

Grade 3 ELA Curricular Frameworks with ELL Scaffolds

Grade 3 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature
Unit 3: RL.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"> • RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Closely read text to determine the important events, ideas, or concepts. • Identify the main characters in a story. • Describe the characters using literal and inferential story details. • Analyze how the actions of characters influence the story events. 	<ul style="list-style-type: none"> • VU: Character traits, actions • LFC: Sentences with descriptive words and transitional phrases • LC: Varies by ELP levels

Grade 3 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.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 characters in L1 and/or from an appropriately leveled text using single adjectives.	Describe characters in L1 and/or from an appropriate leveled text using adjective/noun phrases.	Describe characters from an adapted text in simple sentences with key content-based vocabulary.	Describe characters from a text within grade 2-3 complexity level in complete sentences with content-based vocabulary.	Describe characters from a grade level story in detailed, complex sentences with content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic organizer • Partner • Appropriate leveled text • Word wall • L1 text and/or support • Pictures 	<ul style="list-style-type: none"> • Graphic organizer • Partner • Appropriate leveled text • Word wall • L1 text and/or support • Sentence frames 	<ul style="list-style-type: none"> • Graphic organizer • Small group • Adapted text • Word wall • Template 	<ul style="list-style-type: none"> • Graphic organizer • Small group 	<ul style="list-style-type: none"> • Graphic organizer

Grade 3 Unit 3 Reading Literature
Unit 3: RL.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 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<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 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.3.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Determine the meaning of words in a text using L1 support and/or single words from a leveled text.	Determine the meaning of words in a text using L1 and/or using general, content-based vocabulary phrases and short sentences from a leveled text.	Determine the meaning of words in a text using multiple, simple, related sentences.	Determine the meaning of words in a text using expanded sentences with emerging complexity.	Determine the meaning of words in a text using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Multiple resources* • Think alouds • Small Groups • Word/Picture Wall • Model • L1 support 	<ul style="list-style-type: none"> • Multiple resources • Think alouds • Small Groups • Word/Picture Wall • Model • L1 support 	<ul style="list-style-type: none"> • Multiple resources • Think alouds • Small Groups • Word Wall 	<ul style="list-style-type: none"> • Multiple resources • Think alouds • Word wall 	<ul style="list-style-type: none"> • Multiple resources • Think alouds

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

Grade 3 Unit 3 Reading Literature
Unit 3: RL.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"> • RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Describe how various parts build on one another not only in stories, but in dramas and poems. • Identify the parts of a story (e.g., chapters, stanzas, scenes). • Determine how the parts of a story are connected or organized (e.g., time order, topic). 	<ul style="list-style-type: none"> • VU: text features, chapter, stanza, scene • LFC: Transitional phrases and clauses that connect the parts of the story • LC: Varies by ELP levels

Grade 3 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.3.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use drawings, pictures and high-frequency words in phrases and memorized patterns.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use pictures in phrases and short sentences.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in multiple, simple, related sentences.	Refer to parts of stories, dramas, and poems when writing or speaking about a text in expanded sentences with emerging complexity.	Refer to parts of stories, dramas, and poems when writing or speaking about a text using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Story Map • Teacher Modeling • Small Groups • Word/Picture Wall • L1 support • Cloze sentences 	<ul style="list-style-type: none"> • Story Map • Teacher Modeling • Small Groups • Word/Picture Wall • L1 support • Sentence frames 	<ul style="list-style-type: none"> • Story Map • Small Groups • Word Wall 	<ul style="list-style-type: none"> • Story Map • Word wall 	<ul style="list-style-type: none"> • Story Map

Grade 3 Unit 3 Reading Literature
Unit 3: RL.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"> • None 	<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 point of view 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 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.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 matching selected, illustrations with 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 	<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 3 Reading Literature
Unit 3: RL.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"> • RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Synthesize pictures and written text to better understand a text. • Examine the relation to the illustrations and the text. • Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters. • Identify the mood of a text. • Interpret what the illustrations tell a reader about the mood. • Determine how the pictures help clarify the description of the mood. 	<ul style="list-style-type: none"> • VU: Illustration, mood • LFC: Explanatory phrases and clauses • LC: Varies by ELP levels

Grade 3 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.3.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Explain how the illustrations reflect the mood in a grade level story in L1 and/or identify single key words that reflect the mood of the illustrations in an appropriately leveled story read aloud.	Explain how the illustrations reflect the mood in a grade level story in L1 and/or an appropriately leveled story using phrases to match the pictures.	Explain how the illustrations reflect the mood in an excerpt from the story using simple sentences and general and key content based vocabulary.	Explain how the illustrations reflect the mood in excerpts from a grade level story using complete sentences and some content based vocabulary.	Explain how the illustrations reflect the mood in a grade level story using detailed sentences of varying length and content based vocabulary.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Partner Work • Visuals • L1 support • Pictures • Gestures • Choice Questions 	<ul style="list-style-type: none"> • Word/Picture Wall • Partner Work • Visuals • L1 support • Pictures • Sentence frames 	<ul style="list-style-type: none"> • Word Wall • Partner Work • Excerpts 	<ul style="list-style-type: none"> • Excerpts • Word wall 	<ul style="list-style-type: none"> • Word wall

Grade 3 Unit 3 Reading Literature
Unit 3: RL.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"> • RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Use a variety of sources to access previous information to compare, contrast, and reflect on texts. • Identify similarities and differences in books with the same author and characters. • Determine the central message, theme, lesson, and/or moral of the stories. • Identify similarities and differences in the central message of the texts. • Reflect on how the text details, characters, and central messages are alike and different. 	<ul style="list-style-type: none"> • VU: Source, central idea, moral, plot • LFC: Comparative phrases, quotation marks • LC: Varies by ELP levels

Grade 3 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.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 • Cloze sentence 	<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 3 Reading Foundation

Unit 3: 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 3 Reading Foundation

Unit 3: 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 3 Reading Foundation

Unit 3: 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 3 Reading Foundation

Unit 3: 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"> • 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 3 Writing

Unit 3: W.3.3, W.3.3.A, W.3.3.B, W.3.3.C, W.3.3.D, and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ○ W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ○ W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ○ W.3.3.C. Use temporal words and phrases to signal event order. ○ W.3.3.D. Provide a sense of closure. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Organize ideas for a narrative. • Engage the reader with a story hook. • Establish a situation or story background. • Establish a narrator and/or characters for the story. • Present an organized sequence of events. • Use various narrative techniques to develop the characters and the plot. • Incorporate vivid details to tell the story. • Establish chronology by using appropriate transitional words and phrases. • Bring the story to a close. 	<ul style="list-style-type: none"> • VU: topic sentence, hook, narrator, details 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 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.3.3, W.3.3.A, W.3.3.B, W.3.3.C, W.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	Produce a narrative with an organized sequence of events using temporal words and phrases to introduce narrator or character in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with an organized sequence of events using temporal words and phrases to introduce narrator or character in L1 and/or provide at least one detail supporting the topic using phrases in sentence frames.	Produce a narrative with an organized sequence of events using temporal words and phrases to introduce narrator or character using simple sentences with key content based vocabulary.	Produce a narrative with an organized sequence of events using temporal words and phrases to introduce narrator or character using complete sentences with some content based vocabulary.	Produce a narrative with an organized sequence of events using temporal words and phrases to introduce narrator or character 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 3 Writing

Unit 3: 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 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: W.3.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.3.7. (Choice) Conduct short research projects that build knowledge about a topic. • WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.• Gather information to support a topic.• Select relevant information from texts to support main ideas or claims.• Group like ideas to organize writing.	<ul style="list-style-type: none">• VU: Research, relevant• LFC: Notes on research topic• LC: Varies by ELP levels

Grade 3 Unit 3 Writing

Unit 3: 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	Conduct a short research project about a topic in L1 and/or use pictures, drawings and corresponding key, single words in phrases.	Conduct a short research project about a topic in L1 and/or using Visuals in phrases and short sentences.	Conduct a short research project about a topic using a series of multiple, simple, related sentences.	Conduct a short research project about a topic in expanded sentences.	Conduct a short research project about a topic in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Technology and Technological Resources • Notes • Teacher Support • Word/Picture Wall • L1 support • Cloze Sentences 	<ul style="list-style-type: none"> • Technology and Technological Resources • Notes • Teacher Support • Word/Picture Wall • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Technology and Technological Resources • Word Wall • Sentence starters • Notes 	<ul style="list-style-type: none"> • Technology and Technological Resources • Notes 	<ul style="list-style-type: none"> • Technology and Technological Resources

Grade 3 Unit 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 considering 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: SL.3.4 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking 	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner. • Use relevant facts and descriptive details that add to the reporting of a topic or event. • Present information orally and in coherent, spoken sentences. • Use an appropriate pace when presenting. • Present and logically support personal opinions. 	<ul style="list-style-type: none"> • VU: Report, facts, pace, opinions • LFC: presentation • LC: Varies by ELP levels

Grade 3 Unit 3 Speaking and Listening

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.3.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Tell a story or recount an experience in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding English words in phrases.	Tell a story or recount an experience in L1 and/or use pictures and key, grade level vocabulary in phrases and short sentences.	Tell a story or recount an experience using key, content-based, grade-level vocabulary in a series of multiple, simple, related sentences	Tell a story or recount an experience using key, content-based, grade level vocabulary in expanded and some complex sentences.	Tell a story or recount an experience using precise, content-based, grade level vocabulary in multiple, complex sentences
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word/Picture Wall • L1 support • Illustrations 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizers • Word wall 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 3 Unit 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Language

Unit 3: L.3.1, L.3.1.A, L.3.1.G, L.3.1.H 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 particular sentences. ○ L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ○ L.3.1.H. Use coordinating and subordinating conjunctions. • 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. • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in sentences. • Define and identify comparative and superlative adjectives • Use comparative and superlative adjectives when writing or speaking. • Select the appropriate form of adjective when writing and speaking. • Define and identify coordinating and subordinating conjunctions. • Use coordinating and subordinating conjunctions when writing or speaking. 	<ul style="list-style-type: none"> • VU: Nouns, plural, verb, comparative and superlative adjectives • LFC: Use of comparative and superlative adjectives and coordinating and subordinating conjunctions • LC: Varies by ELP levels

Grade 3 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.1, L.3.1.A, L.3.1.G, L.3.1.H)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify common pronouns and their referents from picture book read aloud and place them into categories of people, places or things.	Identify pronouns and their referents and in a sentence and place them into categories of people, places or things.	Explain the use of nouns and pronouns in general and in specific sentences in simple sentences with key content based vocabulary.	Explain the use of nouns and pronouns in general and how they are used in specific sentences in complete sentences with some content based vocabulary.	Explain the use of nouns and pronouns in general and how they are used in specific sentences in detailed sentences of varying lengths with content based vocabulary.
	Use selected coordinating and subordinating conjunctions and match with corresponding pictures and drawings.	Use selected coordinating and subordinating conjunctions in key phrases and short sentences with illustrations.	Use coordinating and subordinating conjunctions in a series of simple, related sentences.	Use coordinating and subordinating conjunctions in expanded sentences with emerging complexity.	Use coordinating and subordinating conjunctions in multiple and complex sentences.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Model • Language Reference Sheet • L1 support • Cloze sentences 	<ul style="list-style-type: none"> • Word/Picture Wall • Model • Language Reference Sheet • L1 support • Sentence frames 	<ul style="list-style-type: none"> • Word Wall • Language Reference Sheet • Sentence starters 	<ul style="list-style-type: none"> • Language Reference Sheet 	<ul style="list-style-type: none"> • Language Reference Sheet

Grade 3 Unit 3 Language

Unit 3: L.3.2, L.3.2.C, 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.C. Use commas and quotation marks in dialogue. ○ 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 and quotation rules in dialogue. • 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, quotations • LFC: Apply commas and spelling patterns when writing • LC: Varies by ELP levels

Grade 3 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.2, L.3.2.C, 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 and quotation rules in dialogues 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 comma and quotation rules in dialogues 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 comma and quotation rules in dialogues 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 comma and quotation rules in dialogues 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 comma and quotation rules in dialogues 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 and Quotation Chart • L1 support • Reference materials 	<ul style="list-style-type: none"> • Word/Picture Wall • Comma and Quotation Chart • L1 support • Reference materials 	<ul style="list-style-type: none"> • Word Wall • Comma and Quotation Chart • Reference materials 	<ul style="list-style-type: none"> • Comma and Quotation Chart • Reference materials 	<ul style="list-style-type: none"> • Reference materials

Grade 3 Unit 3 Language

Unit 3: L.3.4, L.3.4.A, L.3.4.C, 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.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</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 root words in unknown words. • Use known root words to aid in defining unknown words. • 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, root word, glossary • LFC: Understand the structure of the dictionary genre • LC: Varies by ELP levels

Grade 3 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.4, L.3.4.A, L.3.4.C, 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 root word is used.	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 root word is used.	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 when a known root word is used.	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 root word is used.	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 when a known root word is used.
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 3 Language

Unit 3: L.3.5, L.3.5.A, L.3.5.B, L.3.5.C, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> ○ L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) ○ L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) ○ L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>) • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading 	<ul style="list-style-type: none"> • Define the terms ‘literal’ and ‘nonliteral.’ • Identify literal and nonliteral words and phrases in texts. • Differentiate the literal phrases from nonliteral phrases. • Connect words to their purpose or use. • Determine the slight difference in meaning in synonymous words. 	<ul style="list-style-type: none"> • VU: literal and nonliteral, synonyms • LFC: Sentences with transitional phrases • LC: Varies by ELP levels

Grade 3 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.3.5, L.3.5.A, L.3.5.B, L.3.5.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Distinguish between literal and non-literal meanings of words and phrases in context in L1 and/or high frequency, common words.	Distinguish between literal and non-literal meanings of words and phrases in context in L1 and/or common, general words and phrases in appropriately leveled texts.	Distinguish between literal and non-literal meanings of words and phrases from adapted texts.	Distinguish between literal and non-literal meanings of words and phrases from texts within the grades 2-3 complexity level	Distinguish between literal and non-literal meanings of grade level words and phrases in context.
	Differentiate grade-level words that describe states of mind or degrees of uncertainty in L1 and/or high frequency words in leveled texts.	Differentiate grade-level words that describe states of mind or degrees of uncertainty in L1 and/or common words in leveled texts.	Differentiate related general words that describe states of mind or degrees of uncertainty.	Differentiate related content-based words that describe states of mind or degrees of uncertainty.	Differentiate related grade- level words that describe states of mind or degrees of uncertainty.
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

Grade 3 Unit 3 Language

Unit 3: 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 3 Language

Unit 3: 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