

Grade 4 ELA Curricular Frameworks with ELL Scaffolds

Grade 4 Unit 2 Reading Literature and Reading Informational

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

Grade 4 Unit 2 Reading Literature and Reading Informational

Unit 2: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> • Pictures • Gestures • Manipulatives • Graphic Organizers • Word Bank • Choice questions • L1 support • Partner Work • Cards that match word to picture 	<ul style="list-style-type: none"> • Sentence Frames • Manipulatives • Pictures • Graphic Organizers • Word Bank • L1 support • Partner Work 	<ul style="list-style-type: none"> • Templates • Small Groups • Graphic Organizers • Word Bank 	<ul style="list-style-type: none"> • Small Groups • Graphic Organizers 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Reading Literature and Reading Informational

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

Grade 4 Unit 2 Reading Literature and Reading Informational

Unit 2: 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
Outcomes and Scaffolds	Identify central message of a story, drama or poem in grade 3-4 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 or poem 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.	Identify central message of a story, drama or poem from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Identify central message of a story, drama or poem in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Identify central message of a story, drama or poem in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Word Bank • Partner Work • Illustrations • Gestures • L1 support • Choice questions • Story Map (completed) 	<ul style="list-style-type: none"> • Graphic Organizers • Word Bank • Partner Work • Illustrations • L1 support • Sentence Frames • Story Map (partially completed) 	<ul style="list-style-type: none"> • Graphic Organizers • Word Bank • Triads or Small Groups 	<ul style="list-style-type: none"> • Graphic Organizers • Triads or Small Groups 	<ul style="list-style-type: none"> • Triads or Small Groups

Grade 4 Unit 2 Reading Informational

Unit 2: RI.4.3 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Read text closely to identify key details. • Explain how or why historical events, scientific ideas or “how to” procedures happened. • Use the text to support their answers. 	<ul style="list-style-type: none"> • VU: Quotations, evidence and depth • LFC: Modals • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Explain specific events in L1 and/or using leveled text, such as what happened and why by illustrating events and use specific adjectives words.	Explain specific events in L1 and/or using leveled text, such as what happened and why by listing model phrases/short sentences.	Explain specific events from adapted texts such as what happened and why by writing a simple sentence for the specific event.	Explain specific events from text within grades 3-4 complexity level such as what happened and why by writing an informative paragraph with expanded and complex sentences.	Explain specific events from grade-level text such as what happened and why by writing an informative clear and coherent paragraph with multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Cornell notes (semi-completed by teacher) • Timeline • Word/picture bank • Visuals • L1 support 	<ul style="list-style-type: none"> • Cornell notes (semi-completed by teacher) • Timeline • Word/picture bank • Visuals • L1 support 	<ul style="list-style-type: none"> • Cornell notes • Timeline • Word bank 	<ul style="list-style-type: none"> • Cornell notes • Timeline 	<ul style="list-style-type: none"> • Cornell notes

Grade 4 Unit 2 Reading Informational

Unit 2: 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"> • None 	<ul style="list-style-type: none"> • 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>. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (e.g., Herculean). • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific). • Identify metaphors and similes. 	<ul style="list-style-type: none"> • VU: Figurative, connotative, academic word list • LFC: Nouns, comparative adjectives, sentences with figurative language • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Orally define academic words and phrases in L1 and/or define high-frequency, academic words in English from leveled texts using single words, gestures and pictures.	Orally define academic words and phrases in L1 and/or define general, content-based words in English from leveled texts using phrases and pictures.	Orally define key, academic words and phrases in adapted, informational text using simple sentences.	Orally define academic words and phrases in informational text within grades 3-4 complexity level using expanded sentences.	Orally define precise, academic words and phrases in informational, grade-level text using complex sentences.
Supports	<ul style="list-style-type: none"> • Bilingual Dictionary • Glossary • Picture Dictionary • Personal dictionary • L1 support • Pictures • Gestures 	<ul style="list-style-type: none"> • Bilingual Dictionary • Glossary • Picture Dictionary • Personal dictionary • L1 support • Pictures 	<ul style="list-style-type: none"> • Dictionary • Glossary • Bold Faced/highlighted words 	<ul style="list-style-type: none"> • Dictionary • Glossary 	<ul style="list-style-type: none"> • Dictionary

Grade 4 Unit 2 Reading Informational

Unit 2: 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"> • None 	<ul style="list-style-type: none"> • 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. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify how a text is organized to describe the structure (e.g., chronological, comparative, cause/effect). 	<ul style="list-style-type: none"> • VU: Structure • LFC: Complex sentences with various verb forms • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	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 overall structure of a text	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 phrases and short sentences.	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.	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 with emerging complexity.	Read and analyze how the overall structure contributes to the development of ideas from grade-level informational text using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Outline (completed) • Web (completed) • L1 support • Pictures and Photographs • Word/Picture Wall • Highlight/mark text 	<ul style="list-style-type: none"> • Outline (semi-completed) • Web (semi-completed) • L1 support • Sentence Frame • Word/Picture Wall • Highlight/mark text 	<ul style="list-style-type: none"> • Outline • Web • Word Wall • Highlight/mark text 	<ul style="list-style-type: none"> • Outline • Web 	<ul style="list-style-type: none"> • Outline • Web

Grade 4 Unit 2 Reading Informational

Unit 2: 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"> • None 	<ul style="list-style-type: none"> • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify similarities and differences between firsthand and secondhand accounts. • Explain how the point of view impacts the delivery of information in the text. 	<ul style="list-style-type: none"> • VU: Point of view, firsthand account, secondhand account • LFC: Complex sentences with various verb forms • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	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 overall structure of a leveled text.	Read and analyze how the overall structure contributes to the development of ideas from an informational text in L1 and/or identify overall structure of an informational leveled text using phrases and short sentences with formulaic structures.	Read and analyze how the overall structure contributes to the development of ideas from an adapted informational text using key content-based vocabulary in simple, related sentences.	Read to analyze how the overall structure contributes to the development of ideas from informational text within grades 3-4 complexity level using key, content-based vocabulary in expanded and sentences of emerging complexity.	Read and analyze how the overall structure contributes to the development of ideas from grade-level informational text using precise, content-based vocabulary in multiple, complex sentences of varying lengths and complexity.
Supports	<ul style="list-style-type: none"> • Outline (completed) • Web (completed) • L1 support • Pictures and Photographs • Word/Picture Wall 	<ul style="list-style-type: none"> • Outline (semi-completed by teacher) • Web (semi-completed) • L1 support • Sentence Frame • Word/Picture Wall 	<ul style="list-style-type: none"> • Outline • Web • Word Wall • Highlight/mark text 	<ul style="list-style-type: none"> • Outline • Web 	<ul style="list-style-type: none"> • Outline

Grade 4 Unit 2 Reading Informational

Unit 2: RI.4.7 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Analyze information presented in various formats to identify the key details. • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text. • Explain how the information presented in various formats aids to the overall meaning. 	<ul style="list-style-type: none"> • VU: Compare, contrast, audio, visual, live version, perceive; key, content-based, grade-level vocabulary • LFC: Comparative and superlative adjectives; conjunctions; adverbs • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Explain how the information of reading a story and a multi-media version contribute to an understanding of the text in L1 and/or match single words to pictures and photographs; use single words to complete Venn Diagram; or answer choice questions.	Explain how the information of reading a story and a multi-media version contribute to an understanding of the text in L1 and/or use short phrases to answer questions; match to images and pictures and photographs; or complete Venn Diagram.	Explain how the information from reading a story or watching a multi-media version using key vocabulary in simple, related sentences contributes to an understanding of the text.	Explain how the information from reading a story or watching a multi-media version using key vocabulary in expanded and some complex sentences contributes to an understanding of the text	Explain how the information from reading a story or watching a multi-media version using precise vocabulary in multiple, complex sentences contributes to an understanding of the text.
Supports	<ul style="list-style-type: none"> • Venn Diagram • Word/Picture Wall • L1 support • Pictures and Photographs • Video Clips/Films • Word Sort Cards 	<ul style="list-style-type: none"> • Venn Diagram • Word/Picture Wall • L1 support • Pictures and Photographs • Video Clips/Films • Sentence strips 	<ul style="list-style-type: none"> • Venn Diagram • Word/Picture Wall 	<ul style="list-style-type: none"> • Venn Diagram 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Reading Informational

Unit 2: RI.4.8 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify reasons and evidence an author uses to support a claim. • Describe how an author uses proof to support a point in the text. 	<ul style="list-style-type: none"> • VU: Textual evidence; content-based, grade-level vocabulary • LFC: Quotations, direct and reported sentence structure • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.8.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Analyze text and identify supportive textual evidence in L1 and/or by matching leveled phrase citations from texts, to visual representations.	Analyze text and identify supportive textual evidence in L1 and/or by matching sentence citations from leveled text, or excerpts from grade-level texts, to visual representations.	Analyze adapted text and identify supportive textual evidence using key vocabulary in simple, related sentences.	Analyze text within the grade-level band and identify supportive textual evidence using key vocabulary in expanded and some complex sentences.	Analyze grade-level text and identify supportive textual evidence using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Template • Partner Work • L1 support • Phrase Citations • Pictures/ Photographs • Word/Picture Wall 	<ul style="list-style-type: none"> • Template • Partner Work • L1 support • Sentence Citations • Pictures/ Photographs • Word/Picture Wall 	<ul style="list-style-type: none"> • Template • Partner Work • Word Wall • Bold Faced/Highlighted Words 	<ul style="list-style-type: none"> • Bold Faced/Highlighted Words 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Reading Informational

Unit 2: RI.4.9 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic to write or speak about the subject knowledgeably. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Read two texts closely on the same subject to identify key details. • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject. 	<ul style="list-style-type: none"> • VU: Similarities, differences, facts, fiction; content-based, grade-level vocabulary • LFC: Simple, compound and complex sentences, word order and parallelism • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.4.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compare and contrast two texts on the same topic with that of another from an informational text in L1 and/or using leveled texts or excerpts from grade-level texts, produce single words and pictures to complete a Graphic Organizers.	Compare and contrast two texts on the same topic with that of another from an informational text in L1 and/or using a leveled text or excerpts from grade-level texts, produce pictures and phrases or short sentences to complete a Graphic Organizers.	Compare and contrast two adapted texts on the same topic using key vocabulary in simple, related sentences.	Compare and contrast two texts within the grade-level band on the same topic using key vocabulary in expanded and some complex sentences.	Compare and contrast two grade-level texts on the same topic with that of another, using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Template • L1 support • Word/Picture Wall 	<ul style="list-style-type: none"> • Graphic Organizers • Template • L1 support • Sentence frame • Word/Picture Wall 	<ul style="list-style-type: none"> • Graphic Organizers • Template • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizers 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 4 Unit 2 Reading Foundation

Unit 2: 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"> • RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ 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. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify specific strategies for decoding words in texts. • Apply the specific strategies for decoding and spelling multisyllabic words. 	<ul style="list-style-type: none"> • VU: Phonemic awareness • LFC: Syllabication rules • LC: Varies by ELP levels

Grade 4 Unit 2 Reading Foundation

Unit 2: 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
Outcomes and Scaffolds	Apply phonics and syllabication rules to decode high frequency multisyllabic words in context with pictures that demonstrate mastery of appropriately leveled texts.	Apply phonics and syllabication rules to decode common multisyllabic words in context that demonstrate mastery of appropriately 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.
Supports	<ul style="list-style-type: none"> • Guided practice • Word pattern charts • Syllabication rules (Poster) • Letter tiles • Illustrations • Total Physical Response • Partner Work • L1 support • High frequency word lists 	<ul style="list-style-type: none"> • Guided practice • Word pattern charts • Syllabication rules (Poster) • Letter tiles • Illustrations • Total Physical Response • Partner Work • L1 support 	<ul style="list-style-type: none"> • Guided practice • Word pattern charts • Syllabication rules (Poster) 	<ul style="list-style-type: none"> • Word pattern charts • Syllabication rules (Poster) 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Reading Foundation

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

Grade 4 Unit 2 Reading Foundation

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.4.4, RF.4.4.A, RF.1.2.B, RF.4.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	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 fluently, accurately 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.
Supports	<ul style="list-style-type: none"> • Graphic Organizers (completed) 	<ul style="list-style-type: none"> • Graphic Organizers (partial) 	<ul style="list-style-type: none"> • Graphic Organizers • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizers 	<ul style="list-style-type: none"> • None

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"> • Word/picture Wall • L1 support • Partner Work 	<ul style="list-style-type: none"> • Word/picture Wall • L1 support • Partner Work 	<ul style="list-style-type: none"> • Partner Work 	<ul style="list-style-type: none"> • Paraphrasing 	

Grade 4 Unit 2 Writing

Unit 2: W.4.2, W.4.2.A, W.4.2.B, W.4.3.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"> • W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ○ 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. ○ W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. ○ W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). ○ W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ W.4.2.E. Provide a conclusion related to the information or explanation presented. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing 	<ul style="list-style-type: none"> • Introduce a topic clearly. • Compose a clear thesis statement. • Group related information in paragraphs and sections. • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate. • Purposefully select information to develop the topic. • Link ideas within paragraphs and sections of information using words and phrases. • Use transitional words and phrases. • Select specific language and vocabulary to convey ideas and information. • Provide a conclusion related to the information or explanation presented. 	<ul style="list-style-type: none"> • VU: Topic sentence, format, multimedia, charts/posters, tables, conclusion, facts, concrete details, another, for example, also, because, key grade-level content-based and vocabulary • LFC: 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. • LC: Varies by ELP levels

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

Grade 4 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.4.2, W.4.2.A, W.4.2.B, W.4.3.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
Outcomes and Scaffolds	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 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 in phrases and short sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic using a series of simple related sentences with facts, details, conclusion.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic using expanded and some complex sentences with facts, details, conclusion.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic using multiple complex sentences with facts, details, conclusion.
Supports	<ul style="list-style-type: none"> • Technological resources • L1 support • Word/Picture Wall • Pictures and Photographs • Cognates • Graphic organizer • Shared Writing 	<ul style="list-style-type: none"> • Technological resources • L1 support • Word/Picture Wall • Sentence Frame • Pictures and Photographs • Cognates • Shared Writing 	<ul style="list-style-type: none"> • Technological resources • Word/Picture Wall • Pictures and Photographs • Illustrations/drawings • Graphic organizer • Shared Writing 	<ul style="list-style-type: none"> • Technological resources • Graphic organizer 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Writing

Unit 2: W.4.4 and WIDA Standards

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

Grade 4 Unit 2 Writing

Unit 2: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> • Model writing • Shared writing • Word Wall • Word Bank • Completed Outlines • Pictures/Photographs/ • L1 support • Cloze sentences 	<ul style="list-style-type: none"> • Model writing • Shared writing • Word Bank • Outlines (parts completed) • Pictures/Photographs • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Model writing • Shared writing • Outlines • Word Wall • Word Bank 	<ul style="list-style-type: none"> • Model writing • Shared writing • Outlines 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Writing

Unit 2: W.4.5 and WIDA Standards

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

Grade 4 Unit 2 Writing

Unit 2: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Partner Work • Template • Word Wall • Pictures/Photographs • L1 support • Cloze sentences 	<ul style="list-style-type: none"> • Partner Work • Template • Word Wall • Pictures/Photographs • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Partner Work • Template • Word Wall 	<ul style="list-style-type: none"> • Partner Work 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Writing

Unit 2: W.4.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• 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. • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Use digital tools.• Use technology for producing and publishing writing, and collaborating with others.• Demonstrate proficiency in keyboarding skills.• Type at least one page in a single setting.	<ul style="list-style-type: none">• VU: Collaborate, interact, publish• LFC: Subject verb agreement, embedded clauses• LC: Varies by ELP levels

Grade 4 Unit 2 Writing

Unit 2: 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
Outcomes and Scaffolds	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or using Illustrations/diagrams/drawings 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.
Supports	<ul style="list-style-type: none"> • Publishing Checklist • Teacher feedback • Technology support • Word/Picture Wall • Visuals • Storyboard • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Publishing Checklist • Teacher feedback • Technology support • Word/Picture Wall • Visuals • Storyboard • Sentence frames • L1 support 	<ul style="list-style-type: none"> • Publishing Checklist • Peer feedback • Technology support • Word Wall 	<ul style="list-style-type: none"> • Publishing Checklist • Peer feedback • Technology support 	<ul style="list-style-type: none"> • Technology support

Grade 4 Unit 2 Writing

Unit 2: W.4.7 and WIDA Standards

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

Grade 4 Unit 2 Writing

Unit 2: 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
Outcomes and Scaffolds	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
Supports	<ul style="list-style-type: none"> • Essay Template • Cloze Sentences • Word/picture Bank • Partner Work • Native Language Support 	<ul style="list-style-type: none"> • Essay Template • Sentence Frame • Sentences Starters • Partner Work • Word/picture Bank • Native Language Support 	<ul style="list-style-type: none"> • Essay Template • Online Resources • Partner Work • Word Bank 	<ul style="list-style-type: none"> • Essay Template 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Writing

Unit 2: W.4.8. and WIDA Standards

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

Grade 4 Unit 2 Writing

Unit 2: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> • Outline • Multiple reference materials • Teacher Modeling • Teacher Support • Notes • L1 support 	<ul style="list-style-type: none"> • Outline • Multiple reference materials • Teacher Modeling • Teacher Support • Notes • L1 support 	<ul style="list-style-type: none"> • Outline • Multiple reference materials • Teacher Modeling • Teacher Support • Notes 	<ul style="list-style-type: none"> • Outline • Multiple reference materials • Notes 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Writing

Unit 2: W.4.10 and WIDA Standards

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

Grade 4 Unit 2 Writing

Unit 2: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> • Shared Writing • Templates (completed) • Word/Picture Bank • L1 support • Sentence Frame • Drawings 	<ul style="list-style-type: none"> • Shared Writing • Templates • Word/Picture Bank • L1 support • Sentence Frame • Drawings 	<ul style="list-style-type: none"> • Shared Writing • Templates • Word Bank 	<ul style="list-style-type: none"> • Shared Writing 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Speaking and Listening

Unit 2: 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"> • 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"> ○ SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ○ SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. ○ 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 ○ SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions • WIDA ELD 2 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic. • Engage in conversations about grade-appropriate topics and texts. • Participate in a variety of rich, structured conversations. • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. • Engage in collaborative conversations (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.). 	<ul style="list-style-type: none"> • VU: Take turns, speaking rules, directions, specific to text, teacher created roles, pose, clarify, reflect, paraphrase • LFC: Grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns • LC: Varies by ELP levels

Grade 4 Unit 2 Speaking and Listening

Unit 2: 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>Outcomes and Scaffolds</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 read aloud dialogues</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 aloud dialogues to</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 simple sentences with key content based grade level vocabulary.</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 emerging</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 detailed sentences of</p>

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

Grade 4 Unit 2 Speaking and Listening

Unit 2: SL.4.2 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Identify the key points and supporting details of a text presented orally.• Restate the key information from a written text read aloud or information presented in multiple formats.	<ul style="list-style-type: none">• VU: Paraphrase• LFC: Academic conversations• LC: Varies by ELP levels

Grade 4 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.4.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Paraphrase information presented in diverse media in L1 and/or list key words that relate to information read aloud.	Paraphrase information presented in diverse media in L1 and/or match information presented to key phrases.	Paraphrase information presented in diverse media using simple sentences with key content based grade level vocabulary.	Paraphrase information presented in diverse media using complete sentences emerging complexity with some content based grade level vocabulary.	Paraphrase information presented in diverse media using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Supports	<ul style="list-style-type: none"> • Video Clips/Films Triads or Small Groups • Word Wall • Template • L1 support • Word cards 	<ul style="list-style-type: none"> • Video Clips/Films Triads or Small Groups • Word Wall • Template • L1 support • Phrase cards 	<ul style="list-style-type: none"> • Video Clips/Films Triads or Small Groups • Word Wall • Template 	<ul style="list-style-type: none"> • Video Clips/Films 	<ul style="list-style-type: none"> • Video Clips/Films

Grade 4 Unit 2 Speaking and Listening

Unit 2: SL.4.4 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions 	<ul style="list-style-type: none"> • VU: Retell, summarize, justify, point of view • LFC: Affirming Sentence Frame, appropriate language, tone, voice • LC: Varies by ELP levels

Grade 4 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.4.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Discuss and recount experience with evidence and descriptive details in L1 and/or by using high-frequency, content-related single words in phrase patterns or memorized phrases that represent key ideas.	Discuss and recount experience with evidence and descriptive details in L1 and/or by using general, content-based vocabulary in phrases and/or short sentences with formulaic sentence patterns that represent key ideas.	Discuss and recount experience with evidence and descriptive details using key, content-based vocabulary in simple, related sentences with repetitive structures.	Discuss and recount experience with evidence and descriptive details using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Discuss and recount experiences with descriptive details and evidence presented using precise, content-based vocabulary in clear and coherent, multiple, complex sentences with a variety of grammatical structures.
Supports	<ul style="list-style-type: none"> • Speaking rubric • Speaking protocol (memorized single word expressions) • Bilingual dictionary • Visuals/ Gestures • L1 support 	<ul style="list-style-type: none"> • Speaking rubric • Speaking protocol (repetitive phrases) • Bilingual dictionary • Visuals • L1 support 	<ul style="list-style-type: none"> • Speaking rubric • Speaking protocol (simple sentences) • Word Wall • Bilingual dictionary 	<ul style="list-style-type: none"> • Speaking rubric • Speaking protocol 	<ul style="list-style-type: none"> • Speaking rubric • Speaking protocol

Grade 4 Unit 2 Speaking and Listening

Unit 2: SL.4.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • 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.) • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Speak for a variety of purposes. • Distinguish between formal and informal discourse. • Adapt speech to a variety of contexts and tasks. 	<ul style="list-style-type: none"> • VU: Formal vs. informal English; content-based, grade-level vocabulary • LFC: Varies by ELP level • LC: Varies by ELP levels

Grade 4 Unit 2 Speaking and Listening

Unit 2: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • L1 support • Cloze sentences • Gestures • Pictures • Template • Partner work 	<ul style="list-style-type: none"> • Word/Picture Wall • L1 support • Sentence frames • Pictures • Template • Partner work 	<ul style="list-style-type: none"> • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Partner work 	<ul style="list-style-type: none"> • Partner work

Grade 4 Unit 2 Language

Unit 2: L.4.1, L.4.1.C, L.4.1.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. ○ L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Writing 	<ul style="list-style-type: none"> • Identify and define modal auxiliaries. • Use the appropriate modal auxiliary to convey various conditions. • Identify adjectives in sentences to determine their purpose. • Place adjectives in conventional order when writing or speaking. 	<ul style="list-style-type: none"> • VU: Can, must, might, descriptive adjectives • LFC: Sentences with modals, adjectives, parts of speech, subject/predicate • LC: Varies by ELP levels

Grade 4 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.1, L.4.1.C, L.4.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	L.4.1.C Use modal auxiliaries to convey various conditions by using single words or drawings with high frequency modals.	Use modal auxiliaries to convey various conditions in common phrases matched with pictures.	Use modal auxiliaries to convey various conditions in simple related sentences	Use modal auxiliaries to convey various conditions in expanded sentences with emerging complexity.	Use modal auxiliaries to convey various conditions in multiple, detailed sentences of varying lengths and grammatical structures.
	L.4.1.D Write or speak to develop an understanding of formal English in using adjectives in the correct order by matching pictures to corresponding, high-frequency, adjective/noun phrases.	Write or speak to develop an understanding of formal English in using adjectives in the correct order within sentences by matching pictures to common adjective/noun phrases and short sentences.	Write or speak to demonstrate an understanding of formal English in using adjectives in the correct order within simple, related sentences with repetitive grammatical structures.	Write or speak to demonstrate a command of formal English in using adjectives in the correct order within expanded and some complex sentences with emerging variety of grammatical structures.	Write or speak to demonstrate a command of formal English by using adjectives in the correct order within multiple, complex sentences with a variety of grammatical structures.
Supports	<ul style="list-style-type: none"> • Charts/Posters • Word/Picture Wall • L1 support • Pictures 	<ul style="list-style-type: none"> • Charts/Posters • Word/Picture Wall • L1 support • Pictures 	<ul style="list-style-type: none"> • Charts/Posters • Word Wall 	<ul style="list-style-type: none"> • Charts/Poster 	<ul style="list-style-type: none"> • None

Grade 4 Unit 2 Language

Unit 2: L.4.2, L.4.2.B, L.4.2.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text. ○ L.4.2.D. Spell grade-appropriate words correctly, consulting references, as needed. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Listening ○ Speaking ○ Reading 	<ul style="list-style-type: none"> • Identify the format for marking direct speech and quotations. • Apply the rules for marking direct speech and quotations when writing. • Spell grade-appropriate words correctly. • Use references as needed to aid in spelling. 	<ul style="list-style-type: none"> • VU: Spell, accurate, quotation marks • LFC: Conventional spelling rules through grade 3, direct speech • LC: Varies by ELP levels

Grade 4 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.2, L.4.2.B, L.4.2.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	<p>Demonstrate command of English spelling conventions for high-frequency, content-related vocabulary words. Apply the conventions of standard English punctuation for direct speech by inserting commas and quotations marks into cloze sentences or phrases.</p>	<p>Demonstrate command of English spelling conventions for general, content-based vocabulary from leveled texts. Apply the conventions of standard English punctuation for direct speech by inserting commas and quotations marks into simple Sentence Frame or short sentences with formulaic patterns.</p>	<p>Demonstrate command of English spelling conventions for general vocabulary. Use a comma and quotations to indicate direct address when writing simple related sentences. Apply the conventions of standard English punctuation for direct speech by inserting commas and quotations marks into simple related sentences.</p>	<p>Demonstrate command of English spelling conventions for content-based vocabulary within grades 3-4 complexity band. Apply the conventions of standard English punctuation for direct speech by inserting commas and quotations marks when writing expanded sentence structures.</p>	<p>Demonstrate command of English spelling conventions for content-based, grade-level vocabulary. Apply the conventions of standard English punctuation for direct speech by inserting commas and quotations marks when writing complex sentence structures.</p>
Supports	<ul style="list-style-type: none"> • Reference materials • Word/Picture Wall • L1 support • Mentor text examples of direct speech 	<ul style="list-style-type: none"> • Reference materials • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Reference materials • Word Wall 	<ul style="list-style-type: none"> • Reference materials 	<ul style="list-style-type: none"> • Reference materials

Grade 4 Unit 2 Language

Unit 2: L.4.3, L.4.3.A, L.4.2.B, L.4.2.C and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ L.4.3.A. Choose words and phrases to convey ideas precisely ○ L.4.3.B. Choose punctuation for effect ○ L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Listening ○ Speaking ○ Reading 	<ul style="list-style-type: none"> • Select the most precise word to convey ideas. • Select punctuation to create effect in writing. • Use formal English and informal English in the appropriate settings. 	<ul style="list-style-type: none"> • VU: Punctuation: comma, exclamation, dash; pause, break, Formal vs. informal English; content-based, grade-level vocabulary • LFC: Transitional words/phrases, coordinating conjunctions, main/subordinate clauses • LC: Varies by ELP levels

Grade 4 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.2, L.4.2.B, L.4.2.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Apply the conventions of standard English punctuation for effect by inserting commas, periods and question marks into cloze sentences or phrases. Demonstrate a command of formal and informal English and its appropriate usage by producing key/precise vocabulary in key phrase patterns.	Apply the conventions of standard English punctuation for effect by inserting commas, periods and question marks into simple Sentence Frame_or short sentences with formulaic patterns. Demonstrate a command of formal and informal English and its appropriate usage by producing key/precise vocabulary in phrases and short sentences.	Apply the conventions of standard English punctuation for effect by revising written examples of simple, related sentences ideas. Demonstrate a command of formal and informal English and its appropriate usage by producing precise vocabulary in a series of simple, related sentences.	Apply the conventions of standard English punctuation for effect by revising written examples of expanded and some complex sentences. Demonstrate a command of formal and informal English and its appropriate usage by producing precise vocabulary in expanded and some complex sentences.	Apply the conventions of standard English punctuation for effect by producing, editing and revising written examples using multiple, complex sentences with a variety of grammatical structures. Demonstrate a command of formal and informal English and its appropriate usage by producing precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Cloze sentences • Written examples • Reference Sheet • L1 support • Word/Picture Wall • Partner work 	<ul style="list-style-type: none"> • Sentence Frame • Written examples • Reference Sheet • Visuals • L1 support • Word/Picture Wall 	<ul style="list-style-type: none"> • Written examples Template • Reference Sheet • Partner work • Word Wall • Template 	<ul style="list-style-type: none"> • Reference Sheet • Partner work 	<ul style="list-style-type: none"> • None

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 data-bbox="730 358 940 386">• Partner work			

Grade 4 Unit 2 Language

Unit 2: L.4.4, L.4.4.A., L.4.4.C and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • 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"> ○ 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. ○ 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. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context. • Identify the purpose and use of glossaries and dictionaries. • Determine the structure of glossaries and dictionaries. • Use both print and digital glossaries and dictionaries to define and clarify words. 	<ul style="list-style-type: none"> • VU: Context clues, definition, restatement, example, reference materials; content-based, grade-level vocabulary • LFC: Present tense, definition genre • LC: Varies by ELP levels

Grade 4 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.4.4, L.4.4.A, L.4.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Determine and clarify meaning of unknown, 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.
Supports	<ul style="list-style-type: none"> • Think-alouds • Word Wall • L1 support • Pictures • Gestures • Charts/Posters 	<ul style="list-style-type: none"> • Think-alouds • Word Wall • L1 support • Pictures • Charts/Posters • Cognates 	<ul style="list-style-type: none"> • Think-alouds • Word Wall • Charts/Posters • Reference Sheet • Cognates 	<ul style="list-style-type: none"> • Think-alouds • Reference Sheet • Cognates • Reference materials 	<ul style="list-style-type: none"> • Reference Sheet • Cognates • Reference materials

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"> • Cognates • Reference materials 	<ul style="list-style-type: none"> • Reference materials 	<ul style="list-style-type: none"> • Reference materials 		

Grade 4 Unit 2 Language

Unit 2: L.4.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • 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). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading 	<ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics. • Choose the most accurate word when describing actions, emotions, or states of being. • Choose the most accurate word when discussing a particular topic. • Use knowledge of synonyms and antonyms to broaden vocabulary. 	<ul style="list-style-type: none"> • VU: Academic, general, domain-specific, content-based, grade level vocabulary • LFC: Embedded clauses • LC: Varies by ELP levels

Grade 4 Unit 2 Language

Unit 2: 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
Outcomes and Scaffolds	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms when matching words with Pictures.	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.
Supports	<ul style="list-style-type: none"> • L1 support • Bilingual dictionary • Personal Dictionary • Pictures and Photographs • Cloze sentences • Word/Picture Wall 	<ul style="list-style-type: none"> • L1 support • Bilingual dictionary • Personal Dictionary • Pictures and Photographs • Sentence Frame • Word/Picture Wall 	<ul style="list-style-type: none"> • Word/Picture Wall • Personal Dictionary 	<ul style="list-style-type: none"> • Personal Dictionary 	<ul style="list-style-type: none"> • Personal Dictionary