

Grade 3 ELA Curricular Frameworks with ELL Scaffolds

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.3.1, RI.3.1, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Closely read a text to demonstrate understanding. • Make personal connections, make connections to other texts, and/or make global connections when relevant. • Refer to specific text to support answers and to craft questions. • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature. • Answer and ask both factual questions and inferential questions that require reasoning from the reader. 	<ul style="list-style-type: none"> • VU: Connections, evidence • LFC: Question words, verb phrases • LC: Varies by ELP levels

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.3.1 and RI.3.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer “who,” Yes/No or either/or questions about excerpts from the text with single words, phrases, or chunks of language.	Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer “WH-” questions about excerpts from the text using simple phrases and simple sentences with key content based vocabulary.	Ask and answer questions about informational text and fiction from excerpts from the text using simple sentences with key content based vocabulary	Ask and answer questions about informational text and fiction from grade level text using complete sentences with some content based vocabulary.	Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary
Supports	<ul style="list-style-type: none"> • Word Wall • Template • Partner Work • L1 support • Pictures/Photographs • Gestures • Graphic Organizer 	<ul style="list-style-type: none"> • Word Wall • Template • Partner Work • L1 support • Sentence Frames • Pictures/Photographs • Graphic Organizer 	<ul style="list-style-type: none"> • Word Wall • Template • Partner Work • Graphic organizer 	<ul style="list-style-type: none"> • Word wall • Graphic organizer 	<ul style="list-style-type: none"> • Graphic organizer

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.3.2, RI.3.2 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. • WIDA ELD 3,4,5 <ul style="list-style-type: none"> ○ Speaking ○ Reading ○ Listening 	<p>RL.3.2:</p> <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details. • Determine central messages or theme • Identify patterns in details. <p>RI.3.2:</p> <ul style="list-style-type: none"> • Determine central messages or main ideas in a text. • Identify details to support the main idea. • Analyze how the details of the text help to support and reveal the central idea or theme. 	<ul style="list-style-type: none"> • VU: Fables, main idea, evidence • LFC: The details that support the main idea are: • LC: Varies by ELP levels

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.3.2, RI.3.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify and retell the key details and explain the connection to the main idea in Fables, folktales, myths and informational text in L1 and/or from excerpts read aloud using single words and gestures.	Identify and retell the key details and explain the connection to the main idea in Fables, folktales, myths and informational text in L1 and/or from excerpts from text using phrases and short sentences.	Identify and retell the key details and explain the connection to the main idea in Fables, folktales, myths and informational text in multiple, simple, related sentences.	Identify and retell the key details and explain the connection to the main idea in Fables, folktales, myths and informational text in expanded sentences with emerging complexity.	Identify and retell the key details and explain the connection to the main idea in Fables, folktales, myths and informational text in L1 and/or from excerpts from text in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Story map • Graphic organizer • Illustrations/ Diagrams • Drawings • Word wall • Partner • L1 support 	<ul style="list-style-type: none"> • Story map • Graphic organizer • Illustrations/ Diagrams • Drawings • Word wall • Partner • L1 support 	<ul style="list-style-type: none"> • Story map • Graphic organizer • Illustrations/ Diagrams • Drawings • Word wall • Partner 	<ul style="list-style-type: none"> • Story map • Graphic organizer • Word wall 	<ul style="list-style-type: none"> • Story Map • Graphic organizer

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.3.4, RI.3.4 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • WIDA ELD 1 and 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific). • Differentiate between literal and nonliteral language. 	<ul style="list-style-type: none"> • VU: literal, idioms, figurative language • LFC: Understand idiomatic expressions and figurative language • LC: Varies by ELP levels

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.3.4 and RI.3.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	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 pictures.	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 excerpts from text read independently or read aloud.	Identify the meaning of academic words and phrases in excerpts from text using key, content-based vocabulary in multiple, simple, related sentences.	Identify the meaning of academic words and phrases in a text within grade 2 – 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.
Supports	<ul style="list-style-type: none"> Multiple resources* Triads or Small Groups Word/Picture Wall Model Pictures/ Photographs L1 support 	<ul style="list-style-type: none"> Multiple resources Triads or Small Groups Word/Picture Wall Model Pictures/ Photographs L1 support 	<ul style="list-style-type: none"> Multiple resources Triads or Small Groups Word Wall 	<ul style="list-style-type: none"> Multiple resources Word wall 	<ul style="list-style-type: none"> Multiple resources

*Multiple resources: text, dictionary, glossary, videos, realia

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.3.6, RI.3.6 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.3.6. Distinguish their own point of view from that of the author of a text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Establish the point of view of a text. • Determine how the reader’s point of view is different from the narrator’s or the character’s point of view. • Compare the reader’s point of view with the author’s point of view. 	<ul style="list-style-type: none"> • VU: Narrator, author, point of view, voice • LFC: Explanatory phrases, quotation marks • LC: Varies by ELP levels

Grade 3 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.3.6, RI.3.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view in L1 and/or state the distinctions from a leveled text using gestures and selected, illustrated single words in key phrases.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view in L1 and/or state the distinctions from a leveled text using selected vocabulary in key phrases.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view using key vocabulary in a series of simple, related sentences.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view using key vocabulary in expanded sentences with emerging complexity.	Discuss the distinctions between the reader’s point of view and the narrator or characters’ point of view using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Think -aloud • Word/Picture Wall • Partner • L1 text and/or support • Gestures • Pictures 	<ul style="list-style-type: none"> • Think -aloud • Word/Picture Wall • Partner • L1 text and/or support • Sentence frames 	<ul style="list-style-type: none"> • Think -aloud • Word Wall • Partner 	<ul style="list-style-type: none"> • Think -aloud 	<ul style="list-style-type: none"> • Think-aloud

Grade 3 Unit 1 Reading Foundation

Unit 1: RF.3.3, RF.3.3.A, RF.3.3.B, RF.3.3.C, RF.3.3.D, and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> ● RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. ○ RF.3.3.B. Decode words with common Latin suffixes. ○ RF.3.3.C. Decode multi-syllable words. ○ RF.3.3.D. Read grade-appropriate irregularly spelled words. ● WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> ● Distinguish the base root from the affix. ● Identify and define common prefixes and suffixes. ● Identify and define common Latin suffixes. ● Decode words that have a Latin suffix. ● Use strategies to read multi-syllable words. ● Read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> ● VU: Prefix, suffix, root words, multi-syllable ● LFC: ● LC: Varies by ELP levels

Grade 3 Unit 1 Reading Foundation

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.3.3, RF.3.3.A, RF.3.3.B, RF.3.3.C, RF.3.3.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify and know the meaning of previously taught vocabulary words with added affixes (un-, s, es).	Identify and know the meaning of previously taught vocabulary words with added affixes (dis-, re-, ly, er).	Identify and know the meaning of previously taught vocabulary words with added affixes	Identify and know the meaning of previously taught and new vocabulary words with added affixes.	Identify and figure out the meaning of new words containing affixes.
	Read irregularly spelled common words with fluency and accuracy.	Read irregularly spelled common words in phrases with fluency and accuracy.	Read irregularly spelled common words with fluency and accuracy in adapted or appropriate level texts.	Read irregularly spelled words with fluency and accuracy in texts which are approaching grade level.	Read grade level irregularly spelled words with fluency and accuracy.
Supports	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Anchor chart 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • Sentence Frames • Anchor chart 	<ul style="list-style-type: none"> • Word Wall • Anchor chart 	<ul style="list-style-type: none"> • Anchor chart 	<ul style="list-style-type: none"> • Anchor chart

Grade 3 Unit 1 Reading Foundation

Unit 1: RF.3.4, RF.3.4.A, RF.3.4.B, RF.4.C, RF.3.4.D, 3.4.E, RF.3.4.F and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ RF.3.4.A. Read grade-level text with purpose and understanding. ○ RF.3.4.B. Read grade-level prose and poetry orally with accuracy. ○ RF.3.4.C. Use an appropriate rate while reading aloud. ○ RF.3.4.D. Read with expression on successive readings. ○ RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. ○ RF.3.4.F. Reread as necessary. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify the long and short vowel sounds in words. • Explain the difference between the long and short vowel sounds. • Produce the sound for each letter and blend to make a word. • Discern letter sounds at the beginning, middle, and end of words. • Take apart a word by sounds. 	<ul style="list-style-type: none"> • VU: Long and short vowels, beginning, middle, end, blend • LFC: Explanatory phrases • LC: Varies by ELP levels

Grade 3 Unit 1 Reading Foundation

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.3.4, RF.3.4.A, RF.3.4.B, RF.4.C, RF.3.4.D, 3.4.E, RF.3.4.F)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to excerpts of text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read leveled text and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
Supports	<ul style="list-style-type: none"> • <u>L1 support</u> • <u>Choice Questions</u> • <u>Graphic Organizer</u> • <u>Outlines</u> • <u>Word Wall</u> 	<ul style="list-style-type: none"> • <u>L1 support</u> • <u>Sentence Frames</u> • <u>Graphic Organizer</u> • <u>Outlines</u> • <u>Word Wall</u> 	<ul style="list-style-type: none"> • <u>Graphic Organizer</u> • <u>Outlines</u> • <u>Word Wall</u> 	<ul style="list-style-type: none"> • <u>Graphic Organizer</u> • <u>Outlines</u> 	<ul style="list-style-type: none"> • Graphic organizer

Grade 3 Unit 1 Writing

Unit 1: W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D, and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ○ W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ○ W.3.1.B. Provide reasons that support the opinion. ○ W.3.1.C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. ○ W.3.1.D. Provide a conclusion. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Distinguish fact from opinion. • Group supporting details to support the writer’s purpose. • Introduce the topic or text clearly. • State an opinion to be supported with reasons. • Write a thesis statement to focus the writing. • Support the opinion with facts and/or reasons. • Connect opinions with reasons using linking words and phrases. • Write a conclusion. 	<ul style="list-style-type: none"> • VU: Fact, opinion, closure • LFC: Paragraph structure, beginning sentences, detail sentences and a closing sentence • LC: Varies by ELP levels

Grade 3 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, W.3.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion in L1 and/or by drawing and writing corresponding single words in cloze sentences and/or choosing opinions and matching reasons.	Produce an organized persuasive task that states an opinion and provides reasons supporting the opinion in L1 and/or provide at least one reason supporting the opinion using phrases in sentence frames.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using simple sentences with key content based vocabulary.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using complete sentences with some content based vocabulary.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using detailed sentences of varying lengths with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Model • Word Wall • L1 support • Pictures/Photographs • Word Strips 	<ul style="list-style-type: none"> • Graphic Organizers • Model • Word Wall • L1 support • Sentence Frames • Pictures/Photographs 	<ul style="list-style-type: none"> • Graphic Organizers • Model • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizers • Word wall 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 3 Unit 1 Writing

Unit 1: W.3.4 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (grade-specific expectations for writing types are defined in standards 1-3 above). • WIDA ELD 2 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader. • Unpack writing tasks (type of writing assignment). • Determine writing purpose (the writer’s designated reason for writing). • Focus the organization and development of a topic to reflect the task and purpose. 	<ul style="list-style-type: none"> • VU: Opinion • LFC: Transitional phrases • LC: Varies by ELP levels

Grade 3 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.3.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write a narrative essay demonstrating development and organization in L1 and/or complete a narrative essay using pictures/drawings and corresponding key single words	Write a narrative essay demonstrating development and organization in L1 and/or complete a narrative essay using phrases in sentence frames.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in simple, related sentences which may include errors but do not obscure meaning. Use key content based vocabulary.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of using complete sentences with some content based vocabulary.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of varying lengths with content based vocabulary
Supports	<ul style="list-style-type: none"> • Graphic Organizer • Shared writing • Word Wall • L1 support • Illustrations/ Diagrams/ Drawings • Cloze sentences 	<ul style="list-style-type: none"> • Graphic Organizer • Shared writing • Word Wall • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Graphic Organizer • Shared writing • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizer 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 3 Unit 1 Writing

Unit 1: W.3.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)• WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Practice revising and editing skills.• Change word choice and sentence structure in writing to strengthen the piece.• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.• Recognize spelling, grammar, and punctuation errors.• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).	<ul style="list-style-type: none">• VU: Descriptive words, spelling, punctuation• LFC: Answer questions, Subject-verb agreement• LC: Varies by ELP levels

Grade 3 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.3.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write a composition applying the steps of the writing process in L1 and/or complete targeted parts of a composition applying editing skills of previously taught tasks.	Write a composition applying the steps of the writing process in L1 and/or edits targeted phrases or short sentences of a composition.	Write a composition applying the steps of the writing process with a paragraph which includes simple, relate and general vocabulary.	Write a composition applying the steps of the writing process with a few paragraphs with emerging linguistic complexity and varied vocabulary.	Write a composition applying the steps of the writing process with multiple paragraphs and detailed sentences of varying lengths and content based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic Organizer • Template • Word Wall • Pictures/ Photographs • L1 support • Cloze sentences 	<ul style="list-style-type: none"> • Graphic Organizer • Template • Word Wall • Pictures/ Photographs • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Graphic Organizer • Template • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizer 	<ul style="list-style-type: none"> • Graphic Organizer

Grade 3 Unit 1 Writing

Unit 1: W.3.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. • WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Develop strategies with peers and adults to use digital tools.• Use technology for producing and publishing writing.• Use technology to collaborate with others.	<ul style="list-style-type: none">• VU: Keyboard, functions, type• LFC: Ask and answer questions about technology use• LC: Varies by ELP levels

Grade 3 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.3.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Produce and publish writing with the use of Technology in L1 and/or use single words and drawings.	Produce and publish writing with the use of Technology in L1 and/or use phrases and short sentences.	Produce and publish writing with the use of Technology using simple, related sentences.	Produce and publish writing with the use of Technology producing some complex sentences.	Produce and publish writing with the use of Technology using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Pictures/Photographs • L1 support • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Pictures/Photographs • L1 support • Sentence Frames • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Reference sheet 	<ul style="list-style-type: none"> • Reference sheet

Grade 3 Unit 1 Writing

Unit 1: W.3.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. • WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Develop strategies with peers and adults to use digital tools.• Use technology for producing and publishing writing.• Use technology to collaborate with others.	<ul style="list-style-type: none">• VU: Keyboard, functions, type• LFC: Ask and answer questions about technology use• LC: Varies by ELP levels

Grade 3 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.3.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Produce and publish writing with the use of Technology in L1 and/or use single words and drawings.	Produce and publish writing with the use of Technology in L1 and/or use phrases and short sentences.	Produce and publish writing with the use of Technology using simple, related sentences.	Produce and publish writing with the use of Technology producing some complex sentences.	Produce and publish writing with the use of Technology using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Pictures/Photographs • L1 support • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Pictures/Photographs • L1 support • Sentence Frames • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Reference sheet 	<ul style="list-style-type: none"> • Reference sheet

Grade 3 Unit 1 Writing

Unit 1: W.3.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. • WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Develop strategies with peers and adults to use digital tools.• Use technology for producing and publishing writing.• Use technology to collaborate with others.	<ul style="list-style-type: none">• VU: Keyboard, functions, type• LFC: Ask and answer questions about technology use• LC: Varies by ELP levels

Grade 3 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.3.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Produce and publish writing with the use of Technology in L1 and/or use single words and drawings.	Produce and publish writing with the use of Technology in L1 and/or use phrases and short sentences.	Produce and publish writing with the use of Technology using simple, related sentences.	Produce and publish writing with the use of Technology producing some complex sentences.	Produce and publish writing with the use of Technology using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Pictures/Photographs • L1 support • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Pictures/Photographs • L1 support • Sentence Frames • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Reference sheet 	<ul style="list-style-type: none"> • Reference sheet

Grade 3 Unit 1 Speaking and Listening

Unit 1: SL.3.1, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ○ SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) ○ SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others ○ SL.3.1.D. Explain their own ideas and understanding in light of the discussion • WIDA ELD 2 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts. • Participate in a variety of rich, structured conversations. • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. • Engage in collaborative conversations. • Develop skills in active listening and group discussion. 	<ul style="list-style-type: none"> • VU: Take turns, speaking rules, directions • LFC: Use conversational turns • LC: Varies by ELP levels <p>Be aware of cultural differences in conversational patterns (eye contact, proximity, etc.)</p>

Grade 3 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.3.1, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words.	Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences.	Listen to and discuss previously read, appropriately-leveled text using simple sentences.	Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences.	Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Cue Cards • Manipulatives • Word Wall • Pictures/ Photographs • L1 support • Choice questions • Partner work 	<ul style="list-style-type: none"> • Cue Cards • Manipulatives • Word Wall • Pictures/ Photographs • L1 support • Partner work • Sentence Frames 	<ul style="list-style-type: none"> • Cue Cards • Manipulatives • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Cue cards • Word wall • Partner 	<ul style="list-style-type: none"> • Cue cards

Grade 3 Unit 1 Speaking and Listening

Unit 1: SL.3.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.3.6. Produce complete sentences when appropriate to task and situation. (See Grade 3 Language standards 1 and 3 here for specific expectations.) • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Speak in complete sentences. • Adapt speech to task and situation. • Use 3rd grade appropriate grammatically correct speech. • Elaborate on a detail when necessary. • Clarify ideas when necessary. 	<ul style="list-style-type: none"> • VU: Rehearse • LFC: Complete sentences • LC: Varies by ELP levels

Grade 3 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.3.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Choose the correct subject or verb tense when choosing single words.	Use the correct subject and verb tense when speaking in phrases and short sentences.	Use the correct subject and verb tense when speaking in a series of simple sentences.	Use the correct subject and verb tense when speaking in expanded and some complex sentences.	Use the correct subject and verb tense when speaking in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Language Reference Sheet • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Language Reference Sheet • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Language Reference Sheet • Word Wall 	<ul style="list-style-type: none"> • Language Reference Sheet 	<ul style="list-style-type: none"> • None

Grade 3 Unit 1 Language

Unit 1: L.3.1, L.3.1.A, L.3.1.B, L.3.1.C and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.3.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ○ L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ○ L.3.1.B. Form and use regular and irregular plural nouns. ○ L.3.1.C. Use abstract nouns (e.g., <i>childhood</i>). • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences. • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences. • Differentiate between regular and irregular plural nouns. • Identify regular and irregular plural nouns in reading and use them when writing or speaking. • Identify abstract nouns. • Use abstract nouns when writing or speaking. 	<ul style="list-style-type: none"> • VU: Upper and lowercase letters, nouns, possessive • LFC: Proper and common nouns, possessive nouns • LC: Varies by ELP levels

Grade 3 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.1, L.3.1.A, L.3.1.B, L.3.1.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify common parts of speech and their referents from picture book read aloud and place them into categories.	Identify common parts of speech in a sentence and place them into categories.	Explain the use of parts of speech in specific sentences orally in simple sentences with key content based vocabulary.	Explain the use of parts of speech in general and how they are used in specific sentences orally in complete sentences with some content based vocabulary.	Explain the use of parts of speech in general and how they are used in specific sentences orally in detailed sentences of varying lengths with content based vocabulary.
	Form and use common regular and irregular high frequency plural nouns in cloze sentences.	Form and use common regular and irregular plural nouns in short sentence frames using high frequency content based vocabulary.	Form and use common regular and irregular plural nouns in a series of related sentences with key content based vocabulary.	Form and use grade level regular and irregular plural nouns in complete sentences with some content based vocabulary.	Form and use grade level regular and irregular plural nouns in detailed sentences of varying lengths with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • L1 support • Plural noun chart 	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • L1 support • Plural noun chart 	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • Plural noun chart 	<ul style="list-style-type: none"> • Language Reference Sheet • Plural noun chart 	<ul style="list-style-type: none"> • Language Reference Sheet • Plural noun chart

Grade 3 Unit 1 Language

Unit 1: L.3.2, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.3.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ L.3.2.A. Capitalize appropriate words in titles. ○ L.3.2.E. 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>). ○ L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. ○ L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing 	<ul style="list-style-type: none"> • Identify the words in titles that should be capitalized. • Consistently apply rules for capitalization in titles. • Spell high frequency or studied words correctly. • Spell conventional words correctly when adding a suffix to base words. • Identify spelling patterns and generalizations. • Apply spelling patterns when writing words. • Determine the purpose and use of reference materials. • Utilize reference materials to check and correct spelling, when needed. 	<ul style="list-style-type: none"> • VU: titles, capitalize, punctuation, suffix, patterns • LFC: Apply capitalization and punctuation in writing sentences; apply spelling patterns when writing • LC: Varies by ELP levels

Grade 3 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.2, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Apply capitalization rules in titles and spell high frequency words and words with simple suffixes (ing, ed, s, es) correctly. Identify and apply simple spelling patterns and utilize appropriate reference materials.	Apply rules for capitalization in titles and spell high frequency words, words with suffixes (ly, ful, -er, -est) correctly. Identify and apply simple spelling patterns and utilize appropriate reference materials.	Consistently apply rules for capitalization in titles and spell words with suffixes (ly, ful, -er, -est, ness) and studied words correctly. Identify and apply spelling patterns and utilize appropriate reference materials.	Consistently apply rules for capitalization in titles and spell words with suffixes (ful, -er, -est, ness) and studied words correctly. Identify and apply spelling patterns and utilize appropriate reference materials.	Consistently apply rules for capitalization in titles and spell words with suffixes (ly, ful, -er, -est, ness) and studied words correctly. Identify and apply spelling patterns and utilize appropriate reference materials.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization Chart • L1 support • Reference materials 	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization Chart • L1 support • Reference materials 	<ul style="list-style-type: none"> • Word Wall • Capitalization Chart • Reference materials 	<ul style="list-style-type: none"> • Capitalization Chart • Reference materials 	<ul style="list-style-type: none"> • Reference materials

Grade 3 Unit 1 Language

Unit 1: L.3.4, L.3.4.A, L.3.4.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. ○ L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context. • Identify the purpose and use of glossaries and dictionaries. • Determine the structure of glossaries and dictionaries. • Use both print and digital glossaries and dictionaries to define and clarify words. 	<ul style="list-style-type: none"> • VU: Context, figure • LFC: Understand the structure of the dictionary genre • LC: Varies by ELP levels

Grade 3 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.4, L.3.4.A, L.3.4.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Determine and clarify meaning of unknown high frequency words within appropriately leveled sentences. Use both print and digital glossaries and dictionaries to define and clarify words.	Determine and clarify meaning of unknown high frequency words and phrases within appropriately leveled text. Use both print and digital glossaries and dictionaries to define and clarify words.	Determine and clarify the meaning of unknown words or phrases within adapted text. Use both print and digital glossaries and dictionaries to define and clarify words.	Determine and clarify the meaning of unknown words and phrases within a grade 2-3 range. Use both print and digital glossaries and dictionaries to define and clarify words.	Determine and clarify meaning of unknown words and phrases within grade 3 text. Use both print and digital glossaries and dictionaries to define and clarify words.
Supports	<ul style="list-style-type: none"> • Role Play • L1 support • Word/picture cards • Reference materials (bilingual, picture and English) 	<ul style="list-style-type: none"> • Role Play • L1 support • Word/picture cards • Reference materials (bilingual, picture and English) 	<ul style="list-style-type: none"> • Word/picture cards • Reference materials (bilingual and English) • Role play 	<ul style="list-style-type: none"> • Reference materials • Role Play 	<ul style="list-style-type: none"> • Reference materials

Grade 3 Unit 1 Language

Unit 1: L.3.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Reading	<ul style="list-style-type: none">• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.• Choose the most accurate word when describing actions, emotions, or states of being.• Choose the most accurate word when discussing a particular topic.• Use spatial and temporal relationship words and phrases.	<ul style="list-style-type: none">• VU: Spatial and temporal transitional phrases• LFC: Sentences with transitional phrases• LC: Varies by ELP levels

Grade 3 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Acquire and use conversational, general academic, and domain specific vocabulary in L1 and/or conversational, selected, illustrated academic and domain specific vocabulary.	Acquire and use conversational, general academic, and domain specific vocabulary in L1 and/or conversational, selected academic and domain-specific vocabulary in key phrases.	Acquire and use conversational, general academic, and key domain specific vocabulary in a series of simple, related sentences.	Acquire and use conversational, general academic, and key domain-specific vocabulary in expanded and some complex sentences	Acquire and use conversational, general academic, and domain specific vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Cloze sentence • Gestures 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs 	<ul style="list-style-type: none"> • Word Wall 	<ul style="list-style-type: none"> • Word Wall