based words with common prefixes and suffixes from leveled texts.	Decode key, content-based words with common prefixes and suffixes from texts within grade 1-2 complexity levels.	Decode content-based words with common prefixes and suffixes in grade-level texts.
Learning Supports	Partner work Word/Picture Wall Visuals L1 support Gestures Prefix chart Suffix chart	Partner work Word/Picture Wall Visuals L1 support Prefix chart Suffix chart	Partner work Word Wall Prefix chart Suffix chart	Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.2.3.e WIDA ELDS: 2 Reading Listening	Identify common irregularly spelled words (e.g., bread, love, would, could, their, there, none, both).		Identify irregularly spelled words <i>using pictures</i> , Word Walls and Vocabulary Flash Cards . <i>Please Note. ELLs at lower ELP levels need to comprehend the meaning of targeted words.</i>		VU: Irregularly spelled words
					LFC: Sentences with targeted vocabulary
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify irregularly-spelled, high-frequency, single words.	Identify irregularly-spelled, general, content-based words and phrases.	Identify irregularly-spelled, key, content-based words in Adapted Texts .	Identify irregularly – spelled, content-based words in texts with grade 1-2 text complexity levels.	Identify irregularly-spelled, content-based words in grade-level texts.
Learning Supports	Vocabulary Flash Cards Word/Picture Wall L1 support Gestures	Vocabulary Flash Cards Word/Picture Wall L1 support	Vocabulary Flash Cards Word Wall	Vocabulary Flash Cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: RF.2.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read text and orally explain the purpose and demonstrate comprehension by using Graphic Organizers .		VU: Key, content-based vocabulary
					LFC: Sentence structure appropriate to ELP level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and demonstrate comprehension in single-word answers to choice questions.	Read grade-level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts, explain the purpose, and demonstrate comprehension in short phrases.	Read adapted grade-level texts and orally explain the purpose and demonstrate comprehension using key, content-based vocabulary in simple, related sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using key, content-based vocabulary in expanding and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and precise, content-based vocabulary.
Learning Supports	L1 support Choice questions Graphic Organizers Outline Word/Picture Wall	L1 support Choice questions Graphic Organizers Outline Word/Picture Wall Sentence Frame	Graphic Organizers Outline Word Wall	Graphic Organizers Outline	

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SLO: 15 CCSS: RF.2.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		Read text orally with sufficient fluency and accuracy <i>using phonics chart and illustrations.</i>		VU: Pace, fluency <hr/> LFC: Sentence structure related to ELP level and demonstrate understanding of punctuation when reading aloud (expression, pauses) <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read high-frequency, single words from leveled text orally with accuracy and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read short phrases from leveled text orally with accuracy, appropriate rate, and expression.	Read Adapted Text orally with accuracy, appropriate rate, and expression on successive readings.	Read texts within grade-level 1-2 complexity band with accuracy, appropriate rate, and expression on successive readings.
Learning Supports	Phonics chart Illustrations/diagrams/drawings L1 support Word Wall	Phonics chart Illustrations/diagrams/drawings L1 support Word Wall	Phonics chart Illustrations/diagrams/drawings		

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SLO: 16 CCSS: RF.2.4.c WIDA ELDS: 2 Reading	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.		Use context to confirm and demonstrate oral reading skills by self-correcting and rereading, when necessary, <i>using a checklist and Think Alouds</i> .		VU: Context clues, confirm, reread, self-correct
					LFC: Sentences with context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or unknown general words in a controlled text by listening to the Teacher Modeling how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade-level text in L1 and/or use context to confirm the meaning of unknown words in selected phrases from a leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content-based words in an Adapted Text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content-based words in a text within the grade 1-2 complexity band by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade-level text by using sentence level and extended context clues, cognates and schemata.
Learning Supports	Think Alouds Checklist for guiding questions Guided group with teacher L1 support Pictures and Photographs	Think Alouds Checklist for guiding questions Guided group with teacher L1 support Pictures and Photographs	Think Alouds Checklist for guiding questions Small group/ triads/ triads	Checklist for guiding questions	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.2.1 WIDA ELDS: 2 Writing Reading	Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.		<u>Express</u> an opinion in writing with supporting reasons, linking words and a conclusion <i>using a</i> Graphic Organizers , Word Wall and Shared Writing		VU: Opinion, reasons
					LFC: Sentences with linking phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using pictures, Gestures and key words or memorized phrases.	Express an opinion in writing with supporting reasons, linking words and a conclusion in L1 and/or using key vocabulary in phrases and short sentences with formulaic structures.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in simple, related sentences with repetitive grammatical structures.	Express an opinion in writing with supporting reasons, linking words and a conclusion using key vocabulary in expanded and some complex sentences.	Express an opinion in writing with supporting reasons, linking words and a conclusion using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Shared Writing Word Wall L1 support Gestures	Graphic Organizers Shared Writing Word Wall L1 support Sentence Frame	Graphic Organizers Shared Writing Word Wall	Graphic Organizers Shared Writing	Graphic Organizers

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.2.3; L.2.1.b, d WIDA ELDS: 2 Writing	Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement. Use time order words, irregular plural nouns, and past tense irregular verbs.		<u>Write</u> a narrative text applying the steps of the writing process (planning, revising, and editing) to develop and strengthen writing skills <i>using a Graphic Organizers or Template</i> .		VU: Narrative, planning, prewriting, revising, editing, draft, rewrite
					LFC: Sentence structure, verb forms, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative text in L1 and/or use pictures and general, content-related single words in phrase patterns that represent key ideas.	Write a narrative text in L1 and/or use general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Write a narrative text producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write a narrative text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Write a narrative text producing clear and coherent writing using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	L1 support Graphic Organizers Word/Picture Wall Template Pictures	L1 support Graphic Organizers Word/picture wall Template Sentence Frame	Graphic Organizers Template	Graphic Organizers	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.2.5; L.2.1.f WIDA ELDS: 2 Writing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences.		<u>Revise</u> writing by using proofreading markings, checking spell and editing sentence structure <i>using picture and digital dictionaries</i> , Technology and Technological Resources and a Partner work .		VU: Revise, edit, proofread
					LFC: Simple and compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Revise writing of complex sentences in L1 and/or drawings with single words, and phrases using proofreading markings, dictionaries, and peer review.	Revise writing of complex sentences in L1 and/or phrases and simple sentences using proofreading markings, dictionaries, and peer review.	Revise writing of simple sentences using proofreading markings, digital checks, dictionaries, and peer review.	Revise expanded and some complex sentences using proofreading markings, digital checks, dictionaries and peer review.	Revise complex, detailed writing of multiple, complex sentences using proofreading markings, digital checks, dictionaries and peer review.
Learning Supports	Word/Picture Wall Partner work Bilingual dictionary Technology and Technological Resources (computer or iPad) Pictures L1 support	Word/Picture Wall Partner work Bilingual dictionary Technology and Technological Resources (computer or iPad) Pictures L1 support	Word Wall Partner work Bilingual dictionary Technology and Technological Resources (computer or iPad)	Partner work	Partner work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.2.6 WIDA ELDS: 2 Writing	With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops).		Produce and digitally publish a writing piece with a Small group/ triads using modeled writing and Small group/ triads .		VU: Digital, produce, publish, specific to text LFC: Sentence structure, verb forms, subject-verb agreement LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Produce and publish text in L1 and/or use pictures or drawings and high-frequency, content-related single words in phrases and short sentences.	Produce and publish text in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic patterns.	Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Produce and publish a piece of writing applying the steps of the writing process using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.
Learning Supports	Teacher Modeling Teacher Support L1 support Word/Picture Wall Pictures Small group/ triads	Teacher Modeling Teacher Support L1 support Word/Picture Wall Sentence Frame Small group/ triads	Teacher Modeling Teacher Support Small group/ triads	Small group/ triads Teacher Modeling	Small group/ triads

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: SL.2.1.a, b WIDA ELDS: 2 – 5 Speaking Listening	Take turns responding to grade two topics and texts in small (or larger) group discussions, and, when appropriate, respond to comments provided by peers and build on comments provided.		Ask and answer questions in small and large group discussions <i>using</i> Cue Cards , Word Wall and L1 support . <i>Note: Culturally appropriate verbal and non-verbal cues would need to be deliberately discussed and taught for ELLs.</i>		VU: Words and phrases that build on or respond to comments
					LFC: Register of language and form to ask questions for clarification (student vs. teacher)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in L1 and/or with single words and memorized routines in English, using specific, culturally appropriate verbal and nonverbal cues.	Ask and answer questions in L1 and/or use general, content-based vocabulary in short phrases with formulaic patterns, using specific, culturally appropriate verbal and nonverbal cues.	Ask and answer questions using key, content-based vocabulary in simple, related sentences with repetitive structures, using culturally appropriate verbal and nonverbal cues.	Ask and answer questions using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures, using culturally appropriate verbal and nonverbal cues.	Ask and answer questions using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures, using culturally appropriate verbal and nonverbal cues.
Learning Supports	Partner work Word/Picture Wall Visuals L1 support	Partner work Word/Picture Wall Visuals L1 support	Small group/ triads/ triads Word Wall Posters	Small group/ triads/ triads Posters	Small group/ triads/ triads Posters

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: SL.2.1.c WIDA ELDS: 2 Reading Speaking Listening	Ask for additional information as needed from peers when discussing a read text.		Ask questions to clarify understanding of information using Cue Cards and a Word Wall .		VU: Clarify
					LFC: Questions with increasing specificity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask questions to clarify understanding of information in L1 and/or use Gestures , pictures and high-frequency, content-related single words or memorized phrases.	Ask questions to clarify understanding of information in L1 and/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	Ask questions to clarify understanding of information using key, content-based vocabulary in simple, related sentences with repetitive structures.	Ask questions to clarify understanding of information using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Ask questions to clarify understanding of information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Word/Picture Wall Partner work Cue Cards Gestures Pictures	Word/Picture Wall Partner work Cue Cards L1 support Sentence Frame Pictures	Word Wall Partner work Cue Cards	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: SL.2.2 WIDA ELDS: 2 Speaking Listening	Recount or describe key story details or facts of a text shared orally or through other media.		<u>Describe and retell</u> about key ideas and details from a text <i>using illustrations and Story Map.</i>		VU: Describe, flow charts,
					LFC: Nouns, pronouns, adjectives, present progressive, adverbs, prepositional phrases; past tense verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and retell main idea and details using L1 and/or by using Gestures , pictures and key, content-related single words or memorized phrases.	Describe and retell main idea and details using L1 and/or by using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Describe and retell main idea and details using key, content-based vocabulary in simple, related sentences with repetitive grammatical structures.	Describe and retell main idea and details using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Describe and retell main idea and details using precise, content-based vocabulary in multiple and complex sentences with varying grammatical structures.
Learning Supports	L1 support Story Map Partner work Word/Picture Wall Pictures Gestures	L1 support Story Map Partner work Word/Picture Wall Pictures	Story Map Partner work Word Wall	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: SL.2.3 WIDA ELDS: 2 Speaking Listening	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.		Ask and answer questions to clarify meaning, gain information or deepen understanding using Cue Cards , Word Wall and a Partner work		VU: Question words, clarify
					LFC: Verbs, verb phrases in questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in L1 and/or ask and answer Choice questions using Gestures , pictures and content-related words and memorized phrases.	Ask and answer questions in L1 and/or ask and answer “WH” questions using general, content-based vocabulary in phrases and short sentences with formulaic structures.	Ask and answer questions using key content-based vocabulary in simple sentences with repetitive grammatical structures.	Ask and answer questions using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Ask and answer questions using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	L1 support Partner work Cue Cards Word/Picture Wall Gestures	L1 support Partner work Cue Cards Word/Picture Wall Sentence Frame	Cue Cards Word Wall Partner work	Cue Cards Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: SL.2.6 WIDA ELDS: 2-5 Speaking	Speak in complete sentences when appropriate to task and situation in order to provide information to others.		<u>Speak</u> using complete sentences when appropriate to task and situation <i>using</i> Cue Cards , Word Walls and pictures.		VU: Content-related vocabulary
					LFC: Complete sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak using pictures, Gestures and key single words in memorized phrases, appropriate to task and situation.	Speak using pictures, phrases and short sentences with formulaic structures, appropriate to task and situation.	Speak using simple, related sentences with repetitive grammatical structures, appropriate to task and situation.	Speak using expanded and some complex sentences with varying grammatical structures, appropriate to task and situation.	Speak using multiple, complex sentences with varying grammatical structures, appropriate to task and situation.
Learning Supports	Word/Picture Wall Cue Cards L1 support Pictures Cloze sentences	Word/Picture Wall Cue Cards Sentence Frame L1 support Pictures	Word Wall Cue Cards	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: L.2.1.a, c, e WIDA ELDS: 2 Speaking Writing	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.		<u>Write and/or speak</u> appropriately using collective nouns, reflexive pronouns, adjectives and adverbs <i>using</i> Sentence Frame <i>and a model</i> .		VU: Specific to text
					LFC: Collective nouns, reflexive nouns, adjectives, adverbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak appropriately using pictures and high frequency, collective nouns, common reflexive pronouns, adjectives and adverbs in single words and memorized phrases.	Write and speak appropriately using pictures and general, collective nouns, common reflexive pronouns, adjectives and adverbs in phrases and short sentences with formulaic structures.	Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in simple, related sentences with repetitive grammatical structures.	Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in expanded and some complex sentences with a variety of grammatical structures.	Write and speak appropriately using collective nouns, reflexive pronouns, adjectives and adverbs in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Word/Picture Wall L1 support Pictures	Teacher Modeling Word/Picture Wall L1 support Sentence Frame	Teacher Modeling Word Wall	Teacher Modeling	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: L.2.2.a WIDA ELDS: 2 Speaking Writing	Capitalize holidays, product names, and geographic names.		Identify proper common nouns and apply rules of capitalization using a capitalization poster and Word Wall . <i>Please note. Capitalization rules differ across languages (i.e. days of the week).</i>		VU: Holidays, product names, geographic places
					LFC: Noun/verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and apply capitalization rules on holidays, product names, and geographic places by producing or constructing sentences in L1 and/or with familiar, known proper and common nouns.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing sentences in L1 and/or key, content-based vocabulary in phrases and short sentences with formulaic structures.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing simple, related sentences with key content-based vocabulary.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing expanded and some complex sentences with key, content-based, grade-level vocabulary.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing multiple, complex sentences of varying lengths with content-based, grade-level text.
Learning Supports	Capitalization poster Sentence Frame Word/Picture Wall Pictures L1 support	Capitalization poster Sentence Frame Word/Picture Wall Pictures L1 support Sentence Frame	Capitalization poster Template Word Wall	Capitalization poster	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: L.2.2.c WIDA ELDS: 2 Writing	Use an apostrophe to form contractions and common possessives.		Construct contractions and possessives <i>using models and charts</i> .		VU: Content words to make contractions and possessives <hr/> LFC: Sentences with contractions and possessives <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Use an apostrophe to form contractions and possessives in isolation.	Use an apostrophe to form contractions and possessives in isolation and in phrases.	Use an apostrophe to form contractions and possessives in isolation and in controlled writing tasks.	Use an apostrophe to form contractions and possessives in writing expanded and some complex sentences.
Learning Supports	Teacher Modeling Word Wall Chart L1 support Pictures	Teacher Modeling Word Wall Chart L1 support Pictures	Teacher Modeling Word Wall Chart		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: L.2.4.c WIDA ELDS: Reading Writing	Apply the knowledge of common root words to understand the meaning of unknown words with the same root.		Determine the meaning of an unknown word that has a known root word <i>using a teacher created word generation chart and word games.</i>		VU: Root/base words
					LFC: Sentences with increasing specificity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine the meaning of a selected common unknown word that has a known high-frequency root word.	Determine the meaning of an unknown word that has a known high-frequency root word within selected short phrases.	Determine the meaning of an unknown general and/or content-based word that has a known root word within Adapted Text .	Determine the meaning of an unknown content-based word that has a known root word in a text within grade 1-2 complexity level.	Determine the meaning of an unknown content-based word that has a known root word within a grade-level text.
Learning Supports	Teacher created word generation chart Word games L1 support Pictures and Photographs Gestures Word/picture Wall	Teacher created word generation chart Word games L1 support Pictures and Photographs Word/Picture Wall	Teacher created word generation chart Word games	Teacher created word generation chart Word games	Teacher created word generation chart

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