

ELA – Grade 3 - Unit 5 – 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 and determine the central message, lesson, or moral. Explain how key details in the text convey central message, lesson, or moral.		<u>Retell, identify, and explain</u> stories and their central message, lesson, or moral of a text using a Story map.		VU: moral, central message, lesson
					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, identify, and explain stories and their central message, lesson, or moral of grade-level texts in L1 and/or use pictures, drawings and selected words to answer Choice questions and match to illustrations.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level text in L1 and/or using visuals and selected vocabulary in phrases and short sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level text using key vocabulary in a series of simple, related sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of texts within the grade-level band using key vocabulary in expanded and some complex sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Story map Pictures/Photographs Choice questions L1 support Word/Picture Wall	Story map Pictures/Photographs Sentence Frame L1 support Word/Picture Wall	Story map Pictures/Photographs Word Wall	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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of 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 consistently 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.3.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.		<u>Determine</u> the literal from nonliteral meaning of words as they are used in a text using Think -alouds <i>and multiple resources</i> .		VU: Resource, literal, nonliteral
					LFC: Definition genre, comparative phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine the literal from nonliteral meaning of words in L1 and/or repeat selected words from a leveled text and match words with illustrations.	Determine the literal from nonliteral meaning of words in L1 and/or use selected vocabulary in phrases and short sentences and match to illustrations from leveled texts.	Determine the literal from nonliteral meaning of words in adapted texts using key vocabulary in a series of simple, related sentences.	Determine the literal from nonliteral meaning of words in a text within the grade-level band using key vocabulary in expanded sentences with emerging complexity.	Determine the literal from nonliteral meaning of words in grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Think -aloud Multiple resources L1 support Pictures/Photographs Illustrations/drawings	Think -aloud Multiple resources L1 support Pictures/Photographs Sentence Frame Illustrations/drawings	Think -aloud Multiple resources Sentence starters Word Wall	Think -aloud Multiple resources	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		<u>Compare and contrast</u> the themes, settings, and plots of stories by the same author and about the same or similar characters using Venn Diagram.		VU: Compare, contrast, theme, setting, plot
					LFC: Comparative adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters in L1 and/or using pictures and selected words to answer Choice questions.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters in L1 and/or from a leveled text, using adjective/noun phrases that represent key concepts.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters from an adapted text using key vocabulary in a series of simple, related sentences.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters from texts within the grade-level band using key vocabulary in expanded and some complex sentences.	Compare and contrast the themes, settings, and plots of stories by the same author and about the similar characters in grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Partner L1 text and/or support Pictures Choice questions Word/Picture Wall	Venn Diagram Partner L1 text and/or support Sentence Frame Word/Picture Wall	Venn Diagram Partner Word Wall	Venn Diagram	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.3.10 WIDA ELDS:	Read increasingly complex text at the grades 2-3 text complexity band independently and proficiently.		Read independently and proficiently grade 2-3 text complexity band using <i>a</i> Graphic Organizers <i>appropriate to the text.</i>		VU: Vocabulary specific to text
					LFC: Varies according to reading task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read independently and proficiently grade-level text in L1 and/or read selected words and phrases from a leveled text and from excerpts of grade level text.	Read independently and proficiently grade-level text in L1 and/or read phrases and short sentences from a leveled text and from excerpts of grade level text.	Read independently and proficiently excerpts from grade level and adapted texts.	Read independently and proficiently texts within the grade 2-3 complexity band.	Read independently and proficiently grade-level texts.
Learning Supports	Graphic Organizers Illustrations L1 support Word/Picture Wall	Graphic Organizers Illustrations L1 support Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 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>		<u>Identify</u> the main idea of a text using a Graphic Organizers, Word Wall <i>and pictures</i> .		VU: Identify, main idea, informational text
					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 using gestures, pictures and selected words in phrases and memorized patterns and/or answering Choice questions.	Identify the main idea of a grade level text in L1 and/or in a leveled text read aloud, using illustrations and selected vocabulary in phrases and short sentences.	Identify the main idea of an adapted grade level text by answering orally using key vocabulary in a series of simple, related sentences.	Identify the main idea of a text within grade 2-3 band by answering orally using key vocabulary in a series of expanded sentences with emerging complexity.	Identify the main idea of a grade-level text by answering orally using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Word/Picture Wall Pictures/Photographs L1 support Gestures Choice questions	Graphic Organizers Word/Picture Wall Pictures/Photographs L1 support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 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.		<u>Retell</u> the key details and explain the connection to the main idea using a Graphic Organizers, Word Wall <i>and</i> Teacher Modeling.		VU: retell, 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	Retell the key details and explain the connection to the main idea in L1 and/or use gestures, visuals and selected words in phrases and memorized patterns and match key words with the illustrations.	Retell the key details and explain the connection to the main idea in L1 and/or use selected vocabulary in phrases and short sentences from leveled text read aloud.	Retell the key details and explain the connection to the main idea from adapted texts using key vocabulary in a series of simple, related sentences.	Retell the key details and explain the connection to the main idea in texts within grade-level band using key vocabulary in a series of expanded sentences with emerging complexity.	Retell the key details and explain the connection to the main idea from grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Illustrations/Drawings	Graphic Organizers Word/Picture Wall Teacher Modeling Pictures/Photographs L1 support Sentence Frame	Graphic Organizers Word Wall Teacher Modeling	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		Identify the meaning of academic words and domain-specific words and phrases in a text using <i>multiple resources, small group and visuals</i> .		VU: Identify, definition, academic words, domain-specific words, phrases <hr/> LFC: Verb forms; definition genre <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Identify the meaning of academic and domain-specific 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.	Identify the meaning of academic and domain-specific words and phrases in a text in L1 and/or identify the meaning of selected academic and domain-specific words from leveled texts read aloud.	Identify the meaning of academic and key domain-specific words and phrases in an adapted text using a series of simple, related sentences.	Identify the meaning of academic and key domain-specific words and phrases in a text within grade-level band using expanded sentences with emerging complexity.
Learning Supports	Multiple resources Triads or Small Groups Word/Picture Wall Model Pictures/Photographs L1 support Illustrations/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: 8 CCSS: RI.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the most important points and key details presented in two texts on the same topic.		<u>Compare and contrast</u> the important points and key details in two texts on the same topic using Venn Diagram.		VU: Compare, contrast, details
					LFC: Comparative adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or use pictures and selected words to match illustrations of similarities and differences.	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or use selected adjective/noun phrases that represent key concepts from leveled texts or from excerpts from grade-level texts.	Compare and contrast the important points and key details in two adapted texts on the same topic using key vocabulary in a series of simple, related sentences.	Compare and contrast the important points and key details in two texts within the grade-level band on the same using key vocabulary in expanded and some complex sentences.	Compare and contrast the important points and key details in two grade-level texts on the same topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Partner L1 text and/or support Pictures Word/Picture Wall	Venn Diagram Partner L1 text and/or support Sentence Frame Word/Picture Wall	Venn Diagram Partner Word Wall	Venn Diagram	Venn Diagram

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SLO: 9 CCSS: RI.3.10 WIDA ELDS: 2 – 5 Reading	Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		Read and comprehend a variety of literature using <i>a</i> Graphic Organizers <i>appropriate to the text</i> .		VU: Informational, complexity
					LFC: Varies according to reading task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read independently and proficiently grade-level text in L1 and/or read selected words and phrases from a leveled text and from excerpts of grade level text.	Read independently and proficiently grade-level text in L1 and/or read phrases and short sentences from a leveled text and from excerpts of grade level text.	Read independently and proficiently excerpts from grade level and adapted texts.	Read independently and proficiently texts within the grade 2-3 complexity band.	Read independently and proficiently grade-level texts.
Learning Supports	Graphic Organizers Illustrations L1 support Word/Picture Wall	Graphic Organizers Illustrations L1 support Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.3.4.a WIDA ELDS: 2 Reading Speaking	Read grade level text aloud with purpose and understanding.		<u>Read</u> grade level text aloud with purpose and understanding using <i>a</i> Graphic Organizers <i>and</i> 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 aloud with 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 aloud with 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 using key vocabulary in a series of simple, related sentences.	Read texts within the grade-level band and orally explain the purpose and demonstrate comprehension using key vocabulary in expanded and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Choice questions Graphic Organizers Word/Picture Wall	L1 support Sentence Frame Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.3.4.b WIDA ELDS: 2 Reading Speaking	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.		<u>Read</u> prose and poetry with fluency, accuracy and expression with a <i>partner and/or use technological resource.s</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 high-frequency, known single words from a leveled text or excerpts from a grade-level text.	Read prose and poetry orally in L1 and/or common and known phrases from a leveled text excerpts from a grade-level text with 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 band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	Technology and Technological Resources Illustrations/drawings Partner work L1 support Manipulatives	Technology and Technological Resources Illustrations/drawings Partner work L1 support Manipulatives	Technology and Technological Resources Partner work	Technology and Technological Resources Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.3.4.c WIDA: 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 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or selected, 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 key, unknown words in an adapted text.	Use context to confirm the meaning of key, unknown words in a text within the grade-level band.	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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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.3.2. a WIDA ELDS: 2 Writing Listening Speaking	Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.		Introduce and include illustrations on an informative writing topic to aid comprehension using a Template <i>and a small group.</i>		VU: Informative writing; illustrations
					LFC: Sentences with introductory phrases; Verb forms; indicative verb; declarative sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Introduce an informative writing topic and use illustrations to aid comprehension when writing in L1 and/or use selected single words to match the illustrations.	Introduce an informative writing topic and use illustrations to aid comprehension in L1 and/or use selected vocabulary in phrases and short sentences.	Introduce an informative writing topic and use illustrations to aid comprehension by producing a series of simple, related sentences.	Introduce an informative writing topic and use illustrations to aid comprehension by producing organized, expanded and some complex sentences.	Introduce an informative writing topic and use illustrations to aid comprehension by producing clear and coherent ideas using multiple, complex sentences.
Learning Supports	Small group Template Illustrations L1 text and/or support Cloze sentences Pictures Word/Picture Wall	Small group Template Illustrations L1 text and/or support Sentence Frame Partner Word/Picture Wall	Small group Template Illustrations Word Wall	Template Small group Illustrations	Small group

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SLO: 14 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, 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	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece using drawings and selected, high-frequency 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.
Learning Supports	Shared Writing Word/Picture Wall Reference materials (print and digital, bilingual and English) L1 text and/or support Pictures Illustrations/drawings Cloze sentences Graphic Organizers	Shared Writing Word/Picture Wall Reference materials (print and digital, bilingual and English) L1 text and/or support Sentence Frame Illustrations/drawings Graphic Organizers	Shared Writing Word Wall Reference materials (print and digital, bilingual and English) Graphic Organizers	Shared Writing Reference materials (print and digital)	Shared Writing

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SLO: 15 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.		<u>Organize ideas</u> within categories of information applying linking words and phrases <i>using phrase walls and a 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, using drawings and selected words.	Organize ideas within categories of information by applying linking words and phrases, L1 and/or using selected vocabulary in phrases and short sentences.	Organize multiple, related ideas within categories of information by applying linking words and phrases in a writing piece using a series of 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 Frame	Template Phrase wall	Template	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.3.2. d WIDA ELDS: 2 Writing	Provide closure to a writing piece with a strong concluding statement or section.		<u>Develop</u> a strong closing to a writing piece using a graphic organizer <i>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 drawings and selected 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 vocabulary in multiple, complex sentences.
Learning Supports	Model closing statements Graphic Organizerss Word/Picture Wall L1 text and/or support Pictures Dictated sentences	Model closing statements Graphic Organizerss Word/Picture Wall L1 text and/or support Sentence Frame Pictures Dictated sentences	Model closing statements Graphic Organizerss Word Wall	Model closing statements Graphic Organizerss	Model closing statements

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.		<u>Produce</u> a narrative with a narrator and/or characters using a Graphic Organizers.		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 a narrator and/or characters in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with a narrator and/or characters in L1 and/or complete parts of a narrative with phrases and drawings.	Produce a narrative with a narrator and/or characters in simple, related sentences.	Produce an organized narrative with a narrator and/or characters in expanded and some complex sentences.	Produce a clear and coherent narrative with a narrator and/or characters in detailed sentences of varying lengths.
Learning Supports	Graphic Organizers Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizers Word/Picture Wall L1 support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers	Graphic Organizers

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.		<u>Produce</u> a narrative with an organized sequence of events using a Graphic Organizers.		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 expanded and some complex sentences.	Produce a clear and coherent narrative with an organized sequence of events in multiple, detailed sentences of varying lengths.
Learning Supports	Graphic Organizers Word/Picture Wall L1 support Illustrations/Diagrams Drawings	Graphic Organizers Word/Picture Wall L1 support Sentence Frame	Graphic Organizers Word Wall	Graphic Organizers	Graphic Organizers

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.3.3.b WIDA ELDS: 2 Writing Speaking	In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and feelings to show the response to characters to situations.		Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a Graphic Organizers <i>and/or</i> character web.		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 selected vocabulary in phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing expanded and some complex sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing multiple, complex sentences.
Learning Supports	Character web Story map Sentence Frame L1 support Pictures/Photographs Manipulatives Graphic Organizers	Character web Story map Sentence Frame L1 support Graphic Organizers	Character web Story map Graphic Organizers	Story map Graphic Organizers	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.3.3.c WIDA ELDS: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.		<u>Write</u> a narrative story introducing a narrator or character using temporal words and phrases following a <i>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 a series of simple, related sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using expanded and some complex sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using multiple, detailed sentences of varying lengths.
Learning Supports	Model shared story Word/Picture Wall Illustrations/Drawings L1 support Sentence Frame	Model shared story Word/Picture Wall Visuals L1 support Sentence Frame	Model shared story Word Wall	Model shared story	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.3.3.d WIDA ELDS: 2 Writing	Provide a sense of closure to a written narrative based on real or imagined experiences or events.		<u>Write</u> a closing for a narrative based on real or imaginary experiences or events <i>using a shared model, and word bank (i.e. choose from suggested words such as: in summary, the character learned, the lesson learned, etc.)</i>		VU: Closing, ending
					LFC: Temporal words; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, and selected words.	Write a closing for a narrative in L1 and/or complete a closing for a narrative using selected vocabulary in phrases and short sentences.	Write a closing for a narrative using key vocabulary in a series of simple, related sentences.	Write a closing for a narrative using key vocabulary in expanded and some complex sentences.	Write a closing for a narrative using precise vocabulary in multiple, complex sentences.
Learning Supports	Shared Writing Word/picture Bank L1 support Pictures/Photographs	Shared Writing Word/picture Bank L1 support Sentence Frame	Shared Writing Word Wall Word Bank	Shared Writing	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using development and organization appropriate to task and purpose.		Write to demonstrate development and organization appropriate to task and purpose using a Graphic Organizers.		VU: Narrative, task, purpose <hr/> LFC: Complex sentences; increasing specificity of sentence structure <hr/> 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 selected words.	Write a narrative essay demonstrating development and organization in L1 and/or using selected vocabulary in phrases and short sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in a series of simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in expanded and some complex sentences.
Learning Supports	Graphic Organizers Shared Writing Word/Picture Wall L1 support Illustrations/Drawings	Graphic Organizers Shared Writing Word/Picture Wall L1 support Sentence Frame	Graphic Organizers Shared Writing Word Wall	Graphic Organizers	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 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) <i>using a Graphic Organizers 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 a series of simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process producing expanded and some complex sentences.	Develop and strengthen by applying the steps of the writing process using multiple, complex sentences.
Learning Supports	Graphic Organizers Template Word/Picture Wall Pictures/Photographs Drawings L1 support	Graphic Organizers Template Word/Picture Wall Pictures/Photographs L1 support Sentence Frame	Graphic Organizers Template Word Wall	Graphic Organizers	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 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 using Word Walls <i>and</i> Graphic Organizers.		VU: Portfolio, audience
					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 drawings and single words.	Write over extended time frames about a variety of topics in L1 and/or use pictures and phrases or short sentences.	Write over extended time frames about a variety of topics by producing a series of simple, related 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 Organizers Word/Picture Wall L1 text and/or support Pictures Drawings	Portfolio Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frame	Portfolio Graphic Organizers Word Wall	Portfolio Graphic Organizers	Portfolio

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 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 using a Word Wall <i>and</i> Graphic Organizers.		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 drawings, pictures and single words.	Write over shorter time frame about a variety of topics in L1 and/or use pictures and phrases or short sentences.	Write over shorter time frame about a variety of topics by producing a series of simple, related 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 Organizers Word/Picture Wall L1 text and/or support Pictures Drawings	Template Graphic Organizers Word/Picture Wall L1 text and/or support Sentence Frame Pictures	Template Graphic Organizers Word Wall	Journal	Journal

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: SL 3.5 WIDA ELDS: 1-5 Speaking Listening	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Create audio recordings and visuals of stories or poems using Technology and Technological Resources.		VU: Audio recording, visual <hr/> LFC: Adverbs of time; relative clauses; transitional phrases <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Create audio recordings and visuals of stories and poems in L1 and/or use selected words and cue cards.	Create audio recordings and visuals of stories and poems in L1 and/or use selected vocabulary in key phrases and short sentences.	Create audio recordings and visuals of stories and poems by producing key vocabulary in a series of simple, related sentences.	Create audio recordings and visuals of stories and poems by producing key vocabulary in expanded and some complex sentences.
Learning Supports	L1 text and/or support Pictures Drawings Cue Cards Partner work Technology and Technological Resources	L1 text and/or support Sentence Frame Pictures Cue Cards Partner work Technology and Technological Resources	Word Wall Cue Cards Technology and Technological Resources	Cue Cards Technology and Technological Resources	Technology and Technological Resources

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: L.3.2. b WIDA ELDS: 2 Writing	Use commas in addresses when writing.		Write to use commas in addresses when writing using Charts <i>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	Write to use commas in addresses when writing a letter in L1 and/or complete known addresses with commas between city, state.	Write to use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Write to use commas in addresses when writing a letter using key vocabulary in a series of simple, related sentences.	Write to use commas in addresses when writing a letter using key vocabulary in expanded and some complex sentences.	Write to use commas in addresses when writing a letter using grade-level vocabulary in multiple, complex sentences.
Learning Supports	Charts Model Word/Picture Wall L1 support	Charts Model Word/Picture Wall L1 support	Charts Model Word Wall	Charts Model	Charts Model

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: L.3.2. c WIDA ELDS: 2 Writing	Use commas and quotation marks in dialogue when writing.		Use commas and quotation marks in dialogue when writing using a <i>model</i> .		VU: Comma, quotation marks, dialogue
					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 and quotation marks in dialogue when writing in L1 and/or when copying dialogue from cartoon bubbles.	Use commas and quotation marks in dialogue when writing in L1 and/or when using sentence citations from grade-level text.	Use commas and quotation marks in dialogue when writing using key vocabulary in a series of simple, related sentences.	Use commas and quotation marks in dialogue when writing using key vocabulary in expanded and some complex sentences.	Use commas and quotation marks in dialogue when writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Model Word/Picture Wall L1 support	Model Word/Picture Wall L1 support	Model Word Wall	Model	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: L.3.2.e WIDA ELDS: 2 Speaking Listening Writing	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).		Use conventional spelling for high frequency and other studied words using a <i>model</i> .		VU: High-frequency; studied words; content-based, grade-level vocabulary
					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 conventional spellings for high frequency and other studied words in L1 and/or in selected words.	Use conventional spellings for high frequency and other studied words in L1 and/or phrases and short sentences.	Use conventional spellings for high frequency and other studied words in simple, related sentences.	Use conventional spellings for high frequency and other studied words in expanded and some complex sentences.	Use conventional spellings for high frequency and other studied words in multiple, complex sentences.
Learning Supports	Model Word/Picture Wall L1 support	Model Word/Picture Wall L1 support	Model Word Wall	Model	

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: L.3.2 .f WIDA ELDS: 2 Speaking Listening Writing	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.		Spell using patterns and generalizations in writing words using a <i>language reference sheet</i> .		VU: Patterns; generalizations
					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	Spell using patterns and generalizations in writing words in L1 and/or selected vocabulary.	Spell using patterns and generalizations in writing words in L1 and/or selected vocabulary in phrases and short sentences.	Spell using patterns and generalizations in writing words in simple, related sentences.	Spell using patterns and generalizations in writing words in expanded and some complex sentences.	Spelling using patterns and generalizations in writing words in multiple, complex sentences.
Learning Supports	L1 support Word/Picture Wall Language Reference Sheet	L1 support Word/Picture Wall Language Reference Sheet	Word Wall Language Reference Sheet	Language Reference Sheet	Language Reference Sheet

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ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: L.3.2.g WIDA ELDS: 2 Speaking Listening Writing	Consult references as needed when spelling Grade 3 words.		Use references to spell Grade 3 words <i>using a dictionary/glossary</i> .		VU: References
					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 references to spell Grade 3 words in L1 and/or selected single words.	Use references to spell Grade 3 words in L1 and/or selected words in phrases and short sentences.	Use references to spell key Grade 3 words in simple, related sentences.	Use references to spell key Grade 3 words in expanded and some complex sentences.	Use references to spell Grade 3 words in multiple, complex sentences.
Learning Supports	L1 support Word/Picture Wall Dictionary/Glossary	L1 support Word/Picture Wall Dictionary/Glossary	Word Wall Dictionary/Glossary	Dictionary/Glossary	Dictionary/Glossary

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