

## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: RL.3.2 WIDA ELDS: 2 Reading Speaking	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. Explain how key details in the text convey central message, lesson, or moral.		<u>Retell, identify, and explain</u> stories and their central message, lesson, or moral of a text using a Story map.		<b>VU:</b> moral, central message, lesson
					<b>LFC:</b> Past tense verbs; perfect aspect (present & past)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level texts in L1 and/or use pictures, drawings and selected words to answer Choice questions and match to illustrations.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level text in L1 and/or using visuals and selected vocabulary in phrases and short sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level text using key vocabulary in a series of simple, related sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of texts within the grade-level band using key vocabulary in expanded and some complex sentences.	Retell, identify, and explain stories and their central message, lesson, or moral of grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Story map</a> <a href="#">Pictures/Photographs</a> <a href="#">Choice questions</a> <a href="#">L1 support</a> <a href="#">Word/Picture Wall</a>	<a href="#">Story map</a> <a href="#">Pictures/Photographs</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Word/Picture Wall</a>	<a href="#">Story map</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a>	<a href="#">Story map</a>	

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

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<b>SLO: 2</b> CCSS: RL.3.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.		<u>Determine</u> the literal from nonliteral meaning of words as they are used in a text using Think -alouds <i>and multiple resources</i> .		<b>VU:</b> Resource, literal, nonliteral
					<b>LFC:</b> Definition genre, comparative phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine the literal from nonliteral meaning of words in L1 and/or repeat selected words from a leveled text and match words with illustrations.	Determine the literal from nonliteral meaning of words in L1 and/or use selected vocabulary in phrases and short sentences and match to illustrations from leveled texts.	Determine the literal from nonliteral meaning of words in adapted texts using key vocabulary in a series of simple, related sentences.	Determine the literal from nonliteral meaning of words in a text within the grade-level band using key vocabulary in expanded sentences with emerging complexity.	Determine the literal from nonliteral meaning of words in grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Think -aloud</a> Multiple resources <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> Illustrations/drawings	<a href="#">Think -aloud</a> Multiple resources <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Sentence Frame</a> Illustrations/drawings	<a href="#">Think -aloud</a> Multiple resources <a href="#">Sentence starters</a> <a href="#">Word Wall</a>	<a href="#">Think -aloud</a> Multiple resources	

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

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking Listening	Determine the main idea in informational grade 3 text.  <i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>		<u>Identify</u> the main idea of a text using a Graphic Organizers, Word Wall <i>and pictures</i> .		<b>VU:</b> Identify, main idea, informational text
					<b>LFC:</b> Verb forms; declarative sentences, complex sentences, transitional phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea of a grade-level text in L1 and/or in a leveled text read aloud using gestures, pictures and selected words in phrases and memorized patterns and/or answering Choice questions.	Identify the main idea of a grade level text in L1 and/or in a leveled text read aloud, using illustrations and selected vocabulary in phrases and short sentences.	Identify the main idea of an adapted grade level text by answering orally using key vocabulary in a series of simple, related sentences.	Identify the main idea of a text within grade 2-3 band by answering orally using key vocabulary in a series of expanded sentences with emerging complexity.	Identify the main idea of a grade-level text by answering orally using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Gestures</a> <a href="#">Choice questions</a>	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizers</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: RI.3.2 WIDA ELDS: 2 - 5 Reading Speaking	Recount key details and explain how they support the main idea in an informational Grade 3 text.		<u>Retell</u> the key details and explain the connection to the main idea using a Graphic Organizers, Word Wall <i>and</i> Teacher Modeling.		<b>VU:</b> retell, explain, main idea, details
					<b>LFC:</b> Verb form; indicative verbs; declarative sentences;
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell the key details and explain the connection to the main idea in L1 and/or use gestures, visuals and selected words in phrases and memorized patterns and match key words with the illustrations.	Retell the key details and explain the connection to the main idea in L1 and/or use selected vocabulary in phrases and short sentences from leveled text read aloud.	Retell the key details and explain the connection to the main idea from adapted texts using key vocabulary in a series of simple, related sentences.	Retell the key details and explain the connection to the main idea in texts within grade-level band using key vocabulary in a series of expanded sentences with emerging complexity.	Retell the key details and explain the connection to the main idea from grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">Teacher Modeling</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Illustrations/Drawings</a>	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">Teacher Modeling</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Word Wall</a> <a href="#">Teacher Modeling</a>	<a href="#">Graphic Organizers</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: RI.3.4 WIDA ELDS: 2 - 5 Reading Speaking	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		Identify the meaning of academic words and domain-specific words and phrases in a text using <i>multiple resources, small group and visuals</i> .		<b>VU:</b> Identify, definition, academic words, domain-specific words, phrases <hr/> <b>LFC:</b> Verb forms; definition genre <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Identify the meaning of academic and domain-specific words and phrases in a text in L1 and/or draw a picture that represents the meaning of the word or phrase and matching key words with the illustrations.	Identify the meaning of academic and domain-specific words and phrases in a text in L1 and/or identify the meaning of selected academic and domain-specific words from leveled texts read aloud.	Identify the meaning of academic and key domain-specific words and phrases in an adapted text using a series of simple, related sentences.	Identify the meaning of academic and key domain-specific words and phrases in a text within grade-level band using expanded sentences with emerging complexity.
Learning Supports	Multiple resources <a href="#">Triads or Small Groups</a> <a href="#">Word/Picture Wall</a> Model <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Illustrations/Drawings</a>	Multiple resources <a href="#">Triads or Small Groups</a> <a href="#">Word/Picture Wall</a> Model <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	Multiple resources <a href="#">Triads or Small Groups</a> <a href="#">Word Wall</a>	Multiple resources	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 8</b> CCSS: RI.3.9 WIDA ELDS: 2 Reading Writing Speaking	Compare and contrast the most important points and key details presented in two texts on the same topic.		<u>Compare and contrast</u> the important points and key details in two texts on the same topic using Venn Diagram.		<b>VU:</b> Compare, contrast, details
					<b>LFC:</b> Comparative adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or use pictures and selected words to match illustrations of similarities and differences.	Compare and contrast the important points and key details in two texts on the same topic in L1 and/or use selected adjective/noun phrases that represent key concepts from leveled texts or from excerpts from grade-level texts.	Compare and contrast the important points and key details in two adapted texts on the same topic using key vocabulary in a series of simple, related sentences.	Compare and contrast the important points and key details in two texts within the grade-level band on the same using key vocabulary in expanded and some complex sentences.	Compare and contrast the important points and key details in two grade-level texts on the same topic using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Venn Diagram</a> <a href="#">Partner</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures</a> <a href="#">Word/Picture Wall</a>	<a href="#">Venn Diagram</a> <a href="#">Partner</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a> <a href="#">Word/Picture Wall</a>	<a href="#">Venn Diagram</a> <a href="#">Partner</a> <a href="#">Word Wall</a>	<a href="#">Venn Diagram</a>	<a href="#">Venn Diagram</a>

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b> CCSS: RF.3.4.a WIDA ELDS: 2 Reading Speaking	Read grade level text aloud with purpose and understanding.		<u>Read</u> grade level text aloud with purpose and understanding using <i>a</i> Graphic Organizers <i>and</i> pictures.		<b>VU:</b> Purpose
					<b>LFC:</b> Sentence structure related to level of text
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts aloud with purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using single words.	Read grade level texts aloud with purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using short sentences.	Read adapted texts and orally explain the purpose and demonstrate comprehension using key vocabulary in a series of simple, related sentences.	Read texts within the grade-level band and orally explain the purpose and demonstrate comprehension using key vocabulary in expanded and some complex sentences.	Read grade-level texts and orally explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">L1 support</a> <a href="#">Choice questions</a> <a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a>	<a href="#">L1 support</a> <a href="#">Sentence Frame</a> <a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a>	<a href="#">Graphic Organizers</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizers</a>	

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<b>SLO: 11</b> CCSS: RF.3.4.b WIDA ELDS: 2 Reading Speaking	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.		<u>Read</u> prose and poetry with fluency, accuracy and expression with a <i>partner and/or use technological resource.s</i>		<b>VU:</b> Prose
					<b>LFC:</b> Prose sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or high-frequency, known single words from a leveled text or excerpts from a grade-level text.	Read prose and poetry orally in L1 and/or common and known phrases from a leveled text excerpts from a grade-level text with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted texts.	Read prose and poetry orally with fluency and accuracy in texts within the grades 2-3 complexity band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	<a href="#">Technology and Technological Resources</a> <a href="#">Illustrations/drawings</a> <a href="#">Partner work</a> <a href="#">L1 support</a> <a href="#">Manipulatives</a>	<a href="#">Technology and Technological Resources</a> <a href="#">Illustrations/drawings</a> <a href="#">Partner work</a> <a href="#">L1 support</a> <a href="#">Manipulatives</a>	<a href="#">Technology and Technological Resources</a> <a href="#">Partner work</a>	<a href="#">Technology and Technological Resources</a> <a href="#">Partner work</a>	

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<b>SLO: 12</b> CCSS: RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<u>Use context to confirm</u> and demonstrate oral reading skills by self-correcting by rereading when necessary <i>using a checklist and think alouds</i> .		<b>VU:</b> Context clues, confirm, reread, self-correct
					<b>LFC:</b> Sentences with context clues
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or selected, unknown, high-frequency words in a controlled text.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from a leveled text.	Use context to confirm the meaning of key, unknown words in an adapted text.	Use context to confirm the meaning of key, unknown words in a text within the grade-level band.	Use context to confirm the meaning of unknown words in a grade level text.
Learning Supports	<a href="#">Checklist for guiding questions</a> <a href="#">Think Alouds</a> <a href="#">Guided group with teacher</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	<a href="#">Checklist for guiding questions</a> <a href="#">Think Alouds</a> <a href="#">Guided group with teacher</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	<a href="#">Checklist for guiding questions</a> <a href="#">Think Alouds</a> <a href="#">Triads or Small Groups</a>	<a href="#">Checklist for guiding questions</a> <a href="#">Triads or Small Groups</a>	

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

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

## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14</b> CCSS: W.3.2. b WIDA ELDS: 2 Writing	Use facts, definitions, and details to help develop a topic within a piece of writing.		Develop a writing piece using facts, definitions, and details using a Graphic Organizers, Word Wall, and Shared Writing.		<b>VU:</b> Facts, definitions, details <b>LFC:</b> Sentences with references and contextual definitions <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece using drawings and selected, high-frequency words.	Develop a writing piece using facts, definitions, and details in L1 and/or begin to develop a writing piece in phrases and short sentences	Develop multiple, related ideas in a writing piece using facts, definitions, and details in multiple, simple sentences.	Develop an organized writing piece using facts, definitions, and details in expanded sentences with emerging complexity.
Learning Supports	<a href="#">Shared Writing</a> <a href="#">Word/Picture Wall</a> Reference materials (print and digital, <a href="#">bilingual</a> and English) <a href="#">L1 text and/or support</a> <a href="#">Pictures</a> <a href="#">Illustrations/drawings</a> Cloze sentences <a href="#">Graphic Organizers</a>	<a href="#">Shared Writing</a> <a href="#">Word/Picture Wall</a> Reference materials (print and digital, <a href="#">bilingual</a> and English) <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a> <a href="#">Illustrations/drawings</a> <a href="#">Graphic Organizers</a>	<a href="#">Shared Writing</a> <a href="#">Word Wall</a> Reference materials (print and digital, <a href="#">bilingual</a> and English) <a href="#">Graphic Organizers</a>	<a href="#">Shared Writing</a> Reference materials (print and digital)	<a href="#">Shared Writing</a>

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

## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 15</b> CCSS: W.3.2. c WIDA ELDS: 2 Writing	Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.		<u>Organize ideas</u> within categories of information applying linking words and phrases <i>using phrase walls and a Template</i> .		<b>VU:</b> Linking words
					<b>LFC:</b> Sentences with transitional words and phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize ideas within categories of information by applying linking words and phrases in L1 and/or, using drawings and selected words.	Organize ideas within categories of information by applying linking words and phrases, L1 and/or using selected vocabulary in phrases and short sentences.	Organize multiple, related ideas within categories of information by applying linking words and phrases in a writing piece using a series of simple sentences.	Organize ideas within categories of information by applying linking words and phrases by producing expanded sentences.	Organize ideas within categories of information by applying linking words and phrases using multiple, complex sentences.
Learning Supports	<a href="#">Template</a> <a href="#">Phrase wall</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures</a>	<a href="#">Template</a> <a href="#">Phrase wall</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures</a> <a href="#">Sentence Frame</a>	<a href="#">Template</a> <a href="#">Phrase wall</a>	<a href="#">Template</a>	

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

## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> CCSS: W.3.2. d WIDA ELDS: 2 Writing	Provide closure to a writing piece with a strong concluding statement or section.		<u>Develop</u> a strong closing to a writing piece using a graphic organizer <i>and model closings</i> .		<b>VU:</b> Closing, concluding statement
					<b>LFC:</b> Sentences with strong concluding statements
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop a strong closing to a writing piece in L1 and/or drawings and selected words.	Develop a strong closing to a writing piece in L1 and/or use short sentences.	Develop a closing to a writing piece in multiple, simple, related sentences	Develop an organized closing to a writing piece in expanded sentences with emerging complexity.	Develop a clear and coherent closing to a writing piece by using precise vocabulary in multiple, complex sentences.
Learning Supports	Model closing statements <a href="#">Graphic Organizerss</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures</a> Dictated sentences	Model closing statements <a href="#">Graphic Organizerss</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a> <a href="#">Pictures</a> Dictated sentences	Model closing statements <a href="#">Graphic Organizerss</a> <a href="#">Word Wall</a>	Model closing statements <a href="#">Graphic Organizerss</a>	Model closing statements

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



## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 17</b> CCSS: W.3.3.a WIDA ELDS: 2 Writing	Establish a situation and introduce a narrator and/or characters within a piece of writing.		<u>Produce</u> a narrative with a narrator and/or characters using a Graphic Organizers.		<b>VU:</b> First, second, etc., finally, then
					<b>LFC:</b> Adverbs of time; relative clauses; transitional phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a narrative with a narrator and/or characters in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with a narrator and/or characters in L1 and/or complete parts of a narrative with phrases and drawings.	Produce a narrative with a narrator and/or characters in simple, related sentences.	Produce an organized narrative with a narrator and/or characters in expanded and some complex sentences.	Produce a clear and coherent narrative with a narrator and/or characters in detailed sentences of varying lengths.
Learning Supports	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Illustrations/Drawings</a>	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizers</a>	<a href="#">Graphic Organizers</a>

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> CCSS: W.3.3.a WIDA ELDS: 2 Writing	Organize an event sequence that unfolds naturally in narrative writing.		<u>Produce</u> a narrative with an organized sequence of events using a Graphic Organizers.		<b>VU:</b> First, second, etc., finally, then
					<b>LFC:</b> Adverbs of time; relative clauses; transitional phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with an organized sequence of events in L1 and/or complete parts of a narrative with phrases and using drawings.	Produce a narrative with an organized sequence of events in simple, related sentences.	Produce an organized narrative with a sequence of events in expanded and some complex sentences.	Produce a clear and coherent narrative with an organized sequence of events in multiple, detailed sentences of varying lengths.
Learning Supports	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Illustrations/Diagrams</a> <a href="#">Drawings</a>	<a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizers</a>	<a href="#">Graphic Organizers</a>

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> CCSS: W.3.3.b WIDA ELDS: 2 Writing Speaking	In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and feelings to show the response to characters to situations.		Describe actions, thoughts, and feelings and use dialogue to show character responses in a narrative essay using a Graphic Organizers <i>and/or</i> character web.		<b>VU:</b> Dialogue, characters, quotations <hr/> <b>LFC:</b> Using quotation marks <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use selected vocabulary in phrases and short sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by using a series of simple, related sentences.	Describe actions, thoughts and feelings and use dialogue to show characters' responses by producing expanded and some complex sentences.
Learning Supports	<a href="#">Character web</a> <a href="#">Story map</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Manipulatives</a> <a href="#">Graphic Organizers</a>	<a href="#">Character web</a> <a href="#">Story map</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Graphic Organizers</a>	<a href="#">Character web</a> <a href="#">Story map</a> <a href="#">Graphic Organizers</a>	<a href="#">Story map</a> <a href="#">Graphic Organizers</a>	

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> CCSS: W.3.3.c WIDA ELDS: 2 Writing	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.		<u>Write</u> a narrative story introducing a narrator or character using temporal words and phrases following a <i>model shared story</i> .		<b>VU:</b> Temporal words, narrator
					<b>LFC:</b> Adverbs of time; relative clauses; transitional phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases.	Write a narrative story using temporal words and phrases to introduce narrator or character using a series of simple, related sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using expanded and some complex sentences.	Write a narrative story using temporal words and phrases to introduce narrator or character using multiple, detailed sentences of varying lengths.
Learning Supports	Model shared story <a href="#">Word/Picture Wall</a> <a href="#">Illustrations/Drawings</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	Model shared story <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	Model shared story <a href="#">Word Wall</a>	Model shared story	

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

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

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> CCSS: W.3.4 WIDA ELDS: 2 Writing	With guidance and support from adults, write using development and organization appropriate to task and purpose.		<u>Write</u> to demonstrate development and organization appropriate to task and purpose using a Graphic Organizers.		<b>VU:</b> Narrative, task, purpose
					<b>LFC:</b> Complex sentences; increasing specificity of sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or use pictures and drawings and corresponding selected words.	Write a narrative essay demonstrating development and organization in L1 and/or using selected vocabulary in phrases and short sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in a series of simple, related sentences.	Write a narrative essay demonstrating development and organization appropriate to task and purpose using key vocabulary in expanded and some complex sentences.	Write a narrative essay demonstrating development organization and cohesion appropriate to task and purpose using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> <a href="#">Shared Writing</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Illustrations/Drawings</a>	<a href="#">Graphic Organizers</a> <a href="#">Shared Writing</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Shared Writing</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizers</a>	

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b> CCSS: W.3.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.		Develop and strengthen writing by applying the steps of the writing process (planning, revising, and editing) <i>using a Graphic Organizers or Template.</i>		<b>VU:</b> Plan, prewrite, revise, edit, draft, rewrite
					<b>LFC:</b> Sentence structure, verb forms, subject-verb agreement, correlative conjunctions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use single words and drawings.	Develop and strengthen writing by applying the steps of the writing process in L1 and/or use phrases and short sentences.	Develop and strengthen writing by applying the steps of the writing process with a series of simple, related sentences.	Develop and strengthen writing by applying the steps of the writing process producing expanded and some complex sentences.	Develop and strengthen by applying the steps of the writing process using multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> <a href="#">Template</a> <a href="#">Word/Picture Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">Drawings</a> <a href="#">L1 support</a>	<a href="#">Graphic Organizers</a> <a href="#">Template</a> <a href="#">Word/Picture Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Template</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizers</a>	

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 24</b> CCSS: W.3.10 WIDA ELDS: 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.		<u>Write</u> over extended timeframes about a variety of topics using Word Walls <i>and</i> Graphic Organizers.		<b>VU:</b> Portfolio, audience
					<b>LFC:</b> Variety of sentence structures specific to task.
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write over extended time frames about a variety of topics in L1 and/or use drawings and single words.	Write over extended time frames about a variety of topics in L1 and/or use pictures and phrases or short sentences.	Write over extended time frames about a variety of topics by producing a series of simple, related sentences.	Write over extended time frames about a variety of topics by producing expanded and some complex sentences.	Write over extended time frames about a variety of topics by producing clear and coherent writing using multiple, complex sentences.
Learning Supports	Portfolio <a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures</a> <a href="#">Drawings</a>	Portfolio <a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a>	Portfolio <a href="#">Graphic Organizers</a> <a href="#">Word Wall</a>	Portfolio <a href="#">Graphic Organizers</a>	Portfolio

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 25</b> CCSS: W.3.10 WIDA ELDS: 2 Writing	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<u>Write</u> over shorter time frames about a variety of topics using a Word Wall <i>and</i> Graphic Organizers.		<b>VU:</b> Journal
					<b>LFC:</b> Increasingly complex sentences with increasingly specific writing tasks
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write over shorter time frame about a variety of topics in L1 and/or use drawings, pictures and single words.	Write over shorter time frame about a variety of topics in L1 and/or use pictures and phrases or short sentences.	Write over shorter time frame about a variety of topics by producing a series of simple, related sentences.	Write over shorter time frame about a variety of topics by producing expanded and some complex sentences.	Write over shorter time frame about a variety of topics by producing clear and coherent writing using multiple, complex sentences.
Learning Supports	<a href="#">Template</a> <a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures</a> <a href="#">Drawings</a>	<a href="#">Template</a> <a href="#">Graphic Organizers</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a> <a href="#">Pictures</a>	<a href="#">Template</a> <a href="#">Graphic Organizers</a> <a href="#">Word Wall</a>	Journal	Journal

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## ELA – Grade 3 - Unit 5 – ELL Scaffold

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

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 27</b> CCSS: L.3.2. b WIDA ELDS: 2 Writing	Use commas in addresses when writing.		Write to use commas in addresses when writing using Charts <i>and a model</i> .		<b>VU:</b> Comma, heading, body, closing
					<b>LFC:</b> Complex sentences; increasing specificity of sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to use commas in addresses when writing a letter in L1 and/or complete known addresses with commas between city, state.	Write to use commas in addresses when writing a letter in L1 and/or complete addresses with commas between city, state.	Write to use commas in addresses when writing a letter using key vocabulary in a series of simple, related sentences.	Write to use commas in addresses when writing a letter using key vocabulary in expanded and some complex sentences.	Write to use commas in addresses when writing a letter using grade-level vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Charts Model</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a>	<a href="#">Charts Model</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a>	<a href="#">Charts Model</a> <a href="#">Word Wall</a>	<a href="#">Charts Model</a>	<a href="#">Charts Model</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 28</b> CCSS: L.3.2. c WIDA ELDS: 2 Writing	Use commas and quotation marks in dialogue when writing.		Use commas and quotation marks in dialogue when writing using a <i>model</i> .		<b>VU:</b> Comma, quotation marks, dialogue
					<b>LFC:</b> Complex sentences; increasing specificity of sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use commas and quotation marks in dialogue when writing in L1 and/or when copying dialogue from cartoon bubbles.	Use commas and quotation marks in dialogue when writing in L1 and/or when using sentence citations from grade-level text.	Use commas and quotation marks in dialogue when writing using key vocabulary in a series of simple, related sentences.	Use commas and quotation marks in dialogue when writing using key vocabulary in expanded and some complex sentences.	Use commas and quotation marks in dialogue when writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Model <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a>	Model <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a>	Model <a href="#">Word Wall</a>	Model	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 29</b> CCSS: L.3.2.e WIDA ELDS: 2 Speaking Listening Writing	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).		Use conventional spelling for high frequency and other studied words using a <i>model</i> .		<b>VU:</b> High-frequency; studied words; content-based, grade-level vocabulary
					<b>LFC:</b> Complex sentences; increasing specificity of sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use conventional spellings for high frequency and other studied words in L1 and/or in selected words.	Use conventional spellings for high frequency and other studied words in L1 and/or phrases and short sentences.	Use conventional spellings for high frequency and other studied words in simple, related sentences.	Use conventional spellings for high frequency and other studied words in expanded and some complex sentences.	Use conventional spellings for high frequency and other studied words in multiple, complex sentences.
Learning Supports	Model <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a>	Model <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a>	Model <a href="#">Word Wall</a>	Model	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 30</b> CCSS: L.3.2 .f WIDA ELDS: 2 Speaking Listening Writing	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.		Spell using patterns and generalizations in writing words using a <i>language reference sheet</i> .		<b>VU:</b> Patterns; generalizations
					<b>LFC:</b> Complex sentences; increasing specificity of sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Spell using patterns and generalizations in writing words in L1 and/or selected vocabulary.	Spell using patterns and generalizations in writing words in L1 and/or selected vocabulary in phrases and short sentences.	Spell using patterns and generalizations in writing words in simple, related sentences.	Spell using patterns and generalizations in writing words in expanded and some complex sentences.	Spelling using patterns and generalizations in writing words in multiple, complex sentences.
Learning Supports	<a href="#">L1 support Word/Picture Wall Language Reference Sheet</a>	<a href="#">L1 support Word/Picture Wall Language Reference Sheet</a>	<a href="#">Word Wall Language Reference Sheet</a>	<a href="#">Language Reference Sheet</a>	<a href="#">Language Reference Sheet</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 31</b> CCSS: L.3.2.g WIDA ELDS: 2 Speaking Listening Writing	Consult references as needed when spelling Grade 3 words.		Use references to spell Grade 3 words <i>using a dictionary/glossary</i> .		<b>VU:</b> References
					<b>LFC:</b> Complex sentences; increasing specificity of sentence structure
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use references to spell Grade 3 words in L1 and/or selected single words.	Use references to spell Grade 3 words in L1 and/or selected words in phrases and short sentences.	Use references to spell key Grade 3 words in simple, related sentences.	Use references to spell key Grade 3 words in expanded and some complex sentences.	Use references to spell Grade 3 words in multiple, complex sentences.
Learning Supports	<a href="#">L1 support</a> <a href="#">Word/Picture Wall</a> <a href="#">Dictionary/Glossary</a>	<a href="#">L1 support</a> <a href="#">Word/Picture Wall</a> <a href="#">Dictionary/Glossary</a>	<a href="#">Word Wall</a> <a href="#">Dictionary/Glossary</a>	<a href="#">Dictionary/Glossary</a>	<a href="#">Dictionary/Glossary</a>

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