

Grade 3 ELA Curricular Frameworks with ELL Scaffolds

Grade 3 Unit 2 Reading Literature and Reading Informational

Unit 2: 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 2 Reading Literature and Reading Informational

Unit 2: 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 2 Reading Literature and Reading Informational

Unit 2: 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 2 Reading Literature and Reading Informational

Unit 2: 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 2 Reading Informational

Unit 2: RI.3.3 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"> • None 	<ul style="list-style-type: none"> • RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts. • Identify words that signify time order, sequence, and cause/effect. • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect. • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas. 	<ul style="list-style-type: none"> • VU: Time order words, sequence and cause/effect words • LFC: Sentences with transitional phrases • LC: Varies by ELP levels

Grade 3 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.3.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Describe the steps of technical procedures in a text to indicate time and sequence in L1 and/or state the steps from an appropriately leveled text using pictures, and single words that represent key ideas.	Describe the steps in procedures in complete, complex sentences from a grade level nonfiction text to indicate time and sequence in L1 and/or the steps in procedures from an appropriately leveled text using phrases/simple sentences.	Describe the steps in procedures in simple sentences from an adapted nonfiction text to indicate time and sequence	Describe the steps in procedures in complete sentences from a text within grade 2-3 complexity level nonfiction text to indicate time and sequence.	Describe the steps in procedures in complex, detailed sentences from a grade level nonfiction text to indicate time and sequence.
Supports	<ul style="list-style-type: none"> • Graphic organizer • Illustrations/ Diagrams • Word wall • Partner • L1 support 	<ul style="list-style-type: none"> • Graphic organizer • Illustrations/ Diagrams • Word wall • Partner • L1 support 	<ul style="list-style-type: none"> • Graphic organizer • Illustrations/ Diagrams • Word wall • Partner 	<ul style="list-style-type: none"> • Graphic organizer • Word wall 	<ul style="list-style-type: none"> • Graphic organizer

Grade 3 Unit 2 Reading Informational

Unit 2: 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"> • None 	<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: General and domain-specific words • LFC: Understand figurative language • LC: Varies by ELP levels

Grade 3 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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* Small Groups Word/Picture Wall Model L1 support 	<ul style="list-style-type: none"> Multiple resources Small Groups Word/Picture Wall Model L1 support 	<ul style="list-style-type: none"> Multiple resources 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 2 Reading Informational

Unit 2: RI.3.5 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"> • None 	<ul style="list-style-type: none"> • RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information 	<ul style="list-style-type: none"> • VU: text features, bold, italics, glossary • LFC: Understand directions about how to use unique features • LC: Varies by ELP levels

Grade 3 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.3.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Locate information in a text using text features and following oral directions in L1 and/or in phrases and memorized patterns.	Locate information in a text using text features and following oral directions in L1 and/or in phrases and short sentences.	Locate information in a text using text features and following oral directions in multiple, simple, related sentences.	Locate information in a text using text features and following oral directions in expanded sentences.	Locate information in a text using text features and following oral directions in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Text features chart • Small Groups • Word/Picture Wall • Model • L1 support 	<ul style="list-style-type: none"> • Text features chart • Small Groups • Word/Picture Wall • Model • L1 support 	<ul style="list-style-type: none"> • Text features chart • Small Groups • Word Wall 	<ul style="list-style-type: none"> • Text features chart • Word wall 	<ul style="list-style-type: none"> • Text features chart

Grade 3 Unit 2 Reading Informational

Unit 2: 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"> • None. 	<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 characters • 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 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 author’s 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 author’s 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 author’s 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 author’s point of view using key vocabulary in expanded sentences with emerging complexity.	Discuss the distinctions between the reader’s point of view and the author’s 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 • Cloze sentences 	<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 • Word Wall 	<ul style="list-style-type: none"> • Think –aloud

Grade 3 Unit 2 Reading Informational

Unit 2: RI.3.7 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"> • None. 	<ul style="list-style-type: none"> • RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text. • Synthesize the various text features and the text itself to understand the ideas in the text. • Explain how the different text features aid understanding. 	<ul style="list-style-type: none"> • VU: Text features (map, photographs) • LFC: Explanatory phrases, quotation marks • LC: Varies by ELP levels

Grade 3 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.3.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Answer comprehension questions in L1 by applying information gained from illustrations and/or in English using gestures and single key words from appropriately leveled text read aloud.	Answer comprehension questions in L1 by applying information gained from illustrations and/or in English using short phrases and key content based vocabulary from appropriately leveled text read aloud.	Answer comprehension questions by applying information gained from illustrations in excerpts from grade level text using simple sentences and key content based vocabulary.	Answer comprehension questions by applying information gained from illustrations from excerpts in grade level text using complete sentences and some content based vocabulary.	Answer comprehension questions by applying information gained from illustrations in grade level text using detailed sentences of varying length and content based vocabulary.
Supports	<ul style="list-style-type: none"> • Outlines • (partially completed) • L1 support • Pictures • Gestures • Choice Questions 	<ul style="list-style-type: none"> • Outlines • Notes (partially completed) • L1 support • Pictures 	<ul style="list-style-type: none"> • Outlines • Notes (modeled) • Excerpts 	<ul style="list-style-type: none"> • Outlines • Notes • Excerpts 	<ul style="list-style-type: none"> • Outlines

Grade 3 Unit 2 Reading Informational

Unit 2: RI.3.8 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"> • None. 	<ul style="list-style-type: none"> • RI.3.8. Describe the logical connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Make a clear link between sentences and paragraphs when reading informational text. • Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc.). • Identify words that signify a relationship between ideas. • Use the relationships between ideas to describe how an author supports specific points. 	<ul style="list-style-type: none"> • VU: transitional words and phrases • LFC: Explanatory phrases, quotation marks, reported speech • LC: Varies by ELP levels

Grade 3 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.3.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify the sequence of events in L1 and/or leveled text in single words using pictures and/or gestures.	State the relationship between sentences and paragraphs in L1 and/or leveled text in phrases.	Describe the relationship between sentences and paragraphs from an adapted text in simple sentences.	Describe the relationship between sentences and paragraphs from a nonfiction text within the grade 2-3 complexity level in complete sentences.	Describe the relationship between sentences and paragraphs from a grade level nonfiction text in complete, detailed sentences.
Supports	<ul style="list-style-type: none"> • Model • Graphic Organizer • Leveled text • L1 text and/or support • Pictures • Gestures • Word/picture wall 	<ul style="list-style-type: none"> • Model • Graphic Organizer • Leveled text • L1 text and/or support • Partner • Sentence frames • Word/picture wall • Word bank 	<ul style="list-style-type: none"> • Model • Graphic Organizer • Adapted text • Partner • Template • Word wall 	<ul style="list-style-type: none"> • Model • Graphic Organizer 	<ul style="list-style-type: none"> • Model

Grade 3 Unit 2 Reading Informational

Unit 2: RI.3.9 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"> • None 	<ul style="list-style-type: none"> • RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Closely read the text to identify the important details of a text. • Find similarities and differences about important details when reading about two texts that share the same topic. • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge). 	<ul style="list-style-type: none"> • VU: transitional words and phrases • LFC: Explanatory phrases, quotation marks, reported speech • LC: Varies by ELP levels

Grade 3 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.3.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or using gestures, Pictures and selected single words in key phrases.	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or using selected vocabulary in key phrases and short sentences.	Compare and contrast the important points and key details in two 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 on the same topic using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast the important points and key details in two texts on the same topic using precise vocabulary in multiple, complex, detailed sentences.
Supports	<ul style="list-style-type: none"> • Venn Diagram • Partner work • L1 support • Pictures • Word/Picture Wall 	<ul style="list-style-type: none"> • Venn Diagram • Partner work • L1 support • Sentence frames • Word/Picture Wall 	<ul style="list-style-type: none"> • Venn Diagram • Partner work • Word Wall 	<ul style="list-style-type: none"> • Venn Diagram 	<ul style="list-style-type: none"> • Venn Diagram •

Grade 3 Unit 2 Reading Foundation

Unit 2: 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 2 Reading Foundation

Unit 2: 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 2 Reading Foundation

Unit 2: 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 2 Reading Foundation

Unit 2: 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 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"> • L1 support • Choice Questions • Graphic Organizer • Outlines • Word Wall 	<ul style="list-style-type: none"> • L1 support • Sentence Frames • Graphic Organizer • Outlines • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizer • Outlines • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizer • Outlines 	<ul style="list-style-type: none"> • Graphic organizer

Grade 3 Unit 2 Writing

Unit 2: W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D, and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ○ W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. ○ W.3.2.B. Develop the topic with facts, definitions, and details. ○ W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ○ W.3.2.D. Provide a conclusion. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Organize information to support the topic. • Introduce a topic. • Write a thesis statement to focus writing. • Use text features to support the topic, when appropriate. • Select details that appropriate support the development of the topic. • Link ideas by using transitional words and phrases. • Write a conclusion to close the writing. 	<ul style="list-style-type: none"> • VU: topic sentence, text features, transitional phrases, conclusion • LFC: Paragraph structure, topic, detail sentences and a closing sentence, use of text features and transitional phrases • LC: Varies by ELP levels

Grade 3 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.3.2, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.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 informative essay that states a topic and provides details and text features in L1 and/or by drawing and writing corresponding single words in cloze sentences and/or choosing topics and matching details.	Produce an organized informative essay that states a topic and provides details and text features in L1 and/or provide at least one detail supporting the topic using phrases in sentence frames.	Produce an organized informative essay that states a topic and provides details and text features using simple sentences with key content based vocabulary.	Produce an organized informative essay that states a topic and provides details and text features using complete sentences with some content based vocabulary.	Produce an organized informative essay that states a topic and provides details and text features 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 2 Writing

Unit 2: 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: purpose, audience • LFC: Transitional phrases • LC: Varies by ELP levels

Grade 3 Unit 2 Writing

Unit 2: 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 an informative essay demonstrating development and organization in L1 and/or complete a narrative essay using pictures/drawings and corresponding key single words	Write an informative essay demonstrating development and organization in L1 and/or complete a narrative essay using phrases in sentence frames.	Write an informative 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 an informative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of using complete sentences with some content based vocabulary.	Write an informative 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 2 Writing

Unit 2: 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 2 Writing

Unit 2: 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 2 Writing

Unit 2: 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 2 Writing

Unit 2: 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 2 Writing

Unit 2: W.3.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Locate information from print and digital sources. • Integrate information from personal experiences. • Take notes and organize information into categories provided by the teacher. • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes. • Thoughtfully choose online sources • Select the information needed from each source. • Connect new information learned online with offline sources. • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources. 	<ul style="list-style-type: none"> • VU: Print and digital • LFC: Ask and answer questions about technology use • LC: Varies by ELP levels

Grade 3 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.3.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Recall information from experiences or gather information from print and digital sources when writing in L1 and/or use single words. Write brief notes on sources and sort evidence into provided categories using in L1 and/or in phrase.	Recall information from experiences or gather information from print and digital sources when writing in L1 and/or use phrases and short sentences. Write brief notes on sources and sort evidence into provided categories in L1 and/or phrases and short sentences.	Recall information from experiences or gather information from print and digital sources when writing in a series of multiple, simple, related sentences. Write brief notes on sources and sort evidence into provided in a series of multiple, simple, related sentences.	Recall information from experiences or gather information from print and digital sources when writing in expanded sentences with emerging complexity. Write brief notes on sources and sort evidence into provided categories in expanded sentences.	Recall information from experiences or gather information from print and digital sources when writing in multiple, complex sentences. Write brief notes on sources and sort evidence into provided categories using in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Word Wall • Pictures/Photographs • L1 support • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • Word Wall • Pictures/Photographs • L1 support • Sentence Frames • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizers • 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 2 Writing

Unit 2: W.3.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Produce numerous pieces of writing over various time frames.• Develop skills in research.• Reflection on and revise writing.• Self-correct when writing to produce a clearer message.• Purposefully explain choices made while writing.• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose.	<ul style="list-style-type: none">• VU: Research• LFC: Short and long-term writing• LC: Varies by ELP levels

Grade 3 Unit 2 Writing

Unit 2: 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	Write over extended time frames about a variety of topics in L1 and/or use single words and drawings.	Write over extended time frames about a variety of topics in L1 and/or use phrases and short sentences.	Write over extended time frames about a variety of topics by producing simple sentences.	Write over extended time frames about a variety of topics by producing expanded and some complex sentences.	Write over extended time frames about a variety of topics by producing clear and coherent writing using multiple, complex sentences.
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 2 Speaking and Listening

Unit 2: 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"> • 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>

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">○ Speaking○ Listening		

Grade 3 Unit 2 Speaking and Listening

Unit 2: 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 2 Speaking and Listening

Unit 2: SL.3.2 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Determine the main idea of a text read aloud. • Determine the supporting details for a text read aloud. • Determine the main ideas and supporting details of information presented in multiple formats. 	<ul style="list-style-type: none"> • VU: Identify, explain, main idea, details • LFC: Complete sentences • LC: Varies by ELP levels

Grade 3 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.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 the main idea and supporting details of text presented visually, quantitatively, and orally in L1 and/or from a leveled text using single words.	Identify the main idea and supporting details of text presented visually, quantitatively, and orally in L1 and/or from leveled text, in phrases or short sentences.	Identify the main idea and supporting details of adapted grade-level text presented visually, quantitatively, and orally in multiple, simple, related sentences.	Identify the main idea and supporting details of text within grade 2-3 complexity band, presented visually, quantitatively, and orally in expanded and some complex sentences.	Identify the main idea and supporting details of grade level text presented visually, quantitatively, and orally in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Think Alouds • Word/Picture Wall • Pictures/ • Photographs • L1 support 	<ul style="list-style-type: none"> • Graphic Organizers • Think Alouds • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Graphic Organizers • Think Alouds • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizers • Think Alouds 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 3 Unit 2 Speaking and Listening

Unit 2: SL.3.3 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Listen carefully to what a speaker says.• Ask questions to clarify what was heard.• Elaborate and provide details to build upon the speaker’s response.	<ul style="list-style-type: none">• VU: Clarify• LFC: Question formation• LC: Varies by ELP levels

Grade 3 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.3.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Listen carefully to what a speaker says and ask questions to clarify what was heard in L1 and/or answer choice questions with single words about what a speaker said.	Listen carefully to what a speaker says and ask questions to clarify what was heard in L1 and/or answer questions with phrase and short sentences about what a speaker said.	Listen carefully to what a speaker says, ask questions to clarify what was heard and provide details using multiple, simple, related sentences.	Listen carefully to what a speaker says, ask questions to clarify what was heard, elaborate and provide details using expanded and some complex sentences.	Listen carefully to what a speaker says, ask questions to clarify what was heard elaborate and provide details using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Outline • Word/Picture Wall • Pictures/Photographs • L1 support 	<ul style="list-style-type: none"> • Outline • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Outline • Note-taking • Word Wall 	<ul style="list-style-type: none"> • Note-taking • Word wall 	<ul style="list-style-type: none"> • Note-taking

Grade 3 Unit 2 Speaking and Listening

Unit 2: 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 third 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 2 Speaking and Listening

Unit 2: 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 2 Language

Unit 2: L.3.1, L.3.1.A, L.3.1.D, L.3.1.E 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. <ul style="list-style-type: none"> ○ L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in sentences. ○ L.3.1.D. Form and use regular and irregular verbs. ○ L.3.1.E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Writing 	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences. • Differentiate between regular and irregular plural nouns. • Identify regular and irregular plural nouns in reading and use them when writing or speaking. • Identify simple verb tenses and use them when writing or speaking. 	<ul style="list-style-type: none"> • VU: nouns, plural, verb • LFC: Use of plural nouns and verb tenses, subject-verb agreement • LC: Varies by ELP levels

Grade 3 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.1, L.3.1.A, L.3.1.D, L.3.1.E)

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 from picture book read aloud and place them into categories.	Identify common parts of speech in short sentences 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 2 Language

Unit 2: 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.B. Use commas in addresses. ○ 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"> • Apply comma rules to addresses in writing. • 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: Commas • LFC: Apply commas and spelling patterns when writing • LC: Varies by ELP levels

Grade 3 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.2, L.3.2.B, 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 comma 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 commas 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 commas 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 comma 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 commas 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 • Comma Chart • L1 support • Reference materials 	<ul style="list-style-type: none"> • Word/Picture Wall • Comma Chart • L1 support • Reference materials 	<ul style="list-style-type: none"> • Word Wall • Comma Chart • Reference materials 	<ul style="list-style-type: none"> • Comma Chart • Reference materials 	<ul style="list-style-type: none"> • Reference materials

Grade 3 Unit 2 Language

Unit 2: L.3.3, L.3.3.A, L.3.3.B, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ L.3.3.A. Choose words and phrases for effect. ○ L.3.3.B. Recognize and observe differences between the conventions of spoken and written Standard English. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading ○ Listening 	<ul style="list-style-type: none"> • Purposefully select words or phrases to create effect when writing or speaking. • Identify similarities and differences between spoken and written English. • Acknowledge those differences when writing and speaking. 	<ul style="list-style-type: none"> • VU: create effect with words • LFC: Identify differences between speaking and writing forms • LC: Varies by ELP levels

Grade 3 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.3, L.3.3.A, L.3.3.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Choose words and phrases for effect in L1 and/or use drawings or single words in phrases. Identify the difference between the conventions of spoken and written standard in L1 and/or identify the difference using single words in phrase citations.	Choose words and phrases for effect in L1 and/or use phrases and short sentences. Identify the difference between the conventions of spoken and written standard in L1 and/or use phrases and short sentences.	Choose words and phrases for effect using a series of simple, related sentences. Identify the difference between the conventions of spoken and written standard a series of simple, related sentences.	Choose words and phrases for effect using expanded and some complex sentences. Identify the difference between the conventions of spoken and written standard using expanded and some complex sentences.	Choose words and phrases for effect using multiple and complex sentences of varying lengths and structures. Identify the difference between the conventions of spoken and written Standard English using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Multiple resources • Teacher Modeling • Word/Picture Wall • L1 support • Cloze sentences 	<ul style="list-style-type: none"> • Multiple resources • Teacher Modeling • Word/Picture Wall • L1 support • Sentence frame 	<ul style="list-style-type: none"> • Multiple resources • Word Wall • Sentence starters 	<ul style="list-style-type: none"> • Multiple resources 	<ul style="list-style-type: none"> • Multiple resources

Grade 3 Unit 2 Language

Unit 2: L.3.4, L.3.4.A, L.3.4.B, 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.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ○ 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 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.4, L.3.4.A, L.3.4.B, 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. Use both print and digital glossaries and dictionaries to define and clarify words. Determine meaning of a new word when a known prefix is added to a known common word using appropriately leveled words.	Determine and clarify meaning of unknown high frequency words and phrases. Use both print and digital glossaries and dictionaries to define and clarify words. Determine meaning of a new word when a known affix is added, using appropriately leveled phrases.	Determine and clarify the meaning of unknown words or phrases. Use both print and digital glossaries and dictionaries to define and clarify words. Determine meaning of a new word formed a known affix is added using an adapted text.	Determine and clarify the meaning of unknown words and phrases. Use both print and digital glossaries and dictionaries to define and clarify words. Determine meaning of a new word when a known affix is added, using a grade 2 - 3 text.	Determine and clarify meaning of unknown words and phrases. Use both print and digital glossaries and dictionaries to define and clarify words. Determine meaning of a new word formed when a known affix is added, using a grade 3 text.
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 2 Language

Unit 2: 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 third 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 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 2 Language

Unit 2: 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 in English.	Acquire and use conversational, general academic, and domain specific vocabulary in L1 and/or conversational, selected academic and domain-specific vocabulary in key phrases in English.	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