

## Grade 4 ELA Curricular Frameworks with ELL Scaffolds

### Grade 4 Unit 1 Reading Literature and Reading Informational

#### Unit 1: RL.4.1, RI.4.1, 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"> <li>• RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li>   <li>• WIDA 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li>   <li>• WIDA ELD 3, 4 or 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant.</li> <li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.</li> <li>• Refer to the text when drawing conclusions as well as when answering directly stated questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Explain, inferences, draw conclusions, details</li> <li>• <b>LFC:</b> Verb tense, verb agreement, adjectives</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.4.1. and RI.4.1.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Draw inferences from details and examples in grade 3-4 level texts in L1 and /or answer questions about inferences in appropriately leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Draw inferences from details and examples in grade 3-4 level texts in L1 and/or answer wh- questions about what is inferred in appropriately leveled texts by using short phrases to complete sentence frames.	Draw inferences from details and examples from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Draw inferences from details and examples in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Draw inferences from details and examples in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Choice questions</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner Work</a></li> <li>• Cards that match word to picture</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Choice questions</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Templates</li> <li>• <a href="#">Triads or Small Groups Graphic Organizers</a></li> <li>• <a href="#">Word Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Triads or Small Groups</a></li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.4.2, R.I.4.2 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"> <li>• RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>RI</u>.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key details of a text that support the main idea.</li> <li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns.</li> <li>• Determine the theme or main idea of the text.</li> <li>• Summarize the key points of a text.</li> <li>• Explain how the author supports main ideas in informational text with key details.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Theme, main idea, poems, summarize and details</li> <li>• <b>LFC:</b> Modals (would, could, might), compound tenses (would have been), subject-verb agreement</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.4.2, RI.4.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Identify central message of a story, drama, poem or informational text in grade level texts in L1 and /or answer questions about inferences in leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Identify central message of a story, drama, poem or informational text in grade level texts in L1 and/or answer wh-questions about what is inferred in leveled texts by using short phrases to complete sentence frames.	Identify central message of a story, drama, poem or informational text from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Identify central message of a story, drama, poem or informational text in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Identify central message of a story, drama, poem or informational text in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Story Map (completed)</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Cloze sentences</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Story map (partial)</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Triads or Small Groups</a></li> <li>• <a href="#">Sentence starters</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story map</li> <li>• <a href="#">Triads or Small Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story map</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.4.4, RI.4.4 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"> <li>• RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>• WIDA ELD 3, 4, or 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases in a text</li> <li>• Identify words that allude to mythological characters (e.g., Herculean).</li> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).</li> <li>• Identify metaphors and similes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Figurative, connotative, academic word list</li> <li>• <b>LFC:</b> Nouns, comparative adjectives, sentences with figurative language</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.4.4 and RI.4.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally define words that allude to characters found in literature and academic words and phrases from informational text in L1 or by matching objects/pictures to words and defining high-frequency, academic words using single words, gestures and pictures.	Orally define words and phrases that allude to characters found in literature and academic words from informational text in L1 or by matching phrases to visuals and defining general, content-based words in English using phrases and pictures.	Orally define words and phrases that allude to significant characters found in literature in L1. Orally define key, academic words and phrases in adapted, informational text using simple sentences.	Orally define words and phrases that allude to significant characters found in literature. Orally define academic words and phrases in informational texts using expanded sentences.	Orally define words and phrases that allude to significant characters found in grade-level literature. Orally define precise, academic words and phrases using complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Bilingual and/or picture Dictionary</a></li> <li>• <a href="#">Glossary</a></li> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Marking the Text</a></li> <li>• <a href="#">Cartoons</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bilingual and/or picture Dictionary</a></li> <li>• <a href="#">Glossary</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">Marking the Text</a></li> <li>• <a href="#">Cartoons</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• <a href="#">Glossary</a></li> <li>• <a href="#">Bold Faced/ highlighted words</a></li> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">Marking the Text</a></li> <li>• <a href="#">Cartoons</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• <a href="#">Glossary</a></li> <li>• <a href="#">Marking the Text</a></li> <li>• <a href="#">Cartoons</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.4.5, RI.4.5 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"> <li>• RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</li> <li>• WIDA ELD 1, 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.4.5:</p> <ul style="list-style-type: none"> <li>• Explain the differences between poems, drama, and prose.</li> <li>• Explain how structural elements are used to create an oral or written response to a text.</li> </ul> <p>RI.4.5:</p> <ul style="list-style-type: none"> <li>• Identify how a text is organized to describe the structure (e.g., chronological, comparative, cause/effect).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Prose, poems, stanza, verse, meter, casts of characters, stage directions, drama, voice and mood, narrator, structure; key, content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Sentences with various verb forms, comparatives, superlatives, specific to text</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.4.5, RI.4.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	RL.4.5. Analyze structural elements of grade level poems or drama in L1 and/or identify simple structural elements of poems by chanting excerpts of poems and producing short answers in response to yes/no or either/or questions or acting out and following stage directions.	RL.4.5. Analyze structural elements of grade level poems or drama in L1 and/or identify structural elements of poems by producing short answers in response to simple questions or describing/acting out in one word or short phrase actions or stage directions.	RL.4.5. Analyze structural elements of poems or drama using simple sentences with key content based vocabulary or role-play specific parts of a drama and develop dialogue to accompany it.	RL.4.5. Analyze structural elements of poems or drama using complete sentences of emerging complexity with some content based vocabulary from the poem or when role playing parts of a drama selection.	RL.4.5. Analyze structural elements of grade level poems or drama using detailed sentences of varying lengths and complexity with content based vocabulary.
	RI.4.5. Read and analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or match word and phrase citations to the	RI.4.5. Read and analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or identify overall structure using	RI.4.5. Read and analyze how the overall structure contributes to the development of ideas from an adapted informational text using key vocabulary in simple, related sentences.	RI.4.5. Read to analyze how the overall structure contributes to the development of ideas from informational text within grades 3-4 complexity level using key vocabulary in expanded sentences	RI.4.5. Read and analyze how the overall structure contributes to the development of ideas from grade-level informational text using precise vocabulary in



Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	overall structure of a text.	phrases and short sentences.		with emerging complexity.	multiple, complex sentences.
<b>Supports</b>	RL.4.5 <ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Record recitation of poetry</li> <li>• <a href="#">L1 support</a></li> <li>• Examples of simple poems with structural parts identified</li> <li>• Role play</li> <li>• <a href="#">Total Physical Response</a></li> <li>• Draw and label the setting/ stage</li> <li>• Use of stage diagram</li> <li>• <a href="#">Outline</a> (completed)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• <a href="#">Total Physical Response</a></li> <li>• Act out dialog in pairs (<a href="#">Partner Work</a>)</li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Record recitation of poetry</li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Outline</a> (semi-completed by teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• <a href="#">Total Physical Response</a></li> <li>• Write dialog in pairs (<a href="#">Partner Work</a>)</li> <li>• Record recitation of poetry</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Outline</a></li> <li>• <a href="#">Highlight/mark text</a></li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Write dialog in pairs (<a href="#">Partner Work</a>)</li> <li>• Outline</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Write dialog in pairs (<a href="#">Partner Work</a>)</li> <li>• <a href="#">Outline</a></li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.4.6, RI.4.6 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"> <li>• <u>RL.4.6.</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>RI.4.6.</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.4.6:</p> <ul style="list-style-type: none"> <li>• Identify the narrator’s point of view.</li> <li>• Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.</li> </ul> <p>RI.4.6:</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between firsthand and secondhand accounts.</li> <li>• Explain how the point of view impacts the delivery of information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Narrative, point of view, first person, third person, firsthand account, secondhand account</li> <li>• <b>LFC:</b> Comparatives, superlatives</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.4.6. RI.4.6.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally explain the differences and similarities of first person versus third person narrations as well as between primary and secondary sources in L1 and identify differences and similarities by sorting single words and/or completing cloze sentences.	Orally explain the differences and similarities of first person versus third person narrations as well as between primary and secondary sources in L1 and identify differences and similarities by sorting short phrases and/or completing sentence frames.	Orally explain the differences and similarities of first person versus third person narrations as well as between primary and secondary sources using simple sentences with key content based vocabulary.	Orally explain the differences and similarities of first person versus third person narrations as well as between primary and secondary sources using complete sentences of emerging complexity with some content based vocabulary.	Orally explain the differences and similarities of first person versus third person narrations as well as between primary and secondary sources using detailed sentences of varying lengths and complexity with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Venn diagrams</a> (completed)</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Cloze sentence</a></li> <li>• Match words to first or third person</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn diagrams</a> (partially completed)</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• Phrase cards</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn diagrams</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Sentence Starters</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn diagrams</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn diagrams</a></li> <li>• <a href="#">Partner Work</a></li> </ul>

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> <li><a href="#">Gestures</a></li> </ul>				

**Grade 4 Unit 1 Reading Literature and Reading Informational**  
**Unit 1: RL.4.10, RI.4.10 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"> <li>*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) with scaffolding as needed.</li> <li>WIDA ELD 2               <ul style="list-style-type: none"> <li>Reading</li> <li>Speaking</li> <li>Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) with scaffolding as needed.</li> <li>WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>Reading</li> <li>Speaking</li> <li>Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.</li> <li>Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.</li> <li>Read texts with scaffolding as needed.</li> </ul>	<ul style="list-style-type: none"> <li><b>VU:</b> Content-based, grade-level vocabulary</li> <li><b>LFC:</b> Specific to text</li> <li><b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.4.10 and RI.4.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read to comprehend a variety literature and informational text in L1; and/or listen to adapted text or excerpts from grade-level text, read aloud.	Read to comprehend a variety of text in L1; and/or listen to text read aloud using leveled text or excerpts from grade-level text.	Read to comprehend a variety of adapted text in the grade 3-4 text complexity band.	Read to comprehend a variety of text in the grade 3-4 text complexity band.	Read to comprehend a variety of grade level text.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Mentor texts</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Word/picture Bank</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Think-alouds</a></li> </ul>	<ul style="list-style-type: none"> <li>• Mentor texts</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Word/picture Bank</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Think -alouds</a></li> </ul>	<ul style="list-style-type: none"> <li>• Mentor texts</li> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Think -alouds</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Think-aloud</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> </ul>

## Grade 4 Unit 1 Reading Foundation

### Unit 1: RF.4.3, RF.4.3.A and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• <u>RF.4.3</u>. Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>○ RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific strategies for decoding words in texts.</li> <li>• Apply the specific strategies for decoding and spelling multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Phonemic awareness</li> <li>• <b>LFC:</b> Syllabication rules</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Reading Foundation

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.4.3 and RF.4.3.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Apply phonics and syllabication rules to decode high frequency multisyllabic words in context with pictures that demonstrate mastery of leveled texts.	Apply phonics and syllabication rules to decode common multisyllabic words in context that demonstrate mastery of leveled texts.	Apply phonics and syllabication rules to decode multisyllabic words in context that demonstrate mastery of adapted texts at the grade 3-4 text level band.	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate mastery of reading and writing at the grade 3-4 text level band.	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate the mastery of reading and writing a grade level text.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Guided practice</li> <li>• Word pattern charts</li> <li>• Syllabication rules (<a href="#">Poster</a>)</li> <li>• Letter tiles</li> <li>• <a href="#">Total Physical Response</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• High frequency word lists</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Guided practice</li> <li>• Word pattern charts</li> <li>• Syllabication rules (<a href="#">Poster</a>)</li> <li>• Letter tiles</li> <li>• <a href="#">Total Physical Response</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• Guided practice</li> <li>• Word pattern charts</li> <li>• Syllabication rules <a href="#">Poster</a></li> </ul>	<ul style="list-style-type: none"> <li>• Word pattern charts</li> <li>• Syllabication rules (<a href="#">Poster</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabication rules (poster)</li> </ul>

## Grade 4 Unit 1 Reading Foundation

### Unit 1: RF.4.4, RF.4.4.A, RF.4.4.B, RF.4.4.C and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RF.4.4. Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>○ RF.4.4.A. Read grade-level text with purpose and understanding.</li> <li>○ RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.4.4.C. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use various strategies to understand text and read with purpose.</li> <li>• Accurately read grade-level poetry and prose aloud.</li> <li>• Use an appropriate rate and expression when reading aloud.</li> <li>• Use various strategies to support word recognition and understanding.</li> <li>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Purpose, comprehension, fluency, expression, content clues, self-correct</li> <li>• <b>LFC:</b> Sentence structure and specific vocabulary and/or context clues at ELP level, rhythm, cognates, synonyms</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>



## Grade 4 Unit 1 Reading Foundation

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.4.4, RF.4.4.A, RF.4.4.B, RF.4.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read or listen to text with approximation and state or repeat the purpose and identify key words associated with pictures.	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read leveled texts with approximation and demonstrate comprehension using short phrases.	Read adapted texts with fluency, approximation and expression and demonstrate comprehension using simple sentences and key content based vocabulary.	Read texts at the grade 3-4 text level band with fluency, expression and accuracy and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts fluency, accuracy and expression and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
	Use context to confirm the meaning of unknown words in L1 and/or unknown words in a controlled text by listening to the teacher model how to use context clues, cognates and schemata.	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 by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words by using sentence level and extended context clues, cognates and schemata.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a> (completed)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a> (partial)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Paraphrasing</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> </ul>		

## Grade 4 Unit 1 Writing

### Unit 1: W.4.2, W.4.2.A, W.4.2.B, W.4.2.C, W.4.2.D, W.4.2.E and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.               <ul style="list-style-type: none"> <li>○ W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>○ W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>○ W.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</li> <li>○ W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>○ W.4.2.E Provide a conclusion related to the information or explanation presented.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a topic clearly.</li> <li>• Compose a clear thesis statement.</li> <li>• Group related information in paragraphs and sections.</li> <li>• Use text features such as headings, illustrations, and multimedia to support the information when appropriate.</li> <li>• Purposefully select information to develop the topic.</li> <li>• Link ideas within paragraphs and sections of information using words and phrases.</li> <li>• Use transitional words and phrases.</li> <li>• Select specific language and vocabulary to convey ideas and information.</li> <li>• Provide a conclusion related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Topic sentence, format, multimedia, charts/posters, tables, conclusion, facts, concrete details, another, for example, also, because, key grade-level content-based and vocabulary</li> <li>• <b>LFC:</b> Verb forms, headings, captions, quotations, citations, adverbs of time, manner, placement of transition words in a sentence, clauses, spoken use of first person singular in past and present.</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>○ Listening</li><li>○ Reading</li></ul>		

## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.4.2, W.4.2.A, W.4.2.B, W.4.2.C, W.4.2.D, W.4.2.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or using key, single high-frequency words from memorized structures.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or using key phrases and short sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from an adapted text using a series of simple related sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a text within grades 3-4 complexity level band using expanded and some complex sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a grade-level text using multiple complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Cognates</a></li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Shared Writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Cognates</a></li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Shared Writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Shared Writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: W.4.4.and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Produce writing that is clear and understandable to the reader.</li><li>• Unpack writing tasks (type of writing assignment).</li><li>• Unpack writing purpose (the writer’s designated reason for writing).</li><li>• Focus the organization and development of a topic to reflect the task and purpose.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Task, purpose, audience, narrative, coherent</li><li>• <b>LFC:</b> Sentence level grammar and syntax, vivid verbs</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.4.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write a coherent narrative that addresses task, purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Write a coherent narrative that addresses task, purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	Write a coherent narrative that addresses task, purpose and audience in simple sentences with key content based grade level vocabulary. Sentences may include errors which do not interfere with meaning.	Write a coherent narrative that addresses task, purpose and audience in complete sentences with some content based grade level vocabulary.	Write a coherent narrative that addresses task, purpose and audience in detailed sentences of varying lengths and complexity with content based grade level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Word Bank</a></li> <li>• Completed <a href="#">Outlines</a></li> <li>• <a href="#">Pictures/Photographs/</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Outlines</a> (parts completed)</li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Outlines</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Word Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Outlines</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: W.4.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.4.5. 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 4 <a href="#">here</a>.)</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice revising and editing skills.</li> <li>• Change word choice and sentence structure in writing to strengthen the piece.</li> <li>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.</li> <li>• Recognize spelling, grammar, and punctuation errors.</li> <li>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Peer editing, writing process, drafts, revising</li> <li>• <b>LFC:</b> Sentence structure, verb forms, subject-verb agreement</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>



## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using pictures/drawings and single key content based vocabulary.	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using short phrases with key content based vocabulary in sentence frames.	Write a clear and coherent composition applying the steps of the writing process with simple sentences and key content based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with complete sentences of emerging complexity and some content based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with detailed sentences of varying lengths and complexity and content based grade level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Partner Work</a></li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: W.4.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use digital tools.</li><li>• Use technology for producing and publishing writing, and collaborating with others.</li><li>• Demonstrate proficiency in keyboarding skills.</li><li>• Type at least one page in a single setting.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Collaborate, interact, publish</li><li>• <b>LFC:</b> Subject verb agreement, embedded clauses</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or using pictures and high-frequency words in key phrase patterns.	Publish written work by applying specific technology and collaborative skills using L1 and/or by using selected vocabulary in key phrases and short sentences.	Publish written work by applying specific technology and collaborative skills by using key vocabulary in a series of simple, related sentences.	Publish written work by applying specific technology and collaborative skills using key vocabulary in expanded sentences with emerging complexity.	Publish written work by applying specific technology and collaborative skills using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Storyboard</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Storyboard</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• <a href="#">Peer feedback</a></li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• <a href="#">Peer feedback</a></li> <li>• <a href="#">Technology</a> support</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: W.4.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Research a topic through investigation of the topic.</li><li>• Explore a topic in greater detail by developing a research question that helps bring focus to the topic.</li><li>• Gather information to support a topic.</li><li>• Select relevant information from texts to support main ideas or claims.</li><li>• Group like ideas to organize writing.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Research, solve, inquiry; content-based, grade-level vocabulary</li><li>• <b>LFC:</b> Specific to writing task</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write a report based on research in L1 and/or use Pictures, drawings and selected vocabulary in key phrases.	Write a report based on research in L1 and/or use Pictures and selected vocabulary in key phrases and short sentences.	Write a short report based on research using key vocabulary in a series of simple, related sentences.	Write an organized report based on research by producing key vocabulary in expanded and some complex sentences.	Write a clear and coherent report based on research using precise vocabulary in multiple, complex sentences
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Essay Template</a></li> <li>• Cloze Sentences</li> <li>• <a href="#">Word/picture Bank</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Native Language Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Essay Template</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Sentences Starters</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Word/picture Bank</a></li> <li>• <a href="#">Native Language Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Essay Template</a></li> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Word Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Essay Template</a></li> </ul>	None

## Grade 4 Unit 1 Writing

### Unit 1: W.4.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.4.8 (Choice). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Research information from print and digital sources</li> <li>• Integrate information from personal experience</li> <li>• Take notes and organize their information into categories</li> <li>• List the sources used</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Main idea, supporting details, opposing opinions; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Compare and contrast word patterns, conjunctions</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Research a topic and take notes using oral, print and digital sources to build a knowledge base in L1 and/or use pictures, drawings and selected, high-frequency words in key phrases.	Research a topic and take notes using oral, print and digital sources to build a knowledge base in L1 and/or use pictures and selected vocabulary in phrases and short sentences.	Research a topic and take notes using oral, print and digital sources to build a knowledge base. Use key vocabulary in a series of simple, related sentences.	Research a topic and take notes using oral, print and digital sources to build a knowledge base. Use key vocabulary in expanded and some complex sentences.	Research a topic and take notes using oral, print and digital sources to build a knowledge base. Use precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• Notes</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• Notes</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• Notes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• Notes</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: W.4.9 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use strategies for reading literary and informational text to investigate topics.</li><li>• Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.</li><li>• Explain how an author uses proof to support a point in informational text.</li><li>• Prove each point with evidence from the text.</li><li>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Cite evidence, argument; content-based, grade-level vocabulary</li><li>• <b>LFC:</b> Referential phrases, transition words</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>



## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write to cite evidence from informational texts to support particular points from L1 texts and/or use Pictures, drawings and selected words in key phrase patterns.	Write to cite evidence from informational texts to support particular points from L1 texts and/or use Pictures and selected vocabulary in phrases and short sentences.	Write to cite evidence from adapted informational texts to support particular points using key vocabulary in a series of simple, related sentences.	Write to cite evidence from informational texts to support particular points using key vocabulary in a series of simple, related sentences.	Write clearly and coherently to cite evidence from informational texts using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• (completed)</li> <li>• <a href="#">Marking the text</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• (partially completed by teacher)</li> <li>• <a href="#">Marking the text</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• (partially completed by teacher)</li> <li>• <a href="#">Marking the text</a></li> <li>• <a href="#">Template</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: W.4.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.4.10. 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.</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Produce numerous pieces of writing over various time frames.</li> <li>• Develop skills in research.</li> <li>• Reflect on and revise writing.</li> <li>• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Time frame, research, revisions; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Capitalization, punctuation, various verb forms</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing using drawings, Pictures and/or selected, high-frequency words and phrases.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete writing using drawings and/or selected vocabulary in phrases and short sentences.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in a series of simple, related sentences.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using key vocabulary in expanded sentences of emerging complexity.	Complete writing tasks over extended time frames for a range of discipline-specific tasks, purposes and audiences using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Templates</a> (completed)</li> <li>• <a href="#">Word/Picture Bank</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• Drawings/ <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Templates</a></li> <li>• <a href="#">Word/Picture Bank</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Templates</a></li> <li>• <a href="#">Word Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Shared Writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Speaking and Listening

### Unit 1: SL.4.1, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ul style="list-style-type: none"> <li>○ SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>○ SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> <li>○ SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic.</li> <li>• Engage in conversations about grade-appropriate topics and texts.</li> <li>• Participate in a variety of rich, structured conversations.</li> <li>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</li> <li>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Take turns, speaking rules, directions, specific to text, teacher created roles, pose, clarify, reflect, paraphrase</li> <li>• <b>LFC:</b> Grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Speaking and Listening

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.4.1, SL.4.1.A, SL.4.1.B, SL.4.1.C, SL.4.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<p><b>Outcomes and Scaffolds</b></p>	<p>Formulate questions and talking points on specific topic in L1 and/or formulate “who and where” questions and talking points. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner in L1 and/or using single words. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded</p>	<p>Formulate questions and talking points on specific topic in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play. Listen to and share ideas and thoughts through conversation by taking turns speaking about with a partner using phrases. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other student read</p>	<p>Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner using simple sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions using</p>	<p>Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complete sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of</p>	<p>Formulate questions and talking points on specific topic using detailed sentences of varying lengths and complexity and content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complex sentences in extended discourse. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using</p>

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	read aloud dialogues to identify various roles with single word responses.	aloud dialogues to identify various roles and respond with short phrase responses.	simple sentences with key content based grade level vocabulary.	emerging complexity vocabulary with content-related vocabulary.	detailed sentences of varying lengths and complexity and content based grade level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Video Clips</li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• Role Play</li> <li>• Use of simple scripts</li> <li>• Notes in English and L1</li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Video Clips</li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• Role Play</li> <li>• Use of simple scripts</li> <li>• Notes in English and L1</li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Role Play</li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Video Clips</a></li> <li>• Role Play</li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• Role Play</li> <li>• <a href="#">Partner</a></li> </ul>

## Grade 4 Unit 1 Speaking and Listening

### Unit 1: SL.4.5 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Interpret, explain, main idea, theme; content-based, grade-level vocabulary</li><li>• <b>LFC:</b> Present and past tense verbs, dependent and independent clauses</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Speaking and Listening

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.4.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Enhance an oral presentation by adding_audio recordings and visuals in L1 and/or use selected vocabulary in key phrase patterns.	Enhance an oral presentation by adding_audio recordings and visuals in L1 and/or use using selected vocabulary in key phrases and short sentences.	Enhance an oral presentation by adding audio recordings and visuals using key vocabulary in a series of simple, related sentences.	Enhance an oral presentation by adding_audio recordings and visuals using key vocabulary in expanded and some complex sentences.	Enhance an oral presentation by adding_audio recordings and visuals using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a> (completed)</li> <li>• Notes</li> <li>• <a href="#">Word/picture bank</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Pictures/ Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a> (partially completed)</li> <li>• Notes</li> <li>• <a href="#">Word/picture bank</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Pictures/ Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a> (partially completed)</li> <li>• Notes</li> <li>• <a href="#">Word bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> </ul>



## Grade 4 Unit 1 Speaking and Listening

### Unit 1: SL.4.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.4.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</li><li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Speak for a variety of purposes.</li><li>• Distinguish between formal and informal discourse.</li><li>• Adapt speech to a variety of contexts and tasks.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Formal vs. informal English; content-based, grade-level vocabulary</li><li>• <b>LFC:</b> Varies by ELP level</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Speaking and Listening

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.4.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Demonstrate a command of formal and informal English and its appropriate usage by producing selected vocabulary in key phrase patterns.	Demonstrate a command of formal and informal English and its appropriate usage by producing selected vocabulary in phrases and short sentences.	Demonstrate a command of formal and informal English and its appropriate usage by producing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal and informal English and its appropriate usage by producing key vocabulary in expanded and some complex sentences.	Demonstrate a command of formal and informal English and its appropriate usage by producing precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Template</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Template</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Template</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> </ul>

## Grade 4 Unit 1 Language

### Unit 1: L.4.1.G and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).</li></ul></li><li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Identify words that are frequently confused when reading.</li><li>• Use frequently confused words correctly in writing.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Confused words (e.g., <i>to, too, two; there, their</i>)</li><li>• <b>LFC:</b> Parts of speech based on grade level</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.1.G)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Use frequently confused words (e.g., <i>to, too, two; there, their</i> ) when writing or speaking with selected vocabulary matched with visuals.	Use frequently confused words (e.g., <i>to, too, two; there, their</i> ) when writing or speaking with selected vocabulary in key phrases and short sentences.	Use frequently confused words when writing or speaking with key vocabulary and simple sentence structures.	Use frequently confused words when writing or speaking with key vocabulary and expanded language structures.	Use frequently confused words when writing or speaking with precise vocabulary and complex language structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Chart</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chart</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chart</a></li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 4 Unit 1 Language

### Unit 1: L.4.2, L.4.2.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>○ L.4.2.D. Spell grade-appropriate words correctly, consulting references, as needed.</li></ul></li><li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Spell grade-appropriate words correctly.</li><li>• Use references as needed to aid in spelling.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Spell, accurate</li><li>• <b>LFC:</b> Apply conventional spelling rules</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 4 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.2, L.4.2.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Demonstrate command of English spelling conventions for high-frequency, content-related vocabulary words.	Demonstrate command of English spelling conventions for general, content-based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grades 3-4 complexity band.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Picture Dictionary</a></li> <li>• <a href="#">Personal Dictionary</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Picture Dictionary</a></li> <li>• <a href="#">Personal Dictionary</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 4 Unit 1 Language

### Unit 1: L.4.4, L.4.4.A, L.4.4.B, L.4.4.C and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>○ L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>○ L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</li> <li>○ L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decipher the meanings of words and phrases by using sentence context.</li> <li>• Determine the meaning of commonly used prefixes and suffixes.</li> <li>• Separate a base word from the prefix or suffix.</li> <li>• Use the definition of known prefixes and suffixes to define new words.</li> <li>• Identify root words in unknown words.</li> <li>• Use known root words to aid in defining unknown words.</li> <li>• Identify the purpose and use of glossaries and dictionaries.</li> <li>• Determine the structure of glossaries and dictionaries.</li> <li>• Use both print and digital glossaries and dictionaries to define and clarify words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Context clues, definition, restatement, example, affixes, prefixes, suffixes, root words,</li> <li>• reference materials; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Present tense, definition genre</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.4, L.4.4.A, L.4.4.B, L.4.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Determine and clarify meaning of unknown, words, multiple meaning words and phrases through context clues in L1 and/or high-frequency single words using sentence level context clues and using high-frequency Greek or Latin affixes and roots as clues to the meaning. Consult reference materials to check spelling of high-frequency grade 4 words.	Determine and clarify meaning of unknown, content-based words and multiple meaning words and phrases through context clues in L1 and/or common, content-based words and phrases using sentence level context clues using common Greek or Latin affixes and roots as clues to the meaning. Consult reference materials to check spelling of common grade 4 words.	Determine and clarify the meaning of unknown, key, and multiple meaning content-based words or phrases using sentence and paragraph level context clues using common Greek or Latin affixes and roots as clues to the meaning.  Consult reference materials to check spelling of common grade 4 words.	Determine and clarify the meaning of unknown, content-based words, multiple meaning words and phrases using sentence and paragraph level context clues using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. Consult reference materials to check spelling of common grade 4 words.	Determine and clarify the meaning of unknown and multiple meaning words and phrases, content-based, grade-level words and phrases using sentence and paragraph level, context clues in reading and content, using Greek or Latin affixes and roots as clues to the meaning. Consult reference materials to check spelling of grade 4 words.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Charts/Posters</a></li> <li>• <a href="#">Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Think-alouds</a></li> <li>• <a href="#">Reference Sheet</a></li> <li>• <a href="#">Cognates</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reference Sheet</a></li> <li>• <a href="#">Cognates</a></li> <li>• Reference materials</li> </ul>



Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Charts/Posters</a></li> <li>• <a href="#">Cognates</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Charts/Posters</a></li> <li>• <a href="#">Cognates</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cognates</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>	

## Grade 4 Unit 1 Language

### Unit 1: L.4.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics.</li> <li>• Choose the most accurate word when describing actions, emotions, or states of being.</li> <li>• Choose the most accurate word when discussing a particular topic.</li> <li>• Use knowledge of synonyms and antonyms to broaden vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Academic, general, domain-specific, content-based, grade level vocabulary</li> <li>• <b>LFC:</b> Embedded clauses</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 4 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read and listen to acquire general, academic and domain-specific words and phrases to use these terms in writing and speech in L1 and/or produce key, grade-level terms when matching words with Pictures and Photographs	Read and listen to acquire general, academic and domain-specific words and phrases to use these terms in writing and speech in L1 and/or produce key, grade-level terms in phrases and/or short sentences when writing or speaking.	Read and listen to acquire key general, academic and domain-specific words and phrases from adapted texts to produce these terms in writing and speech using simple, related sentences.	Read and listen to acquire general, academic and domain-specific words and phrases to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade-appropriate general, academic and domain-specific words and phrases to produce these terms in clear and coherent writing / speech using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Personal Dictionary</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Personal Dictionary</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Personal Dictionary</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Personal Dictionary</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Personal Dictionary</a></li> </ul>