

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.3.2 WIDA ELDS: 2 Reading Speaking	Recount stories, including fables, folktales, and myths from diverse cultures.		Retell stories from a variety of genres using a Story Map and pictures.		VU: Retell, characters, beginning, middle, end
					LFC: Past tense verbs; perfect aspect (present & past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell the elements of fables, folktales, and myths from diverse cultures in L1 and/or use pictures or drawings,	Retell the elements of fables, folktales, and myths from diverse cultures in L1 and/or use phrases or short sentences.	Retell the elements of adapted fables, folktales, and myths from diverse cultures in multiple, simple, related sentences.	Retell the elements of fables, folktales, and myths from diverse cultures within grade 2-3 complexity in expanded sentences with emerging complexity.	Retell the elements of grade-level fables, folktales, and myths from diverse cultures in multiple, complex sentences.
Learning Supports	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template	Story Map	

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: 2 CCSS: RL.3.2 WIDA ELDS: 2 Reading Speaking	Determine the central message, lesson, or moral of a text.		Identify the central message, lesson, or moral of a text using a Story Map , Word Wall and Template .		VU: Retell, characters, moral
					LFC: Past tense verbs; perfect aspect (present & past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the central message, lesson, or moral of grade level stories in L1 and/or repeat high-frequency, content-related single words from stories and match words with Illustrations/diagrams/drawings .	Identify the central message, lesson, or moral of grade-level stories in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic patterns.	Identify the central message, lesson, or moral of adapted grade-level stories using key, content-based vocabulary in multiple, simple, related sentences.	Identify the central message, lesson, or moral of grade level stories using key, content-based vocabulary in expanded sentences with emerging complexity.	Identify the central message, lesson, or moral of grade-level stories using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports	Story Map Pictures/Photographs Template L1 support	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.3.2 WIDA ELDS: 2 Reading Speaking	Explain how the central message, lesson, or moral of a text is conveyed through key details in the text.		Explain the central message, lesson, or moral of a text using a Story Map , Word Wall and Partner work .		VU: Central message, lesson, moral
					LFC: Past tense verbs; perfect aspect (present & past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the central message, lesson, or moral of grade-level stories in L1 and/or use single words from stories and match words with Illustrations/diagrams/drawings .	Explain the central message, lesson, or moral of grade-level stories in L1 and/or using phrases and short sentences.	Explain the central message, lesson, or moral of grade level stories using multiple, simple, related sentences.	Explain the central message, lesson, or moral of grade level stories using expanded sentences with emerging complexity.	Explain the central message, lesson, or moral of grade-level stories using multiple, complex sentences.
Learning Supports	Story Map Pictures/Photographs Template L1 support Word Wall Partner work	Story Map Pictures/Photographs Template Sentence Frames L1 support Word Wall Partner work	Story Map Pictures/Photographs Template Word Wall Partner work	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.3.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text.		Determine the meaning of words as they are used in a text using Think Alouds and multiple resources.		VU: Resource
					LFC: Definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine the meaning of words in a text using L1 support and/or single words from a leveled text.	Determine the meaning of words in a text using L1 and/or using general, content-based vocabulary phrases and short sentences from a leveled text.	Determine the meaning of words in a text using multiple, simple, related sentences.	Determine the meaning of words in a text using n expanded sentences with emerging complexity.	Determine the meaning of words in a text using multiple, complex sentences.
Learning Supports	Think Alouds Multiple resources L1 support Pictures/Photographs	Think Alouds Multiple resources L1 support Pictures/Photographs Sentence Frames	Think Alouds Multiple resources	Think Alouds Multiple resources	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.3.4 WIDA ELDS: 2 Reading Speaking	Distinguish literal from nonliteral language within Grade 3 text.		Determine literal from nonliteral language using a T-Charts and Word Wall		VU: Literal language, nonliteral language
					LFC: Comparative phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine literal from nonliteral language using L1 support, and Illustrations/diagrams/drawings .	Determine literal from nonliteral language using L1 and/or using phrases.	Determine literal from nonliteral language using simple sentences.	Determine literal from nonliteral language using complete sentences.	Determine literal from nonliteral language using detailed sentences.
Learning Supports	T-Charts L1 support Pictures/Photographs Illustrations/diagrams/drawings/diagrams/drawings Word/Picture Wall	T-Charts L1 support Pictures/Photographs Sentence Frames Illustrations/diagrams/drawings/diagrams/drawings Word/Picture Wall	T-Charts Sentence starters Word Wall	T-Charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.3.5 WIDA ELDS: 2 Reading Speaking Writing	Refer to parts of stories, dramas, and poems when writing or speaking about a text.		Refer to parts of stories, dramas, and poems when writing or speaking about a text <i>using a</i> Story Map , Word Wall and Teacher Modeling		VU: Stories, dramas, poems
					LFC: Past tense verbs, perfect aspect (present and past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use drawings, pictures and high-frequency words in phrases and memorized patterns.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use pictures in phrases and short sentences.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in multiple, simple, related sentences.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in expanded sentences with emerging complexity.	Refer to parts of stories, dramas, and poems when writing or speaking about a text using multiple, complex sentences.
Learning Supports	Story Map Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings/diagrams/drawings	Story Map Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings/diagrams/drawings	Story Map Teacher Modeling Word Wall	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.3.5 WIDA ELDS: 2 Reading Speaking Writing	Include terms such as chapter, scene, and stanza when writing or speaking about a text.		Include terms such as chapter, scene, and stanza when writing or speaking about a text <i>using a Personal Dictionary and notes.</i>		VU: Chapter, scene, stanza
					LFC: Past tense verbs, perfect aspect (present and past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Include terms such as chapter, scene, and stanza when writing or speaking about a text in L1 and/or by using single words in phrase or memorized patterns from leveled texts.	Include terms such as chapter, scene, and stanza when writing or speaking about a text in L1 and/or by using phrases and short sentences from leveled texts.	Include terms such as chapter, scene, and stanza when writing or speaking about an adapted text in multiple, simple, related sentences.	Include terms such as chapter, scene, and stanza when writing or speaking about a text within grade 2-3 complexity band in expanded sentences.	Include terms such as chapter, scene, and stanza when writing or speaking about a grade-level text in multiple, complex sentences.
Learning Supports	Notes Personal Dictionary Word/Picture Wall L1 support Pictures	Notes Personal Dictionary Word/Picture Wall L1 support Sentence Frames	Notes Personal Dictionary Word Wall	Notes	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.3.5 WIDA ELDS: 2 Reading Speaking	Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.		Describe how each chapter, scene, or stanza builds on earlier sections within a text using a Story Map , Outline and Word Wall .		VU: Chapter, scene, stanza
					LFC: Past tense verbs, perfect aspect (present and past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how each chapter, scene, and stanza builds on earlier sections within a text in L1 and/or by using single words in phrase and memorized patterns.	Describe how each chapter, scene, and stanza builds on earlier sections within a text in L1 and/or by using in phrases and short sentences.	Describe how each chapter, scene, and stanza builds on earlier sections within a text in multiple, simple, related sentences.	Describe how each chapter, scene, and stanza builds on earlier sections within a text in expanded sentences.	Describe how each chapter, scene, and stanza builds on earlier sections within a grade-level text by using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Story Map Outline Word Wall L1 support Sentence Frames Visuals	Story Map Outline Word Wall L1 support Sentence Frames Visuals	Story Map Outline Word Wall		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking Listening	Determine the main idea in informational grade 3 text. <i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>		Identify the main idea of a text <i>using a graphic organizer, Word Wall and pictures.</i>		VU: Identify, main idea
					LFC: Verb forms; declarative sentences, complex sentences, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea of a grade-level text in L1 and/or in a leveled text read aloud.	Identify the main idea of a grade level text in L1 and/or in a leveled text read aloud in English using Illustrations/diagrams/drawings .	Identify the main idea of an adapted grade level text by answering orally in multiple, simple, related sentences.	Identify the main idea of an text within grade 2-3 complexity band by answering orally using in expanded sentences.	Identify the main idea of a grade-level text by answering orally in multiple, complex sentences.
Learning Supports	Graphic Organizer Word/Picture Wall Pictures/Photographs L1 support Gestures Choice Questions	Graphic Organizer Word/Picture Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking	Recount key details and explain how they support the main idea in an informational Grade 3 text.		Identify the key details and explain the connection to the main idea <i>using a graphic organizer, Word Wall and Teacher Modeling.</i>		VU: Identify, explain, main idea, details
					LFC: Verb form; indicative verbs; declarative sentences;
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the key details and explain the connection to the main idea in L1 and/or use single words.	Identify the key details and explain the connection to the main idea in L1 and/or use phrases and short sentences.	Identify the key details and explain the connection to the main idea in multiple, simple, related sentences.	Identify the key details and explain the connection to the main idea in expanded sentences with emerging complexity.	Identify the key details and explain the connection to the main idea in multiple, complex sentences.
Learning Supports	Graphic Organizer Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Illustrations/diagrams/drawings/diagrams/drawings	Graphic Organizer Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Word Wall Teacher Modeling	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RI.3.3 WIDA ELDS: 2 - 5 Reading Speaking	Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.		Describe the cause/effect of historical events or scientific ideas using a graphic organizer, Word Wall and Role Play .		VU: Cause/effect, historical events, scientific ideas
					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 cause/effect of historical events or scientific ideas in L1 and/or from a leveled text in phrases.	Describe the cause/effect of historical events or scientific ideas from in L1 and/or from a leveled text in phrases and short sentences.	Describe the cause/effect of historical events or scientific ideas from an adapted grade level text in multiple, simple, related sentences.	Describe the cause/effect of historical events or scientific ideas from a text within grade 2-3 complexity level in expanded sentences	Describe the cause/effect of historical events or scientific ideas from a grade level text in multiple, complex sentences.
Learning Supports	Graphic Organizers Role Play Partner work Word/Picture Wall L1 text and/or support Pictures	Graphic Organizers Role Play Partner work Word/Picture Wall L1 text and/or support Sentence Frames	Graphic Organizers Role Play Partner work Word Wall	Graphic Organizers Role Play	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.		<u>Identify</u> the meaning of academic words and phrases in a text <i>using multiple resources, small group and Visuals.</i>		VU: Identify, definition
					LFC: Verb forms; definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the meaning of academic words and phrases in a text in L1 and/or draw a picture that represents the meaning of the word or phrase and matching key words with the Illustrations/diagrams/drawings .	Identify the meaning of academic words and phrases in a text in L1 and/or identify key phrases that support the meaning of the word or phrase using appropriately leveled text read aloud.	Identify the meaning of academic words and phrases in an adapted text using key, content-based vocabulary in multiple, simple, related sentences.	Identify the meaning of academic words and phrases in a text within grade2 – 3 complexity band using key, content-based vocabulary in expanded sentences with emerging complexity.	Identify the meaning of academic words and phrases in a grade level text using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Multiple resources Triads or Small Groups Word/Picture Wall Model Pictures/Photographs L1 support Illustrations/diagrams/drawings/diagrams/drawings	Multiple resources Triads or Small Groups Word/Picture Wall Model Pictures/Photographs L1 support	Multiple resources Triads or Small Groups Word Wall	Multiple resources	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of domain-specific words and phrases in a text relevant to a <i>grade 3</i> topic or subject area.		<u>Identify</u> the meaning of domain-specific words and phrases in a text <i>using multiple resources, small group and Visuals</i> .		VU: Identify, domain-specific words, phrases
					LFC: Verb forms; definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the meaning of domain-specific words and phrases in L1 and/or draw a picture.	Identify the meaning of domain-specific words and phrases in L1 and/or identify key phrases that support the meaning of the word or phrase using leveled text read aloud.	Identify the meaning of domain-specific words and phrases in an adapted text in multiple, simple, related sentences.	Identify the meaning of domain-specific words and phrases in a text within grade 2 – 3 complexity band in expanded sentences	Identify the meaning of domain-specific words and phrases in a grade-level text in multiple, complex sentences.
Learning Supports	Multiple resources Triads or Small Groups Word/Picture Wall Model Pictures/Photographs L1 support Illustrations/diagrams/drawings Cognates	Multiple resources Triads or Small Groups Word/Picture Wall Model Pictures/Photographs L1 support Cognates	Multiple resources Triads or Small Groups Word Wall Cognates	Multiple resources Cognates	

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SLO: 14 CCSS: RI.3.5 WIDA ELDS: 2-5 Reading Listening	Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.		Locate information in a text using text features and following oral directions <i>with the support of a Word Wall and charts.</i>		VU: Text features
					LFC: Declarative sentences, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Locate information in a text using text features and following oral directions in L1 and/or in phrases and memorized patterns.	Locate information in a text using text features and following oral directions in L1 and/or in phrases and short sentences.	Locate information in a text using text features and following oral directions in multiple, simple, related sentences.	Locate information in a text using text features and following oral directions in expanded sentences.	Locate information in a text using text features and following oral directions in multiple, complex sentences.
Learning Supports	Word/Picture Wall Charts Visuals L1 support	Word/Picture Wall Charts L1 support	Word Wall Charts	Charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: RI.3.5 WIDA ELDS: 2-5 Reading Listening	Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Use search tools to locate relevant information by following oral directions using Technology and Technological Resources , Word Walls and Teacher Modeling .		VU: Search tools, relevant, key words, sidebars, hyperlinks
					LFC: Declarative sentences, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use search tools to locate relevant information from texts by following oral directions in L1 and/or using pictures in phrases and memorized patterns.	Use search tools to locate relevant information from texts by following oral directions in L1 and/or using pictures and oral directions in phrases and short sentences.	Use search tools to locate relevant information from adapted texts by following oral directions in multiple, simple, related sentences.	Use search tools to locate relevant information from texts within grade 2-3 complexity band by following oral directions in expanded sentences.	Use search tools to locate relevant information from grade level texts by following oral directions in multiple, complex sentences.
Learning Supports	Technology and Technological Resources Teacher Modeling Word/Picture Wall L1 support	Technology and Technological Resources Teacher Modeling Word/Picture Wall L1 support	Technology and Technological Resources Teacher Modeling Word Wall	Technology and Technological Resources Teacher Modeling	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: RF.3.3.c WIDA ELDS: 2 Reading Speaking	Decode multi-syllable words.		Decode multi-syllable words using Word Wall , charts and Teacher Modeling .		VU: Decode, syllable, multi-syllable
					LFC: Nouns, adjectives, and adverbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode multi-syllable words in L1 and/or high-frequency, multi-syllable, content-related words from leveled text.	Decode multi-syllable words in L1 and/or common, multi-syllable, content-based words from leveled texts.	Decode key, multi-syllable k, content-based words from adapted texts.	Decode key, multi-syllable, content-based words from texts within grades 2 – 3 complexity band.	Decode multi-syllable, content-based words from grade-level texts.
Learning Supports	Charts Word/Picture Wall Teacher Modeling L1 support	Charts Word/Picture Wall Teacher Modeling L1 support	Charts Word Wall	Charts	

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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: RF.3.3.d WIDA ELDS: 2 Reading Speaking	Read grade-appropriate, irregularly-spelled words with accuracy and expression.		Read grade level irregularly spelled words with accuracy and expression using a Word Wall , pictures and flash cards.		VU: Irregular
					LFC: Prosody (stress and expression) when reading sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read high-frequency, irregularly-spelled, content-related words from leveled texts with accuracy and expression.	Read irregularly-spelled, common, content-based words in phrases from leveled texts with accuracy and expressions.	Read irregularly-spelled, key, content-based words from adapted texts with accuracy and expression.	Read irregularly-spelled, content-based words from texts within the grade 2-3 complexity band with accuracy and expression.	Read irregularly spelled, content-based words in grade-level texts with accuracy and expression.
Learning Supports	Pictures/Photographs Flash cards Word/Picture Wall L1 support	Pictures/Photographs Flash cards Word/Picture Wall L1 support	Word Wall Flash cards	Word Wall	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: RF.3.4.a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade-level text and orally <u>explain</u> the purpose and <u>demonstrate</u> understanding using a Graphic Organizers and pictures.		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 and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using single words.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using short sentences.	Read adapted texts and orally explain the purpose and demonstrate comprehension in multiple, simple, related sentences.	Read texts within the grade 2-3 complexity band and orally explain the purpose and demonstrate comprehension in expanded sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension in multiple, complex sentences.
Learning Supports	L1 support Choice Questions Graphic Organizers Word/Picture Wall	L1 support Sentence Frames Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: RF.3.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		Read prose with fluency, accuracy and expression <i>with a Partner work and Technology and Technological Resources</i> .		VU: Prose
					LFC: Prose sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3		ELP 1
Language Objectives	Read prose and poetry orally in L1 and/or high-frequency, known single words from a leveled text.	Read prose and poetry orally in L1 and/or common and known 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/diagrams Drawings Partner work L1 support Manipulatives	Illustrations/diagrams/drawings/diagrams Drawings Partner work L1 support Manipulatives	Partner work	Partner work	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: RF.3.4.c WIDA ELDS: 2 Reading Speaking	Use 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 by 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 1
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency words in a controlled text.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from a leveled text.	Use context to confirm the meaning of unknown content based words in an adapted text.	Use context to confirm the meaning of unknown content based words in an approaching grade level text..	Use context to confirm the meaning of unknown words in a grade level text.
Learning Supports	Checklist for guiding questions Think Alouds Guided group with teacher L1 support Pictures/Photographs	Checklist for guiding questions Think Alouds Guided group with teacher L1 support Pictures/Photographs	Checklist for guiding questions Think Alouds Triads or Small Groups	Checklist for guiding questions Triads or Small Groups	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 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 a Graphic Organizers , Word Wall and Shared Writing .		VU: Facts, definitions, and details
					LFC: Sentences with references and contextual definitions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3		ELP 1
Language Objectives	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece using high-frequency, content-related single words.	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece in phrases and short sentences	Develop multiple, related ideas in a writing piece using facts, definitions, and details in multiple, simple sentences.	Develop an organized writing piece using facts, definitions, and details in expanded sentences with emerging complexity.	Develop a clear and coherent writing piece using facts, definitions, and details in multiple, complex sentences.
Learning Supports	Shared Writing Word/Picture Wall Reference materials (print and digital, bilingual and English) L1 text and/or support Pictures Illustrations/diagrams/drawings Cloze sentences	Shared Writing Word/Picture Wall Reference materials (print and digital, bilingual and English) L1 text and/or support Sentence Frames Illustrations/diagrams/drawings	Shared Writing Word Wall Reference materials (print and digital, bilingual and English)	Shared Writing Reference materials (print and digital)	Shared Writing

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.3.2.c WIDA ELDS: 2 Writing	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.		Organize ideas within categories of information applying linking words and phrases <i>using phrase walls and Template</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 using phrases and short sentences.	Organize multiple, related ideas within categories of information by applying linking words and phrases in a writing piece using multiple, simple sentences.	Organize ideas within categories of information by applying linking words and phrases by producing expanded sentences.	Organize ideas within categories of information by applying linking words and phrases using multiple, complex sentences.
Learning Supports	Template Phrase wall L1 text and/or support Pictures	Template Phrase wall L1 text and/or support Pictures Sentence Frames	Template Phrase wall	Template	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 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 using a Graphic Organizers and model closings.		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.	Develop a strong closing to a writing piece in L1 and/or use short sentences	Develop a closing to a writing piece in multiple, simple, related sentences	Develop an organized closing to a writing piece in expanded sentences with emerging complexity.	Develop a clear and coherent closing to a writing piece by using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Model closing statements Graphic Organizers Word/Picture Wall L1 text and/or support Pictures Dictated sentences	Model closing statements Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frames Pictures Dictated sentences	Model closing statements Graphic Organizers Word Wall	Model closing statements Graphic Organizers	Model closing statements

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: W.3.3.b WIDA ELDS: 2 Writing Speaking	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or 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 Story Map, character web and Shared Writing.</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	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 in a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses in expanded sentences with emerging complexity.	Describe actions, thoughts and feelings and use dialogue to show characters' responses in multiple, complex sentences.
Learning Supports	Character web Story Map Shared Writing L1 support Pictures/Photographs Role Play Cloze sentences	Character web Story Map Shared Writing Sentence Frames L1 support Role Play	Character web Story Map Shared Writing Role Play	Story map Shared Writing	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	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 structures 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 Organizers, multiple resources and Shared Writing.</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, drawings and corresponding key, single words in phrases or memorized patterns.	Write a narrative essay demonstrating development and organization in L1 and/or using phrases and short sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in a series of simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using expanded sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in multiple, complex sentences.
Learning Supports	Multiple resources Graphic Organizers Shared Writing Word/Picture Wall L1 support Illustrations/diagrams/drawings/Diagrams/Drawings Cloze sentences	Multiple resources Graphic Organizers Shared Writing Word/Picture Wall L1 support Sentence Frames	Multiple resources Graphic Organizers Shared Writing Word Wall	Multiple resources Graphic Organizers	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.3.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		Develop and strengthen writing by applying the steps of the writing process (planning, revising, and editing) using a Graphic Organizers , Template and Teacher Modeling .		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 drawings and key, grade-level single words in phrases and memorized patterns.	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 using in a series of multiple, simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process in expanded sentences with emerging complexity.	Develop and strengthen writing by applying the steps of the writing process in multiple, complex sentences.
Learning Supports	Graphic Organizers Teacher Modeling Template Word Wall Pictures/Photographs Drawings L1 support Cloze sentences	Graphic Organizers Teacher Modeling Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizers Teacher Modeling Template Word Wall	Graphic Organizers Teacher Modeling	Teacher Modeling

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: W.3.6 WIDA ELDS: 2 Writing	With guidance and support from adults, use Technology and Technological Resources to produce and publish writing (using keyboarding skills).		Produce and publish writing with the use of Technology and Technological Resources using keyboarding skills.		VU: Publish
					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	Produce and publish writing with the use of Technology and Technological Resources in L1 and/or use single words and drawings.	Produce and publish writing with the use of Technology and Technological Resources in L1 and/or use phrases and short sentences.	Produce and publish writing with the use of Technology and Technological Resources using simple, related sentences.	Produce and publish writing with the use of Technology and Technological Resources producing some complex sentences.	Produce and publish writing with the use of Technology and Technological Resources using multiple, complex sentences.
Learning Supports	Graphic Organizers Template Word Wall Pictures/Photographs Drawings L1 support	Graphic Organizers Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizers Template Word Wall	Graphic Organizers	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 W.3.6 CCSS: WIDA ELDS: 2 Writing	With guidance and support from adults, use Technology and Technological Resources to interact and collaborate with others during writing.		<u>Interact and collaborate</u> with others during writing <i>using</i> Technology and Technological Resources , Checklist for publishing and Teacher Modeling .		VU: Publish
					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	Interact and collaborate with others using Technology and Technological Resources in L1 and/or use drawings and key, grade-level, single words in phrases.	Interact and collaborate with others using Technology and Technological Resources in L1 and/or use phrases and short sentences.	Interact and collaborate with others in writing using Technology and Technological Resources in a series of multiple, simple, related sentences.	Interact and collaborate with others in writing using Technology and Technological Resources in expanded sentences.	Interact and collaborate with others in writing using Technology and Technological Resources in multiple, complex sentences.
Learning Supports	Checklist for publishing Teacher Modeling Word/Picture Wall Pictures/Photographs Drawings L1 support	Checklist for publishing Teacher Modeling Word/Picture Wall Pictures/Photographs L1 support Sentence Frames	Checklist for publishing Teacher Modeling Word Wall	Checklist for publishing	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: W.3.7 WIDA ELDS: 2 Writing	Conduct short research projects that build knowledge about a topic when writing.		Conduct a short research project that builds knowledge about a topic <i>using</i> Technology and Technological Resources , <i>notes and</i> Teacher Support .		VU: Research
					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	Conduct a short research project about a topic in L1 and/or use pictures, drawings and corresponding key, single words in phrases.	Conduct a short research project about a topic in L1 and/or using Visuals in phrases and short sentences.	Conduct a short research project about a topic using a series of multiple, simple, related sentences.	Conduct a short research project about a topic in expanded sentences.	Conduct a short research project about a topic in multiple, complex sentences.
Learning Supports	Technology and Technological Resources Teacher Support Word/Picture Wall L1 support Illustrations/diagrams/drawings/diagrams/drawings	Technology and Technological Resources Teacher Support Word/Picture Wall L1 support Sentence Frames	Technology and Technological Resources Teacher Support Word Wall	Technology and Technological Resources Teacher Support	

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: W.3.8 WIDA ELDS: 2 Writing	Recall information from experiences or gather information from print and digital sources when writing.		<u>Recall</u> information from experiences or gather information from print and digital sources when writing <i>using notes, Shared Writing and Technology and Technological Resources</i> .		VU: Recall, gather, print sources, digital sources
					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	Recall information from experiences or gather information from print and digital sources when writing in L1. and/or use single words.	Recall information from experiences or gather information from print and digital sources when writing in L1 and/or use phrases and short sentences.	Recall information from experiences or gather information from print and digital sources when writing in a series of multiple, simple, related sentences.	Recall information from experiences or gather information from print and digital sources when writing in expanded sentences with emerging complexity.	Recall information from experiences or gather information from print and digital sources when writing in multiple, complex sentences.
Learning Supports	Technology and Technological Resources Notes in English and L1 Shared Writing Word/Picture Wall L1 support Illustrations/diagrams/drawings/diagrams/drawings	Technology and Technological Resources Notes in English and L1 Shared Writing Word/Picture Wall L1 support Sentence Frames	Technology and Technological Resources Notes Shared Writing Word Wall	Technology and Technological Resources Notes	Notes

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: W.3.8 WIDA ELDS: 2 Writing	Take brief notes on sources and sort evidence into provided categories in a writing piece.		<u>Write</u> brief notes on sources and sort evidence into provided categories in a writing piece <i>using foldables</i> , Shared Writing and Technology and Technological Resources .		VU: Notes, sort, evidence, categories
					LFC: Complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write brief notes on sources and sort evidence into provided categories using in L1 and/or in phrase .	Write brief notes on sources and sort evidence into provided categories in L1 and/or phrases and short sentences.	Write brief notes on sources and sort evidence into provided in a series of multiple, simple, related sentences.	Write brief notes on sources and sort evidence into provided categories in expanded sentences.	Write brief notes on sources and sort evidence into provided categories using in multiple, complex sentences.
Learning Supports	Foldables Word/Picture Wall L1 support Illustrations/diagrams/drawings/Diagrams/Drawings	Foldables Word/Picture Wall L1 support Sentence Frames	Foldables Word Wall	Foldables	Foldables

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ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: SL.3.2 WIDA ELDS: 2-5 Listening Speaking	Determine the main ideas and supporting details of a text or of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Identify the main idea and supporting details of text presented visually, quantitatively, and orally <i>using a Graphic Organizers, Think Alouds and Word Wall.</i>		VU: Identify, explain, main idea, details
					LFC: Verb form; indicative verbs; declarative sentences;
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea and supporting details of text presented visually, quantitatively, and orally in L1 and/or from a leveled text using single words.	Identify the main idea and supporting details of text presented visually, quantitatively, and orally in L1 and/or from leveled text, in phrases or short sentences.	Identify the main idea and supporting details of adapted grade-level text presented visually, quantitatively, and orally in multiple, simple, related sentences.	Identify the main idea and supporting details of text within grade 2-3 complexity band, presented visually, quantitatively, and orally in expanded and some complex sentences.	Identify the main idea and supporting details of grade-level text presented visually, quantitatively, and orally in multiple, complex sentences.
Learning Supports	Graphic Organizers Think Alouds Word/Picture Wall Pictures/Photographs L1 support Illustrations/diagrams/drawings/diagrams/drawings	Graphic Organizers Think Alouds Word/Picture Wall Pictures/Photographs L1 support	Graphic Organizers Think Alouds Word Wall	Think Alouds 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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: SL.3.4 WIDA ELDS: 2-5 Listening Speaking	Report on a topic or text, tell a story, or recount an experience.		Tell a story or recount an experience <i>using a Graphic Organizers, Word Wall and sentence starters.</i>		VU: First, second, 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	Tell a story or recount an experience in L1 and/or draw the sequence of events or put Illustrations/diagrams/drawings in proper sequences with corresponding single words in phrases.	Tell a story or recount an experience in L1 and/or use pictures and key, grade-level vocabulary in phrases and short sentences.	Tell a story or recount an experience using key, content-based, grade-level vocabulary in a series of multiple, simple, related sentences.	Tell a story or recount an experience using key, content-based, grade-level vocabulary in expanded and some complex sentences.	Tell a story or recount an experience using precise, content-based, grade level vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Template Word/Picture Wall L1 support Illustrations/diagrams/drawings	Graphic Organizers Template Word/Picture Wall Sentence Frames L1 support	Graphic Organizers Template Word Wall	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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: SL.3.4 WIDA ELDS: 2-5 Listening Speaking	Use appropriate facts, descriptive details when reporting on a topic or text, telling a story, or recounting an experience.		Tell a story or recount an experience using facts and descriptive details <i>using a</i> Graphic Organizers , Word Wall and Teacher Modeling .		VU: First, second, 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	Tell a story or recount an experience using descriptive details in L1 and/or draw the sequence of events or put Illustrations/diagrams/drawings in proper sequences using single words in phrases.	Tell a story or recount an experience using facts and descriptive details in L1 or phrases and short sentences.	Tell a story or recount an experience using facts and descriptive details in a series of multiple, simple, related sentences.	Tell a story or recount an experience using facts and descriptive details in expanded and some complex sentences.	Tell a story or recount an experience using facts and descriptive details in multiple and complex sentences.
Learning Supports	Graphic Organizers Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings	Graphic Organizers Teacher Modeling Word/Picture Wall Sentence Frames L1 support	Graphic Organizers Teacher Modeling Word Wall	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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: SL.3.4 WIDA ELDS: 2-5 Listening Speaking	Speak clearly at an understandable pace when reporting on a topic or text, telling a story, or recounting an experience.		Speak clearly to tell a story or recount an experience <i>using</i> a Graphic Organizers , <i>recording devices</i> and a Partner work .		VU: First, second, 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	Speak clearly to tell a story or recount an experience in L1 and/or draw the sequence of events or put Illustrations/diagrams/drawings in proper sequences single words in phrases.	Speak clearly to tell a story or recount an experience in L1 and/or use Visuals in phrases and short sentences.	Speak clearly to tell a story or recount an experience using a series of simple, related sentences.	Speak clearly to tell a story or recount an experience using expanded and some complex sentences.	Speak clearly to tell a story or recount an experience using multiple and complex sentences of varying lengths and structures.
Learning Supports	Graphic Organizers Recording devices Word/Picture Wall L1 support Illustrations/diagrams/drawings Partner work	Graphic Organizers Recording devices Word/Picture Wall Sentence Frames L1 support Partner work	Graphic Organizers Recording devices Word Wall 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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: L.3.2b WIDA ELDS: 2 Writing	Use commas in addresses when writing.		<u>Use commas</u> in addresses when writing <i>using charts and a model</i> .		VU: Comma, heading, body, closing
					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	Use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Use commas in addresses when writing a letter using key, content-based vocabulary in a series of simple, related sentences.	Use commas in addresses when writing a letter using key, grade-level vocabulary in expanded and some complex sentences.	Use commas in addresses when writing a letter using grade-level vocabulary in multiple, complex sentences.
Learning Supports	Chart Model Word/Picture Wall L1 support	Chart Model Word/Picture Wall L1 support	Chart Model Word Wall	Chart	

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

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 L.3.3.a CCSS: WIDA ELDS: 2 Reading Listening Speaking	Choose words and phrases for effect.*		Choose words and phrases for effect <i>using multiple resources and</i> Teacher Modeling .		VU: Phrases, effect
					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	Choose words and phrases for effect in L1 and/or use drawings or single words in phrases.	Choose words and phrases for effect in L1 and/or use phrases and short sentences.	Choose words and phrases for effect using a series of simple, related sentences.	Choose words and phrases for effect using expanded and some complex sentences.	Choose words and phrases for effect using multiple and complex sentences of varying lengths and structures.
Learning Supports	Multiple resources Teacher Modeling Word/Picture Wall L1 support Illustrations/diagrams/drawings	Multiple resources Teacher Modeling Word/Picture Wall Sentence Frames L1 support	Multiple resources Teacher Modeling Word Wall	Multiple resources	

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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 CCSS: L.3.3.b WIDA ELDS: WIDA ELDS: 2 Writing Listening Speaking	Recognize and observe differences between the conventions of spoken and written standard English.		Identify the difference between the conventions of spoken and written standard <i>using charts and a Partner work</i> .		VU: Conventions, spoken, written
					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	Identify the difference between the conventions of spoken and written standard in L1 and/or identify the difference using single words in phrase citations.	Identify the difference between the conventions of spoken and written standard in L1 and/or use Visuals phrases and short sentences.	Identify the difference between the conventions of spoken and written standard a series of simple, related sentences.	Identify the difference between the conventions of spoken and written standard using expanded and some complex sentences.	Identify the difference between the conventions of spoken and written standard English using multiple, complex sentences.
Learning Supports	Charts Partner work Word/Picture Wall L1 support Illustrations/diagrams/drawings	Charts Partner work Word/Picture Wall Sentence Frames L1 support	Charts Word Wall Partner work	Charts	

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.

ELA – Grade 3 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 L.3.5b CCSS: WIDA ELDS: 2 Writing Speaking	Identify real life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).		Identify real life connections between words and their use using a T-Charts and Word Wall .		VU: Identify, real life, connections
					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	Identify real life connections between words and their use in L1 and/or draw pictures or use single words in phrases.	Identify real life connections between words and their use in L1 and/or use Visuals in phrases and short sentences.	Identify real life connections between words in a series of simple, related sentences.	Identify real life connections between words and their use using expanded and some complex sentences.	Identify real life connections between words and their use using multiple, complex sentences of varying lengths and structures.
Learning Supports	T-Charts Word/Picture Wall L1 support Illustrations/diagrams/drawings	T-Charts Word/Picture Wall Sentence Frames L1 support	T-Charts Word Wall	T-Charts	T-Charts

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.