

ELA - Grade 3 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.3.3 WIDA ELDS: 2 Reading Speaking	Describe characters in a story (e.g., their traits, motivations, or feelings).		Describe characters in a story <i>using a graphic organizer</i> .		VU: Fiction, non-fiction; characters
					LFC: Nouns; pronouns; adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe characters in L1 and/or from an appropriately leveled text using single adjectives.	Describe characters in L1 and/or from an appropriate leveled text using adjective/noun phrases.	Describe characters from an adapted text in simple sentences with key content-based vocabulary.	Describe characters from a text within grade 2-3 complexity level in complete sentences with content-based vocabulary.	Describe characters from a grade level story in detailed, complex sentences with content-based vocabulary.
Learning Supports	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Pictures	Graphic organizer Partner Appropriate leveled text Word wall L1 text and/or support Sentence frames	Graphic organizer Small group Adapted text Word wall Template	Graphic organizer Small group	Graphic organizer

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.

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SLO: 2 CCSS: RL.3.3 WIDA ELDS: 2 Reading Speaking	Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.		<u>Explain</u> the connection between the character traits, motivations, and feelings and the sequence of events in a story <i>using a graphic organizer</i> .		VU: Fiction, non-fiction, trait, specific to text
					LFC: Verbs: future tense; conditional mode
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the connection between the character traits, motivations, and feelings and the sequence of events in L1 and/or appropriate leveled text using single words that represent ideas.	Explain the connection between the character traits, motivations, and feelings and the sequence of events in L1 and/or appropriate leveled text using phrases that represent key concepts.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from an adapted text in simple sentences with key content-based vocabulary.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from a grade 2-3 text complexity level in complete sentences with content-based vocabulary.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from a grade level text in complete, detailed sentences with content-based vocabulary.
Learning Supports	Graphic organizer (completed) Small group Leveled text Word/picture wall L1 text and/or support Pictures Gestures	Graphic organizer Small group Appropriate leveled text Word/picture wall L1 text and/or support Sentence frames	Graphic organizer Small group Adapted text Template Word wall/bank	Graphic organizer Small group	Graphic organizer

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SLO: 3 CCSS: RL.3.6 RI.3.6 WIDA ELDS: 2 Reading Speaking	Distinguish reader's point of view from that of narrator or characters.		<u>Discuss the distinctions</u> between reader's point of view and the narrator or characters' point of view <i>using a template.</i>		VU: Point of view, narrator, character
					LFC: Comparative adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view in L1 and/or state the distinctions from a leveled text using single words that represent key ideas.	the distinctions between the reader's point of view and the narrator or characters' point of view in L1 and/or state the distinctions from a leveled text in phrases that represent key concepts.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view from an adapted text using simple sentences and key content-based vocabulary.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view from a text within the grade 2-3 complexity level in complete sentences and content-based vocabulary.	Discuss the distinctions between the reader's point of view and the narrator or characters' point of view from grade level texts in complex, detailed sentences and content-based vocabulary.
Learning Supports	Template Leveled text Word/picture wall Partner L1 text and/or support Cloze sentences Gestures Pictures	Template Leveled text Word wall/bank Partner L1 text and/or support Sentence frames Partner	Template Adapted text Word wall/bank Partner	Template	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RI.3.3 WIDA ELDS: 2 Reading Speaking	Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.		<u>Describe</u> the steps in procedures in a text to indicate time and sequence <i>using an outline</i> .		VU: Sequence of events, setting
					LFC: Nouns; abstract nouns; pronouns; and adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the steps of technical procedures in a text to indicate time and sequence in L1 and/or state the steps from an appropriately leveled text using pictures, and single words that represent key ideas.	Describe the steps in procedures in complete, complex sentences from a grade level nonfiction text to indicate time and sequence in L1 and/or s the steps in procedures from an appropriately leveled text using phrases/simple sentences.	Describe the steps in procedures in simple sentences from an adapted nonfiction text to indicate time and sequence	Describe the steps in procedures in complete sentences from a text within grade 2-3 complexity level nonfiction text to indicate time and sequence.	Describe the steps in procedures in complex, detailed sentences from a grade level nonfiction text to indicate time and sequence.
Learning Supports	Outline Appropriate leveled text Partner Word/picture wall L1 text and/or support Pictures	Outline Appropriate leveled text Partner Word/picture wall L1 text and/or support Sentence frames	Outline Adapted text Partner Word wall	Outline Word wall	Outline

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RI.3.8 WIDA ELDS: 2 Reading Speaking	Describe the relationship between particular sentences and paragraphs in a text (ex: comparison, cause/effect, first/second/third in a sequence).		Describe the relationship between sentences and paragraphs in a text <i>following a model</i> .		VU: Comparison, cause/effect, sequence
					LFC: Adjectives and conjunctions; comparatives; superlatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the sequence of events in L1 and/or leveled text in single words using pictures and/or gestures.	State the relationship between sentences and paragraphs in L1 and/or leveled text in phrases.	Describe the relationship between sentences and paragraphs from an adapted text in simple sentences.	Describe the relationship between sentences and paragraphs from a nonfiction text within the grade 2-3 complexity level in complete sentences.	Describe the relationship between sentences and paragraphs from a grade level nonfiction text in complete, detailed sentences.
Learning Supports	Model Graphic Organizer Leveled text L1 text and/or support Pictures Gestures Word/picture wall	Model Graphic Organizer Leveled text L1 text and/or support Partner Sentence frames Word/picture wall Word bank	Model Graphic Organizer Adapted text Partner Template Word wall	Model Graphic Organizer	Model

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RF.3.3b WIDA ELDS: 2 Speaking Reading	Decode words with common Latin suffixes: Ex: -able, -ible, -ment, and -ation.		Decode words with common Latin suffixes <i>using cognates and charts.</i>		VU: Suffixes, root words
					LFC: Sentences with suffixes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode high frequency words with common Latin suffixes.	Decode common regularly spelled words with common Latin suffixes using cognates and charts.	Decode common words and some grade level words with common Latin suffixes	Decode grade-level words with common Latin suffixes.	Decode grade-level words with common Latin suffixes.
Learning Supports	L1 Cognates Suffix chart Pictures Partner	L1 Cognates Suffix chart Pictures Partner	Partner Cognates Suffix chart		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RF.3.3.d WIDA: 2 Reading Speaking	Read grade-appropriate irregularly spelled words with accuracy and expression.		Read <u>grade level irregularly spelled words</u> with accuracy and expression <i>using a word wall</i> .		VU: Irregular
					LFC: Simple sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read irregularly spelled high frequency words.	Read irregularly spelled common words in phrases with fluency and accuracy.	Read irregularly spelled common words with fluency and accuracy in adapted texts.	Read irregularly spelled words with fluency and accuracy in texts within the grade 2-3 complexity level.	Read grade-level irregularly spelled words with fluency and accuracy.
Learning Supports	Pictures/Photographs Word Wall L1 support Leveled text	Pictures/Photographs Word Wall L1 support Leveled text	Word Wall Adapted text	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.3.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade-level text with purpose and understanding using a <i>graphic organizer</i> .		VU: Purpose
					LFC: Sentence structure related to level of text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts with purpose and comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose in short phrases with sentence frames.	Read adapted texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content-based vocabulary.	Read texts within the grade 2-3 complexity level and orally explain the purpose and demonstrate comprehension using complete sentences and some content-based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content-based vocabulary.
Learning Supports	Leveled text L1 support Choice Questions Graphic Organizer Word/picture wall	Leveled text L1 support Sentence Frames Graphic Organizer Word/picture wall	Graphic Organizer Word wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.3.4.b WIDA: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		Read <u>prose</u> with fluency, accuracy and expression <i>with a partner</i> .		VU: Prose
					LFC: Prose sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or single words from a leveled text.	Read prose and poetry orally in L1 and/or phrases from a leveled text with limited accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within the grades 2-3 complexity level.	Read grade level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	Illustrations/diagrams Drawings PartnerWork Appropriately leveled text L1 support Manipulatives	Illustrations/diagrams Drawings PartnerWork Appropriately leveled text L1 support Manipulatives	PartnerWork Adapted text	PartnerWork	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition, rereading as necessary.		Use context to confirm and demonstrate oral reading skills by self-correcting by rereading when necessary <i>using a checklist</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 model 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 selected phrases from an appropriately leveled text by using sentences 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 an approaching grade level text 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	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted text	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted Text	Guiding questions checklist Triads or Small Groups Adapted text	Guiding questions checklist	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: SL.3.1.a WIDA ELDS: 2 Speaking Listening	Come to discussion prepared having read and studied required material.		Listen to and discuss previously read material <i>using notes and graphic organizer.</i>		VU: Discussion, notes
					LFC: Use transitional phrases which refer to read material
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words.	Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences.	Listen to and discuss previously read, appropriately-leveled text using simple sentences.	Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences.	Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Graphic organizer Notes Small group L1 text and/or support Choice questions Bilingual dictionary Picture dictionary	Graphic organizer Notes Small group L1 text and/or support Sentence frames Bilingual dictionary Picture dictionary	Graphic organizer Notes Small group Bilingual dictionary Picture dictionary	Graphic organizer Notes Small group	Notes Small group

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: SL.3.1.b WIDA ELDS: 1, 2 Speaking Listening	Follow rules for discussion (e.g. gaining the floor in respectful ways, listening to others with speaking one at a time about the topics and texts under discussion).		Discuss by following the rules of discussion <i>using conversation prompts and cues.</i> <i>Note: Discussion rules may vary by cultural background so it is important to explicitly explain rules for discussion which are culturally appropriate.</i>		VU: Discussion
					LFC: Use sentences and nonverbal behaviors that demonstrate knowledge of discussion rules in the U.S.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a discussion in L1 and/or use single words that represent ideas.	Discuss by following the rules of discussion in L1 and/or use phrases and short sentences.	Discuss by following the rules of discussion and produce simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Discuss by following the rules of discussion and produce some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Discuss by following the rules of discussion and use multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Small group Conversational cue cards L1 text and/or support Partner Pictures Gestures	Small group Conversational cue cards L1 text and/or support Partner Sentence frames Pictures	Small group Conversational cue cards	Small group	Small group

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: SL.3.1.c WIDA ELDS: 1,2 Speaking Listening	Ask appropriate questions to clarify understanding of information.		<i>Ask questions to clarify understanding of information using a word bank.</i>		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 single words.	Ask questions to clarify understanding of information in L1 and/or use phrases and short sentences.	Ask questions to clarify understanding of information by producing simple sentences.	Ask questions to clarify understanding of information by producing some complex sentences that represent organized ideas.	Ask questions to clarify understanding of information by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Word/picture bank Partner Question prompts L1 text and/or support Gestures Pictures	Word/picture bank Partner Question prompts L1 text and/or support Sentence frames Pictures	Word bank Partner Question prompts	Word bank	

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SLO: 14 CCSS: SL.3.1.c WIDA ELDS: 2 Speaking Listening	Stay on topic and link comments to the remarks of others.		When speaking, <u>refer to</u> previous student's comments and then <u>add remarks</u> <i>using the conversational cue cards</i> .		VU: Transitional phrases, comment
					LFC: Sentences with linking transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When speaking, refer to previous student's comments using memorized transitional phrase in L1 and/or use single words.	When speaking, refer to previous student's comments using transitional phrases in L1 and/or use phrases and short sentences.	When speaking, refer to previous student's comments using transitional phrases in simple sentences.	When speaking, refer to previous student's comments using transitional phrases and some complex sentences.	When speaking, refer to previous student's comments using transitional phrases and multiple, complex sentences.
Learning Supports	Conversational cue cards Word/picture wall L1 text and/or support Pictures Gestures Partner	Conversational cue cards Word/picture wall L1 text and/or support Sentence frames Word bank Partner	Conversational cue cards Word wall	Conversational cue cards	

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SLO: 15 CCSS: SL.3.1.d WIDA ELDS: 1-5 Speaking Listening	Explain their own ideas and understanding in light of the discussion.		Express personal ideas and understanding in a discussion <i>using notes and a word wall.</i>		VU: Personal ideas
					LFC: Sentences with phrases which express own opinion
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use single words.	Express personal ideas and understanding in a discussion on grade level topics in L1 and/or use phrases and short sentences.	Express multiple, related, personal ideas and understanding in a discussion on grade level topics using simple sentences.	Express organized personal ideas and understanding in a discussion on grade level topics using some complex sentences.	Express clear and coherent personal ideas and understanding in a discussion on grade level topics using multiple, complex sentences.
Learning Supports	Notes Word/picture wall Small group Bilingual/picture dictionary L1 text and/or support Pictures Gestures	Notes Word/picture wall Small group Bilingual/picture dictionary L1 text and support Sentence frames	Notes Small group Word wall Bilingual dictionary	Notes Small group	Notes Small group

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SLO: 16 CCSS: W.3.2.a WIDA ELDS: 2 Writing Listening Speaking	Introduce a topic and group related information together when writing.		Introduce an informative writing topic <i>using a template and a small group.</i>		VU: Informative writing
					LFC: Sentences with introductory phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Introduce an informative writing topic in L1 and/or single words.	Introduce an informative writing topic in L1 and/or phrase and short sentences.	Introduce an informative writing topic by producing simple sentences.	Introduce an informative writing topic by producing expanded and some complex sentences.	Introduce an informative writing topic by producing clear and coherent ideas using multiple, complex sentences.
Learning Supports	Small group Template L1 text and/or support Cloze sentences Pictures Reference materials (print and digital, bilingual and English)	Small group Template L1 text and/or support Sentence frames Pictures Reference materials (print and digital, bilingual and English)	Small group Template Word wall Reference materials (print and digital, bilingual and English)	Small group Reference materials (print and digital)	

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SLO: 17 CCSS: W.3.2.a WIDA ELDS: 2 Writing	Include illustrations with writing when useful to aiding comprehension.		Include <i>illustrations</i> with writing to aid comprehension.		VU: Illustrations
					LFC: Verb forms; indicative verb; declarative sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use illustrations to aid comprehension when writing in L1 and/or single words.	Use illustrations to aid comprehension when writing in L1 and/or in phrases and short sentences.	Use illustrations to aid comprehension when writing simple sentences.	Use illustrations to aid comprehension when writing complex sentences.	Use illustrations to aid comprehension when writing multiple, complex sentences.
Learning Supports	Illustrations L1 text and/or support Partner Word/picture wall/bank Reference materials (print and digital, bilingual and English)	Illustrations L1 text and/or support Partner Word/picture wall/bank Reference materials (print and digital, bilingual and English)	Illustrations Word wall/bank Reference materials (print and digital, bilingual and English)	Illustrations Reference materials (print and digital)	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.3.2.b WIDA ELDS: 2 Writing	Use facts, definitions, and details to help develop a topic within a piece of writing.		Develop a writing piece using facts, definitions, and details using word wall and reference materials.		VU: Facts, definitions, and details
					LFC: Sentences with references and contextual definitions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Begin to develop a writing piece using facts, definitions, and details in L1 and/or use single words.	Begin to develop a writing piece using facts, definitions, and details in L1 and/or use phrases and short sentences.	Develop multiple, related ideas in a writing piece using facts, definitions, and details by producing simple sentences.	Develop an organized writing piece using facts, definitions, and details by producing some complex sentences.	Develop a clear and coherent writing piece using facts, definitions, and details by producing multiple, complex sentences.
Learning Supports	Word wall/bank Reference materials (print and digital, bilingual and English) L1 text and/or support Pictures Illustrations Dictated sentences	Word/picture wall/bank Reference materials (print and digital, bilingual and English) L1 text and/or support Sentence frames Illustrations Dictated sentences	Word wall/bank Reference materials (print and digital, bilingual and English)	Reference materials (print and digital)	

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.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.3.2.c WIDA ELDS: 2 Writing	Apply linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information in a writing piece.		Organize ideas within categories of information applying linking words and phrases <i>using phrase walls and templates.</i>		VU: Linking words
					LFC: Sentences with transitional words and phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize ideas within categories of information by applying linking words and phrases in L1 and/or single words.	Organize ideas within categories of information by applying linking words and phrases, L1 and/or phrases and short sentences.	Organize multiple, related ideas within categories of information by applying linking words and phrases in a writing piece using simple sentences.	Organize ideas within categories of information by applying linking words and phrases by producing expanded and some complex sentences.	Organize ideas within categories of information by applying linking words and phrases using multiple, complex sentences.
Learning Supports	Template Phrase wall Reference materials (print and digital, bilingual and English) L1 text and/or support Pictures Dictated sentences	Template Phrase wall Reference materials (print and digital, bilingual and English) L1 text and/or support Pictures Sentence frames	Template Phrase wall Reference materials (print and digital, bilingual and English)	Template	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.3.2.d W.3.3d WIDA ELDS: 2 Writing	Provide closure to a writing piece with a strong concluding statement or section.		Develop a strong closing to a writing piece <i>using a graphic organizer and model closings.</i>		VU: Closing, concluding statement
					LFC: Sentences with strong concluding statements
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop a strong closing to a writing piece in L1 and/or use single words and pictures.	Develop a strong closing to a writing piece in L1 and/or use phrases and short sentences.	Develop a closing to a writing piece by producing simple sentences.	Develop an organized closing to a writing piece by producing expanded and some complex sentences.	Develop a clear and coherent closing to a writing piece by using multiple, complex sentences.
Learning Supports	Model closing statements Graphic organizer Word/picture wall/bank L1 text and/or support Pictures Dictated sentences	Model closing statements Graphic organizer Word/picture wall/bank L1 text and/or support Sentence frames Pictures Dictated sentences	Model closing statements Graphic organizer Word wall/bank	Model closing statements Graphic organizer	Model closing statements

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ELA - Grade 3 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.		Create a writing piece with characters, setting, and plot <i>using a graphic organizer.</i>		VU: Narrator, character, setting, plot
					LFC: Sentences with introductory features
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Create an introductory writing piece with characters, setting, and plot in L1 and/or use single words.	Create an introductory writing piece with characters, setting, and plot in L1 and/or use phrases and short sentences.	Create an introductory writing piece with characters, setting, and plot by producing simple sentences.	Create an organized introductory writing piece with characters, setting, and plot by producing some complex sentences.	Create a clear and coherent introductory writing piece with characters, setting, and plot by producing multiple, complex sentences.
Learning Supports	Graphic organizer L1 text and/or support Pictures Word/picture wall/bank Reference materials (print and digital, bilingual and English)	Graphic organizer L1 text and/or support Sentence frames Word/picture wall/bank Reference materials (print and digital, bilingual and English)	Graphic organizer Word wall Reference materials (print and digital, bilingual and English)	Graphic organizer Reference materials (print and digital)	Graphic organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.		Produce a narrative with an organized sequence of events using a graphic organizer.		VU: First, second, etc., finally, then
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with an organized sequence of events in L1 and/or complete parts of a narrative with phrases and using drawings.	Produce a narrative with an organized sequence of events in simple, related sentences.	Produce an organized narrative with a sequence of events in complex sentences.	Produce a clear and coherent narrative with an organized sequence of events in detailed sentences of varying lengths.
Learning Supports	Graphic Organizer Word/picture wall L1 support Illustrations/Diagrams Drawings	Graphic Organizer Word/picture wall L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: W.3.3.b WIDA: 2 Writing Speaking	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations.		Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay <i>using a graphic organizer and/or character web</i> .		VU: Dialogue, characters, quotations.
					LFC: Using quotation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing some complex sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing multiple, complex sentences.
Learning Supports	Character web Graphic Organizer Story map Shared writing Sentence Frames L1 support Pictures/Photographs Manipulatives	Character web Graphic Organizer Story map Shared writing Sentence Frames L1 support	Character web Graphic Organizer Story map Shared writing	Graphic Organizer	

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ELA - Grade 3 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: W.3.3.c WIDA: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.		<u>Write a narrative story</u> introducing a narrator or character using temporal words and phrases <i>following a model shared story</i> .		VU: Temporal words, narrator
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases.	Write a narrative story using temporal words and phrases to introduce narrator or character using simple related sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using and complete sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using detailed sentences of varying lengths.
Learning Supports	Model shared story Word Wall Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model shared story Word Wall Visuals L1 support Sentence Frames	Model shared story Word Wall	Model shared story	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.		<u>Write</u> to demonstrate development and organization appropriate to task and purpose <i>using a graphic organizer</i> .		VU: Narrative, task, purpose,
					LFC: Complex sentences; increasing specificity of sentence structure.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or use pictures and drawings and corresponding key single words.	Write a narrative essay demonstrating development and organization in L1 and/or using phrases to complete sentence frames.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using complete sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of varying lengths.
Learning Supports	Graphic Organizer Shared writing Word Wall L1 support Illustrations/Diagrams/Drawings Cloze sentences	Graphic Organizer Shared writing Word Wall L1 support Sentence Frames	Graphic Organizer Shared writing Word Wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.3.5 WIDAELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		<u>Develop and strengthen writing</u> by applying the steps of the writing process (planning, revising, and editing) <i>using a graphic organizer or template.</i>		VU: Plan, prewrite, revise, edit, draft, rewrite.
					LFC: Sentence structure, verb forms, subject-verb agreement, correlative conjunctions.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use single words and drawings.	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use phrases and short sentences.	Develop and strengthen writing by applying the steps of the writing process with simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process producing some complex sentences.	Develop and strengthen by applying the steps of the writing process using multiple, complex sentences.
Learning Supports	Graphic Organizer Template Word Wall Pictures/Photographs Drawings L1 support Cloze sentences	Graphic Organizer Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Template Word Wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: W.3.10 WIDA ELDS: 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.		<u>Write</u> over extended timeframes about a variety of topics <i>using word walls and graphic organizers.</i>		VU: Portfolio
					LFC: Variety of sentence structures specific to task.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write over extended time frames about a variety of topics in L1 and/or use single words and drawings.	Write over extended time frames about a variety of topics in L1 and/or use phrases and short sentences.	Write over extended time frames about a variety of topics by producing simple sentences.	Write over extended time frames about a variety of topics by producing expanded and some complex sentences.	Write over extended time frames about a variety of topics by producing clear and coherent writing using multiple, complex sentences.
Learning Supports	Portfolio Graphic organizer Word/picture wall L1 text and/or support Pictures Drawings	Portfolio Graphic organizer Word/picture wall L1 text and/or support Sentence frames	Portfolio Graphic organizer Word wall	Portfolio Graphic organizer	Portfolio

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: W.3.10 WIDA ELDS: 2 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<u>Write</u> over shorter time frames about a variety of topics <i>using a word wall and graphic organizer.</i>		VU: Journal
					LFC: Increasingly complex sentences with increasingly specific writing tasks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write over shorter time frame about a variety of topics in L1 and/or use single words.	Write over shorter time frame about a variety of topics in L1 and/or use phrases and short sentences.	Write over shorter time frame about a variety of topics by producing simple sentences..	Write over shorter time frame about a variety of topics by producing expanded and some complex sentences.	Write over shorter time frame about a variety of topics by producing clear and coherent writing using multiple, complex sentences.
Learning Supports	Template Graphic organizer Word/picture wall L1 text and/or support Pictures Drawings	Template Graphic organizer Word/picture wall L1 text and/or support Sentence frames Pictures	Template Graphic organizer Word wall	Journal	Journal

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: L.3.1.a WIDA: 2 Speaking	Describe the functions of verbs in general and their functions in particular sentences.		Describe the use of verbs in general and how they are used in specific sentences <i>using charts or model sentences.</i>		VU: Verbs
					LCF: Sentences with various verb forms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the use of verbs and how they are used in L1 and/or Identify common verbs from picture book read aloud.	Describe the use of verbs in general and how they are used in L1 and/or identify verbs in a sentence.	Describe the use of verbs in general and how they are used in simple sentences.	Describe the use of verbs in general and how they are used in specific sentences orally in complete sentences.	Describe the use of verbs in general and how they are used in specific sentences orally in detailed sentences.
Learning Supports	Model sentences Verb Chart L1 support Pictures/Photographs Gestures	Model sentences Verb Chart L1 support Pictures/Photographs	Model sentences Verb Chart		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: L.3.1.e WIDA ELDS: 2 Speaking Writing	Form and use simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).		Form and use simple verb tenses <i>using sentence frames</i> .		VU: Verb tense
					LFC: Sentences with simple verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Form and use simple verb tenses by using single words or drawings with high frequency words.	Form and use simple verb tenses by using common words, phrases and pictures.	Form and use simple verb tenses using simple related sentences.	Form and use simple verb tenses using complete sentences.	Form and use simple verb tenses using detailed sentences of varying length.
Learning Supports	Verb Chart Word wall L1 text and/or support Pictures	Verb Chart Word wall L1 text and/or support Pictures Sentence frames	Verb Chart Word wall	Verb Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: L.3.5.a WIDA ELDS: 2 Speaking Writing	Differentiate the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).		Distinguish between literal and non-literal meanings of words and phrases in context <i>using reference materials and drawings</i> .		VU: Figurative expressions
					LFC: Sentences with idioms, collocations and figurative language
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Distinguish between literal and non-literal meanings of words and phrases in context in L1 and/or high frequency, common words.	Distinguish between literal and non-literal meanings of words and phrases in context in L1 and/or common, general words and phrases in appropriately leveled texts.	Distinguish between literal and non-literal meanings of words and phrases from adapted texts.	Distinguish between literal and non-literal meanings of words and phrases from texts within the grades 2-3 complexity level	Distinguish between literal and non-literal meanings of grade level words and phrases in context.
Learning Supports	Reference materials Appropriately leveled text L1 text and/or support Pictures	Reference materials Appropriately leveled text L1 text and/or support Pictures	Reference materials Adapted text	Reference materials	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: L.3.5.c WIDA ELDS: 2 Speaking Writing	Differentiate shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		Differentiate related words that describe states of mind or degrees of uncertainty <i>using paint strips and reference materials</i> .		VU: Synonyms, shades of meaning
					LFC: Sentences with words that can be altered by changing one word
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Differentiate grade-level words that describe states of mind or degrees of uncertainty in L1 and/or high frequency words in leveled texts.	Differentiate grade-level words that describe states of mind or degrees of uncertainty in L1 and/or common words in leveled texts.	Differentiate related general words that describe states of mind or degrees of uncertainty.	Differentiate related content-based words that describe states of mind or degrees of uncertainty.	Differentiate related grade-level words that describe states of mind or degrees of uncertainty.
Learning Supports	Paint strips Reference materials L1 text and/or support Pictures Appropriately leveled text	Paint strips Reference materials L1 text and/or support Pictures Appropriately leveled text	Adapted text Paint strips Reference materials		

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