

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.1 WIDA: 2 Reading Speaking	Answer questions posed about key details in a text read aloud.		Orally answer questions using key details through reading and listening		VU	Question words: who,when, where,what
					LFC	Verbs, past tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story.	Orally answer who, when, where questions in phrases or short sentences from an appropriately leveled text .	Orally answer “Wh” questions in simple sentences using an appropriately leveled text .	Orally answer questions in complete sentences using details from an adapted grade level text .	Orally answer questions in complete sentences using grade level vocabulary about key details in a grade level story.	
Learning Supports	Word Wall Visuals Gestures L1 support	Word Wall Visuals Sentence Frames L1 support	Word Wall Visuals			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.3; RL.1.7 WIDA: 2 Reading Speaking	Use illustrations and key details in a story to describe characters and settings.			Orally describe the characters and settings.	VU	Nouns and adjectives for people and places, character traits related to a story
					LFC	Adjective/noun word order
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally describe characters and setting in a story with single words in appropriately leveled or adapted text.	Orally describe characters and setting in a story with phrases in appropriately leveled or adapted text.	Orally describe characters and setting in a story using simple sentences in appropriately leveled or adapted text.	Orally describe characters and settings with clear details using complete sentences in appropriately leveled or adapted text.	Orally describe characters and settings with vivid images by using complex sentences in grade level text.	
Learning Supports	Illustrations Diagrams Drawings Pictures Photographs Visuals Word Wall Partner work L1 support	Illustrations Diagrams Drawings Word Wall Partner work Visuals	Illustrations Diagrams Drawings Word Wall Partner work	Illustrations Diagrams Drawings Word Wall	Illustrations Diagrams Drawings	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.7 WIDA: 2 Reading Speaking	Use resources (e.g., charts, photographs) in a text for describing key ideas.	Read and identify text that describes the key details in a chart or picture			VU	Transitional words
					LFC	Present progressive tense, adverbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read single words and identify the pictures.	Read an outline and identify the picture or chart it describes with key details.	Read an adapted or appropriately leveled text and identify the picture or chart it describes with key details.	Read near grade level text and identify the picture or chart it describes with key details.	Read a grade level reading selection and identify the picture or chart it describes with key details	
Learning Supports	Illustrations Diagrams Drawings Word Wall Partner work Visuals L1 support Adapted Text	Illustrations Diagrams Drawings Word Wall Partner work Visuals L1 support Adapted Text	Illustrations Diagrams Drawings Word Wall Partner work Adapted Text	Illustrations Diagrams Drawings Word Wall Partner work Adapted Text	Illustrations Diagrams Drawings	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF 1.1.a WIDA 2 Reading Listening	Recognize a sentence begins with a capital letter and ends with a punctuation mark.		Identify sentences written correctly which begin with capital letters and end with a punctuation mark using familiar text.	VU	Capital letters, period, question mark	
				LFC	Punctuation	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify punctuation marks and capital letters at the beginning of sentences.	Identify simple sentences written with correct capitalization and punctuation.	Identify simple sentences written with correct capitalization and punctuation working with a partner.	Identify near grade level sentences written with correct capitalization and punctuation working with a partner.	Identify complex sentences written with correct capitalization and punctuation.	
Learning Supports	Partner work Word Wall Visuals L1 support Adapted Text	Partner work Word Wall Visuals L1 support Adapted Text	Partner work Word Wall Adapted Text	Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF 1.2.a WIDA 2 Reading Listening	Distinguish long and short vowel sounds in a spoken single-syllable word.		Distinguish long vowel words and short vowel words (a) using a graphic organizer, Total Physical Response, pictures and other manipulatives.	VU	Short and long vowel words	
				LFC	Simple present tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Distinguish between long and short vowel “a” sounds with common known words (cat, rain).	Distinguish between long and short vowel “a” sounds with familiar words.	Distinguish between long and short vowel “a” using general words chosen from appropriate text.	Distinguish between long and short “a” using technical vocabulary chosen from the text	Distinguish between long and short “a” using nonsense words, sight words and technical vocabulary chosen from the text	
Learning Supports	Partner work Word Wall Vowel Chart Visuals L1 support Total Physical Response Manipulatives Adapted Text	Partner work Word Wall Vowel Chart Visuals L1 support Total Physical Response Manipulatives Adapted Text	Partner work Word Wall Adapted Text	Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF 1.2.b WIDA 2 Reading Speaking	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		Orally produce consonant blends using a consonant chart.	VU	Consonant blends	
				LFC	Simple present tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally repeat single syllable words by blending sounds, including consonant blends.	Orally produce single syllable familiar words by blending sounds, including consonant blends.	Orally produce single syllable general words by blending sounds and consonant blends.	Orally produce single syllable content based grade level words by blending sounds and consonant blends.	Orally produce single syllable nonsense and content-based grade level words by blending sounds and consonant blends	
Learning Supports	Consonant chart Partner work Word Wall Manipulatives Pictures/Photographs L1 support Adapted Text	Consonant chart Partner work Word Wall Manipulatives Pictures/Photographs L1 support Adapted Text	Consonant chart Pictures/Photographs Word Wall Manipulatives Adapted Text	Consonant chart Partner work Word Wall	Consonant chart	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF 1.3.d WIDA 2 Reading Listening	Count the syllables in printed multisyllabic words.		Count syllables in printed multisyllabic words by clapping, snapping.	VU	Syllables	
				LFC	Simple present tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Clap, snap, known printed and pictured multisyllabic words.	Clap, snap, familiar printed and pictured multisyllabic words and gesture how many syllables.	Clap, snap, familiar printed and pictured multisyllabic words.	Clap, snap, unfamiliar printed and pictured multisyllabic words.	Clap, snap, unfamiliar and nonsense multisyllabic words.	
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs Adapted Text	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF 1.2.c WIDA 2 Reading Speaking	Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds.			Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds by tapping out sounds and using words such as beginning, middle and end and using pictures.	VU	Beginning ,middle and end
					LFC	Simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally segment and identify phonemes of known single – syllable words.	Orally segment and identify phonemes of familiar single – syllable words.	Orally segment and identify phonemes of familiar single-syllable words.	Orally segment and identify familiar single –syllable content based words.	Orally segment and identify unfamiliar and nonsense single – syllable content based words.	
Learning Supports	Alphabet picture cards Word Wall Pictures/Photographs L1 support Adapted Text	Alphabet picture cards Word Wall Pictures/Photographs L1 support Adapted Text	Alphabet picture cards Word Wall Pictures/Photographs Adapted Text	Alphabet picture cards Word Wall	Alphabet picture cards	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF 1.3.b,d WIDA 2 Reading Speaking	Decode basic CVC and CVCC and VC words.		Decode one syllable words using vowel chart and/or letter tiles.		VU	Consonant, word
					LFC	Simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode CVC and CVCC and VC known words with pictures by repeating them and rebuilding the words with letter tiles.	Decode CVC and CVCC and VC familiar words by saying them, repeating them and rebuilding the words with letter tiles.	Decode CVC, CVCC, VC words from an appropriately leveled text.	Decode CVC, CVCC, VC words in appropriately leveled text.	Decode CVC, CVCC, and VC words independently in a grade level text.	
Learning Supports	Alphabet picture cards Vowel Chart Partner work Word Wall Pictures/Photographs Letter tiles L1 support Adapted Text	Alphabet picture cards Vowel Chart Partner work Word Wall Pictures/Photographs Letter tiles L1 support Adapted Text	Alphabet picture cards Vowel Chart Partner work Word Wall Pictures/Photographs Adapted Text	Alphabet picture cards Partner work Word Wall	Alphabet picture cards	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF 1.3.g WIDA 2 Reading Speaking	Identify and read grade-level high-frequency/irregular words in and out of context.	Identify and read grade-level high-frequency/irregular words in and out of context by identifying and reading them in text using a word wall.			VU	High frequency words
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and repeat high frequency/irregular words by highlighting them in adapted text and repeating them aloud.	Identify and orally read aloud high frequency/irregular words by searching in appropriately leveled text; then highlight, read or repeat them.	Identify and orally read aloud high frequency/irregular words in appropriately leveled text.	Identify and orally read aloud high frequency/irregular words in and out of context by reading them in appropriately leveled texts.	Identify and read high-frequency/irregular words in and out of context by identifying and reading them in grade level text.	
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs Adapted Text	Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective			Academic Language	
RF1.4.c WIDA 2 Reading Speaking	Monitor reading using context clues to support accuracy, rate and comprehension.		Read with accuracy, fluency and comprehension by using pictures and word patterns.			VU	Repeat, word patterns
						LFC	Simple sentences
						LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		
Language Objectives	Read single words with accuracy, fluency and comprehension.	Read phrases and short sentences with accuracy, fluency and comprehension.	Read appropriately leveled texts with accuracy, fluency and comprehension.	Read near grade level texts with accuracy, fluency and comprehension.	Read grade level texts with accuracy, fluency and comprehension.		
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text Partner work	Word Wall Pictures/Photographs L1 support Adapted Text Partner work	Word Wall Pictures/Photographs Adapted Text Partner work	Word Wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W 1.3; L.1.2.d WIDA 2 Writing Listening	Organize ideas and information for writing showing a progressing and chronological narrative recounting two events using temporal words and a closing sentence			Compose a sequential narrative about two events using transitional phrases, pictures and graphic organizers	VU	Transitional temporal words
					LFC	Verb tense, third person
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write single sequence words under illustrations about two events.	Write simple phrases about two events.	Write simple sentences about two events with general vocabulary and transitional words..	Compose narrative about two events with complete sentences, common and grade level vocabulary, and transitional words.	Compose narrative about two events using complex sentences, grade level vocabulary and transitional words and a closing sentence.	
Learning Supports	Graphic organizer Word Wall Pictures/Photographs L1 support Partner work	Graphic organizer Word Wall Pictures/Photographs L1 support Partner work	Graphic organizer Word Wall Pictures/Photographs Partner work	Graphic organizer Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.e WIDA 2 Speaking	Use verbs that depict past, present, and future appropriately.		Orally produce correct tense in sentences using pictures and key time words.	VU	Past, present and future	
				LFC	Sentences with appropriate varied tense forms	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Repeat key time words and hand gestures after teacher. Repeat regular verb with appropriate time word.	Produce simple phrases using key time words.	Produce simple sentences using key time words, pictures, common, irregular and regular verbs.	Produce complete sentences using key time words and appropriate regular and irregular verb tenses.	Produce complex sentences using past, present and future regular and irregular verbs with appropriate time phrases.	
Learning Supports	Graphic organizer Word Wall Pictures/Photographs L1 support Triads or Small Groups	Graphic organizer Word Wall Pictures/Photographs L1 support Triads or Small Groups	Graphic organizer Word Wall Pictures/Photographs Triads or Small Groups	Graphic organizer Word Wall Triads or Small Groups		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.e WIDA 2 Speaking	Use verbs that depict past, present, and future appropriately.	Orally produce correct tense in sentences using pictures and key time words.			VU	Past, present and future
					LFC	Sentences with appropriate varied tense forms
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Repeat key time words and hand gestures after teacher. Repeat regular verb with appropriate time word.	Produce simple phrases using key time words.	Produce simple sentences using key time words, pictures, common, irregular and regular verbs.	Produce complete sentences using key time words and appropriate regular and irregular verb tenses.	Produce complex sentences using past, present and future regular and irregular verbs with appropriate time phrases.	
Learning Supports	Graphic organizer Word Wall Pictures/Photographs L1 support Triads or Small Groups	Graphic organizer Word Wall Pictures/Photographs L1 support Triads or Small Groups	Graphic organizer Word Wall Pictures/Photographs Triads or Small Groups	Graphic organizer Word Wall Triads or Small Groups		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W 1.8 WIDA 2 Writing Speaking	With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.		Compare and contrast different texts by using a graphic organizer	VU	Compare and contrast	
				LFC	Sentences with conjunctions, adverbs, superlatives, pronouns	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast different versions of a story or topic and answer questions about similarities and differences using single words, and answering yes/no or either/or questions.	Compare and contrast different versions of an appropriately leveled story or topic and answer questions about similarities and differences using phrases to complete sentence frames.	Compare and contrast different versions of an appropriately leveled story or topic and answer questions about similarities and differences using simple sentences.	Compare and contrast different versions of an appropriately leveled story or topic and answer questions about similarities and differences using complete sentences.	Compare and contrast different versions of a grade level story or topic and answer questions about similarities and differences using complex sentences, conjunctions and transitions.	
Learning Supports	Graphic organizer Adapted Text Word Wall Pictures/Photographs L1 support Choice questions	Graphic organizer Adapted Text Word Wall Pictures/Photographs L1 support Partner work Sentence Frames	Graphic organizer Adapted Text Word Wall Template Partner work	Graphic organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.1.a,b,c WIDA 1-5 Speaking Listening	Share and extend accountable talk with others using proper rules when speaking and asking questions for clarification.			Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the topic of discussion in small groups using cue cards.	VU	Rules, take turns
					LFC	Complete sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner in L1 and/or using single words.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner using phrases.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner using simple sentences.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion in small groups using complete sentences.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion in small groups using complex sentences in extended discourse and using realia.	
Learning Supports	Graphic organizer Cue Cards Manipulatives Word Wall Pictures/Photographs L1 support Choice questions Partner work	Graphic organizer Cue Cards Manipulatives Word Wall Pictures/Photographs L1 support Partner work Sentence Frames	Graphic organizer Cue Cards Manipulatives Word Wall Template Partner work	Graphic organizer		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L1.1.a WIDA 2 Writing	Use upper-and-lower case letters correctly in writing.			Apply correct usage of all upper and lower case letters using charts.	VU	Upper and lower-case letters, top, middle and bottom
					LFC	Capitalization common and proper nouns
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply correct usage of upper and lower case letters in writing single words.	Apply correct usage of upper and lower case letters in writing phrases.	Apply correct usage of upper and lower case letters in writing simple sentences.	Apply correct usage of upper and lower case letters in writing on complete sentences on near grade level tasks.	Apply correct usage of upper and lower case letters in writing on grade level tasks.	
Learning Supports	Word Wall Pictures/Photographs L1 support Alphabet Chart	Word Wall Pictures/Photographs L1 support Alphabet Chart	Word Wall Template Alphabet Chart	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L1.1.a WIDA 2 Writing	Use upper-and-lower case letters correctly in writing.		Apply correct usage of all upper and lower case letters using charts.	VU	Upper and lower-case letters, top, middle and bottom	
				LFC	Capitalization common and proper nouns	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply correct usage of upper and lower case letters in writing single words.	Apply correct usage of upper and lower case letters in writing phrases.	Apply correct usage of upper and lower case letters in writing simple sentences.	Apply correct usage of upper and lower case letters in writing on complete sentences on near grade level tasks.	Apply correct usage of upper and lower case letters in writing on grade level tasks.	
Learning Supports	Word Wall Pictures/Photographs L1 support Alphabet Chart	Word Wall Pictures/Photographs L1 support Alphabet Chart	Word Wall Template Alphabet Chart	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L 1.1.f WIDA 2 Speaking	Use adjectives when describing people, places, things, and events.		Describe people, places and things using adjectives from familiar text and a word wall.	VU	Descriptive words	
				LFC	Adjective/noun word order	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe people, places and things using descriptive adjectives.	Describe people, places and things using descriptive adjectives correctly and grade level vocabulary in phrases.	Describe people, places and things using descriptive adjectives correctly and general vocabulary in simple sentences.	Describe people, places and things using descriptive adjectives correctly and near grade level vocabulary in complete sentences.	Describe people, places and things using descriptive adjectives correctly and grade level vocabulary in complex sentences.	
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentences Songs/Chants	Word Wall Pictures/Photographs L1 support Sentence Frames	Word Wall Template Partner work	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L 1.2.b W.1.2.b WIDA 2 Reading Writing	Use correct ending punctuation for sentences.		Apply correct usage of ending punctuation for sentences using pictures, word banks, or punctuation charts.	VU	Period, question mark	
				LFC	Declarative and interrogative sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply correct usage of ending punctuation of simple sentences read aloud using pictures and punctuation chart for support.	Apply correct usage of ending punctuation for simple sentences with general language related to topic or content areas using word bank, pictures, word walls and punctuation charts.	Apply correct usage of ending punctuation for simple sentences with general and some specific language related to topic or content areas, using word bank, pictures, and punctuation charts.	Apply correct usage of ending punctuation for complete sentences using specific and content based language referring to punctuation chart.	Apply correct usage of ending punctuation for complex, detailed sentences with specific and content based language.	
Learning Supports	Word Wall Word Bank Punctuation Chart Pictures/Photographs L1 support Cloze sentences Writing rubric	Word Wall Word Bank Punctuation Chart Pictures/Photographs L1 support Sentence Frames Writing rubric	Word Wall Word Bank Punctuation Chart Template Writing rubric	Word Wall Writing rubric	Writing rubric	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.6 W 1.6 WIDA 2 Speaking Listening Reading	Use words and phrases acquired through conversations, reading and being read to.			Utilize words and phrases through conversations, reading and being read to using a story map.	VU	Personal , text and content language
					LFC	Sentence structures, writing conventions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Utilize words and gestures from conversations, reading and listening; identify symbols, icons, and environmental print.	Utilize words and phrases from conversations, reading and listening; match voice to print in phrases and short sentences with key content based vocabulary.	Utilize words and phrases from conversations, reading and listening; match voice to print in simple sentences with general and some key content based vocabulary.	Utilize words and phrases from conversations, reading and listening; match voice to print in complete sentences using specific and some content based language.	Utilize words and phrases through conversations, reading and listening and match voice to print using complex sentences of varying lengths with content based language.	
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentence Gestures Story Map	Word Wall Pictures/Photographs L1 support Sentence Frames Story Map	Word Wall Pictures/Photographs Story Map	Word Wall	Writing rubric	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.6 WIDA 2 Speaking Writing	Use frequently occurring conjunctions to signal simple relationships.		Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using graphic organizers	VU	Conjunctions	
				LFC	Compound sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using single word phrases.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using simple phrases and simple sentences with general language and key content based vocabulary.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect in simple sentences with general and some key content vocabulary.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect in complete sentences using specific and some content based vocabulary.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using complex sentences with content based language.	
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentence Gestures	Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic organizer Word Wall Pictures/Photographs	Graphic organizer Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL. 1.1 L.1.6 SL.1.3 WIDA 2 Reading Speaking	Answer questions posed about key details in a text for clarification using an array of familiar words.		Answer questions in an informational text by using familiar words in a chart, word wall or SmartBoard.	VU	Details, key details	
				LFC	Present and present progressive tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer choice questions using single words about important details in an appropriately leveled text.	Answer wh - questions with word phrases about important details in an appropriately leveled text.	Answer questions with simple sentences about key details in an appropriately leveled text.	Answer questions using expanded and some complex sentences about key details in an appropriately leveled text.	Answer a variety of multiple, complex questions about key details in grade level text.	
Learning Supports	Word wall Smartboard (technology) Chart Gestures L1 support Partners Pictures and/or illustrations	Word wall Smartboard (technology) Chart Sentence frame L1 support Partners	Word wall Smartboard (technology) Chart Partners	Word wall Smartboard (technology) Chart	Word wall Smartboard (technology)	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
R.L.1.2 SL.1.3 WIDA 2 Reading Speaking Listening	Retell stories, including key details learned from text into logical order	Retell stories, including key details learned from text in order using pictures and timeline			VU	Retell, key details, text in order
					LFC	Past verb tense, verb agreement, adjectives specific to text
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell stories by answering choice questions using single words	Retell stories using phrases.	Retell stories using simple sentences and some content-based vocabulary.	Retell stories using complete sentences with grade-level-appropriate grammatical structures and content-based vocabulary.	Retell stories using complete sentences with grade-level-appropriate grammatical structures and content-based vocabulary.	
Learning Supports	Leveled text Timeline Word wall Partner Pictures and/or illustrations L1 support Gestures	Leveled text Timeline Word wall Partner Pictures and/or illustrations L1 support Sentence frame	Leveled text Timeline Word wall Partner	Leveled text Timeline Word wall	Timeline	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.3; RL.1.7 WIDA: 2 Reading Speaking	Use illustrations and key details in a story to describe major events.		Orally describe the major events of a story using a story map.		VU	Event, sequence words
					LFC	Present tense verbs, past tense
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Orally describe events in a story with single words in appropriately leveled or adapted text.	Orally describe events in a story with phrases in appropriately leveled or adapted text.	Orally describe events in a story using simple sentences in appropriately leveled or adapted text.	Orally describe events with clear details using complete sentences in appropriately Leveled text.	Orally describe events with vivid images by using complex sentences in grade level text.
Learning Supports		Story map Adapted text Illustrations/Diagrams Drawings Pictures/Photographs Word wall Partner L1 support	Story map Adapted text Illustrations/Diagrams Drawings Word wall Partner L1 support	Story map Adapted text Illustrations/Diagrams Drawings Word wall Partner	Story map Illustrations/Diagrams Drawings Word wall	Story map Illustrations/Diagrams Drawings

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
R.L.1.4 SL.1.3 WIDA ELDS: 2 Reading Speaking Listening	Name words and phrases in a poem or story that suggest feelings or appeal to the senses.		Identify senses or sensory feeling words and phrases in a poem or story using a word wall.		VU	Poem, feelings (noun) and senses
					LFC	Verbs, nouns, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use single words to identify feelings or senses in an appropriately leveled poem or story, after listening to the poem.	Use phrases to identify feelings or senses in an appropriately leveled poem or story, after listening to the poem.	Use simple sentences to identify feelings or senses in an appropriately leveled poem or story after listening to or reading the poem.	Use expanded sentences to identify feelings or senses in an appropriately leveled poem or story after reading the poem.	Use complete sentences to identify feelings or senses in a grade level poem or story.	
Learning Supports	Word wall Leveled poem or story TPR Gestures L1 support Visuals Feelings chart Small group	Word wall Leveled poem or story Gestures L1 support Visuals Feelings chart Small group	Leveled poem or story Visuals Partner	Leveled poem or story Partner		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.9 SL.1.3 WIDA: 2 Reading Speaking Listening	Compare and contrast characters' adventures and experiences in stories.		Compare and contrast the adventures and experiences of characters in stories using a Venn diagram.		VU	Character, adventure, experiences, traits, compare, contrast
					LFC	Comparative and superlative adjectives; sentences with conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using L1 and/or using single words	Compare and contrast the adventures and experiences of characters in appropriately leveled stories by using phrases.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using simple sentences and general, content-based vocabulary.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using expanded sentences and content-based vocabulary.	Compare and contrast the adventures and experiences of characters in grade level stories in complete and more complex sentences using content-based vocabulary.	
Learning Supports	Leveled story Venn Diagram L1 support Pairs Choice questions	Leveled story Venn Diagram L1 support Pairs	Leveled story Venn Diagram Pairs	Leveled story Venn Diagram Pairs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
R.L.1.10 WIDA : 2 Reading Speaking	With prompting and support, read prose and poetry of grade level complexity.				VU	Prose, sentence, paragraph, line, stanza, dialogue
					LFC	Declarative and interrogative sentences, dialogue
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level prose and poetry in L1 and/or single words of leveled prose and poetry in English.	Read grade-level prose and poetry in L1 and/or phrases of leveled prose and poetry in English.	Read short sentences of leveled prose and poetry.	Read complete sentences of leveled and grade level prose and poetry.	Read grade-level prose and poetry.	
Learning Supports	Leveled prose and poetry Mentor texts L1 support Partner	Leveled prose and poetry Mentor texts L1 support Partner	Leveled prose and poetry Mentor texts Partner	Leveled prose and poetry Mentor texts Partner	Leveled prose and poetry Mentor texts Partner	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.7 WIDA: 2 Reading Speaking	Use resources in a text to describe key ideas.			Read and identify text that describes the key ideas in a chart or picture	VU	Chart, key idea
					LFC	Descriptive words and phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read a leveled text and identify the picture or chart it describes in L1 and/or read single words and identify the pictures	Read a leveled text and identify the picture or chart it describes in L1 and/or identify the picture or chart it describes.	Read a leveled text and identify the picture or chart it describes using simple related sentences with repetitive structures.	Read leveled text and identify the picture or chart it describes using complete sentences.	Read a grade level reading selection and identify the picture or chart it describes using multiple, complex sentences.	
Learning Supports	Chart Picture Illustrations/Diagrams Drawings Word wall Partner Visuals L1 support Leveled text	Chart Picture Illustrations/Diagrams Drawings Word wall Partner Visuals L1 support Leveled text	Chart Picture Illustrations/Diagrams Drawings Word wall Partner Leveled text	Illustrations/Diagrams Drawings Word wall Leveled text	Illustrations/Diagrams Drawings	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2c WIDA: 2 Reading Speaking Listening	Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word.		Identify and pronounce the initial, medial vowel, and final sounds in single syllable words using gestures.	VU	Consonant, vowel	
				LFC	Commands	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, known, familiar words.	Identify and pronounce the initial, medial vowel, and final sounds given in simple sentences of single-syllable, known, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds given in expanded sentences of single-syllable, content-based, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, content-based, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, nonsense and content-based, grade-level words.	
Learning Supports	Consonant and vowel charts Gestures Partner Letter tiles Pictures/Photographs L1 support Teacher modeling	Consonant and vowel charts Gestures Partner Letter tiles Pictures/Photographs L1 support Teacher modeling	Consonant and vowel charts Pictures/Photographs Gestures Letter tiles	Consonant and vowel charts Gestures Partner Word wall	Consonant and vowel charts Gestures	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2.d WIDA: 2 Reading Speaking Listening	Orally segment and identify phonemes in a single syllable word.	Orally segment and identify phonemes in a single syllable word using pictures and a sound symbol chart.			VU	Syllable
					LFC	Commands, simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally segment sounds in a single syllable familiar word.	Orally segment sounds in a single syllable grade-level word.	Orally produce sounds in a single syllable content-based familiar word.	Orally produce sounds in single syllable content-based familiar words and some nonsense words.	Orally produce sounds in single syllable nonsense words and unfamiliar content-based words.	
Learning Supports	Picture/word cards Sound-symbol chart Letter tiles Teacher modeling L1 support	Picture/word cards Sound-symbol chart Letter tiles L1 support	Picture/word cards Sound-symbol chart Letter tiles Teacher modeling L1 support	Picture/word cards Sound-symbol chart Letter tiles	Letter tiles	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
R.F.1.3.a WIDA: 2 Speaking Listening	Decode words with common consonant digraphs.		Decode words with common consonant digraphs.	VU	Consonant, sound	
				LFC	Commands, simple present	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode familiar words with consonant digraphs by repeating them after listening to a simple command in English.	Decode familiar words with consonant digraphs by saying them after listening to a single step command in English.	Decode content-based familiar words with consonant digraphs by saying them, after listening to a two-step command	Decode content-based familiar and some nonsense words with consonant digraphs by saying them and spelling them after listening to a multi-step command.	Decode content-based nonsense and unfamiliar words with consonant digraphs by saying them after listening to a multi-step command.	
Learning Supports	Picture/word cards Sound-symbol chart Letter tiles Teacher modeling L1 support	Picture/word cards Sound-symbol chart Letter tiles L1 support	Picture/word cards Sound-symbol chart Letter tiles	Picture/word cards Sound-symbol chart Letter tiles	Letter tiles	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.g WIDA: 2 Reading Speaking	Identify and read grade-level high-frequency /irregular words in and out of context.	Identify and read grade-level high-frequency/irregular words in and out of context by identifying and reading them in and out of context using a word wall.			VU	High frequency words
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and repeat high frequency/ irregular words by highlighting them in leveled text.	Identify and orally read aloud high frequency/irregular words by searching in leveled text.	Identify and orally read aloud high frequency/ irregular words in leveled text.	Identify and orally read aloud high frequency/ irregular words in and out of context by reading them in leveled text.	Identify and read high-frequency /irregular words in and out of context by identifying and reading them in grade level text.	
Learning Supports	Word wall Highlight Pictures/Photographs L1 support Leveled text	Word wall Pictures/Photographs Leveled text	Word wall Pictures/Photographs Leveled text	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.a,b WIDA: 2 Reading Speaking	Use reading strategies to establish a purpose for reading and to answer comprehension questions about the grade-level text while adjusting reading rate to support accuracy, appropriate rate, and expression.	Make predictions using illustrations, headings and prior knowledge.			VU	Predict, headings
					LFC	Future tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Make predictions about a grade level story in L1 and/or make predictions about story by answering choice questions	.Make predictions about a grade level story in L1 and/or make predictions about an appropriately leveled story in phrases or short sentences with general vocabulary.	Make predictions about an appropriately leveled story in simple sentences with general vocabulary.	Make predictions about an appropriately leveled story in complete sentences with content-based vocabulary.	Make predictions about a grade level story in complex, detailed sentences and content-based vocabulary.	
Learning Supports	Word wall Pictures/Photographs L1 support Appropriately Leveled text Partner Choice questions	Word wall Pictures/Photographs L1 support Appropriately Leveled text Partner Sentence frame	Word wall Pictures/Photographs Appropriately Leveled text Partner	Word wall Pictures/Photographs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.c WIDA: 2 Reading Speaking	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.		Read with accuracy, fluency and comprehension by using pictures and word patterns.	VU	Fluency,	
				LFC	Simple sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read single words with accuracy, fluency and comprehension.	Read phrases and short sentences with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read grade level texts with accuracy, fluency and comprehension.	
Learning Supports	Word patterns Pictures/Photographs L1 support Appropriately-Leveled text Partner	Word patterns Pictures/Photographs L1 support Appropriately-Leveled text Partner	Word patterns Pictures/Photographs Appropriately-Leveled text Partner	Word patterns		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.3 L.1.2.a WIDA: 2 Reading Listening	Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure.				VU	Narrative, sequence, beginning, middle, end
					LFC	Present tense, first person singular, temporal words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Draw a picture sequence or write letters or single words in English or L1 showing two sequenced events, after listening to an appropriately leveled mentor text.	Draw a picture sequence with labels and/or letters and words in English or L1 showing two sequenced events on one or two pages, after listening to an appropriately leveled mentor text.	Draw and write a matching sequenced narrative using words and short sentences in English incorporating temporal words on two or more pages, after listening to an appropriately leveled mentor text.	Write an illustrated narrative of three pages about a sequenced event using complete sentences and key content-based vocabulary after listening to appropriately leveled grade-level and mentor texts.	Write an illustrated narrative of three pages about a sequenced event with closure, using complex sentences and content-based vocabulary, after listening to and reading grade level mentor texts.	
Learning Supports	Word wall Timeline Mentor texts L1 support Pictures/ illustrations Gestures	Word wall Timeline Mentor texts L1 support Pictures/ illustrations	Word wall Timeline Mentor texts Pictures/ illustrations	Word wall Timeline Mentor texts	Timeline	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.1.5 WIDA: 2 Listening Speaking Writing	With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.		Exchange ideas about a topic adding details by using visuals, graphic organizers and suggestions from peers.		VU	Share, detail, edit, revise
					LFC	Simple present tense, past tense, adjectives, adverbs, punctuation marks.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Exchange ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing.	Exchange ideas about a topic by responding in L1 and/or in short phrases to add one or two word details to writing incorporating general vocabulary.	Exchange ideas by speaking in simple sentences in order to add simple sentence length details about a topic incorporating general and content-based vocabulary.	Exchange ideas by speaking in complete sentences in order to add sentence length and details about a topic incorporating content-based vocabulary.	Exchange ideas by speaking in complex sentences in order to add complex sentence length details about a topic incorporating content- based vocabulary.	
Learning Supports	Word wall Teacher support L1 support Visuals Graphic organizer	Word wall Teacher support L1 support Visuals Graphic organizer	Word wall Teacher support Graphic organizer	Word wall	Word wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.1.6 WIDA: 2 Reading Speaking	With assistance, compose and publish a variety of productions in collaboration with peers using technology.		Compose and publish informational writing collaboratively by using visuals, templates and models.		VU	Record, expression, descriptive
					LFC	Simple present, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose and publish an informational writing task in L1 and/or in English using pictures, single words and key content-based vocabulary to complete sentences frames.	Compose and publish an informational writing task in L1 and/or in English using pictures, phrases and key content-based vocabulary to complete sentence frames.	Compose and publish an informational writing task using simple sentences with repetitive structures and key content-based vocabulary.	Compose and publish an informational writing task using complete sentences and key content-based vocabulary.	Compose and publish an informational writing task using detailed sentences and content-based vocabulary.	
Learning Supports	Model Visuals Word wall L1 support Small group	Model Visuals Word wall L1 support Small group	Model Visuals Word wall Small group	Model Small group	Small group	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.8 WIDA: 2 Reading Speaking	With guidance and support, recall experiences or gather information from provided sources to answer questions.		Recall an event to answer questions using a model and a graphic organizer.	VU	Recall, event	
				LFC	Conjunctions, transitions, past tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete sentence frames.	Recall an event and answer questions using simple sentences and key content vocabulary.	Recall a well-elaborated event and answer questions using complete sentences and key content-based vocabulary.	Recall a well-elaborated event and answer questions using complex sentences, conjunctions and transitions and content-based vocabulary.	
Learning Supports	Model Graphic organizer Word wall L1 support Visuals	Model Graphic organizer Word wall L1 support Visuals	Model Graphic organizer Word wall	Model		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.1.a,b,c WIDA: 2 Reading Speaking	Engage in collaborative conversations about grade one topics and texts following agreed-upon rules for listening and group discussions and asking questions for clarification.			Listen to and converse with peers by linking ideas to other speakers and taking turns in small groups using cue cards.	VU	Take turns
					LFC	Transitional, linking phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using single words or pictures.	Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using phrases.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using simple sentences with repetitive forms and key content-based vocabulary.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using complete sentences and content-based vocabulary.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using complex sentences in extended discourse and content-based vocabulary.	
Learning Supports	Small group Cue cards Word wall L1 support Cloze sentences Pictures	Small group Cue cards Word wall L1 support Cloze sentences	Small group Cue cards Word wall	Small group	Small group	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.1.5 WIDA : 2 Speaking Listening	Add visual displays describing characters, places or events to descriptions for clarification.		Add drawings to descriptions and provide additional details using a word wall.		VU	Describe
					LFC	Descriptive terms, conjunctions, determiners and prepositions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Add drawings to descriptions and provide additional details using L1 and/or single words that describe pictures.	Add drawings to descriptions and provide additional details using L1 and/or phrases that describe pictures.	Add drawings to descriptions and provide additional details using simple sentences.	Add drawings to descriptions and provide additional details using complete.	Add drawings to descriptions and provide additional details using complex sentences that contain content-based vocabulary.	
Learning Supports	Word wall Model L1 support Pictures	Word wall Model L1 support Pictures	Word wall Model	Word wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.2.b; RF.1.1a WIDA: 2 Writing	Use varied ending punctuations and capitalization for dates, names and the beginning of a sentence appropriately when writing.		Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences using a chart of proper nouns.	VU	Punctuation, capitalization	
				LFC	Correct punctuation and mechanics	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Select the correct punctuation and capitalization for dates, names and beginning of sentences when forming single words.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences from lists of words/phrases.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences when forming simple sentences.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences when forming complete sentences in most writing.	Apply correct usage of punctuation and capitalization for dates, names and beginning of sentences when forming complex detailed sentences in all writing.	
Learning Supports	Punctuation and capitalization chart Word wall L1 support Gestures	Punctuation and capitalization chart Word wall L1 support	Punctuation and capitalization chart Word wall			

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L 1.2.e WIDA: 2 Writing	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.		Write unfamiliar words utilizing developmental spelling or phonics-based knowledge using word walls, picture dictionaries, and alphabet chart.	VU	Spelling, sound	
				LFC	Sentences with invented spelling	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write familiar words utilizing developmental spelling or phonics-based knowledge for one syllable words.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate complete, related sentences using specific and some content based vocabulary.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate detailed, related sentences with content based grade level vocabulary.	
Learning Supports	Word wall Pictures/Photographs L1 support Cloze sentence Word family charts Alphabet chart	Word wall Pictures/Photographs L1 support Cloze sentence Word family charts Alphabet chart	Word wall Word family charts Pictures/Photographs Alphabet chart	Word wall	Writing rubric	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.5.b WIDA : 2 Reading Speaking	With guidance and support, define words by category and by one or more key attributes		Define words by key attributes using TPR, visuals and charts.	VU	Define	
				LFC	Simple present, nouns, adjectives, conjunctions	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Define words by key attributes in L1 and/or using single words and pictures in English.	Define words by key attributes in L1 and/or using phrases in English.	Define words by key attributes using simple sentences and key content-based vocabulary	Define words by key attributes using complete sentences and key content-based vocabulary.	Define words by key attributes using complex sentences and content-based vocabulary.	
Learning Supports	TPR Visuals L1 support Partner	TPR Visuals L1 support Partner	TPR Visuals Partner	TPR Visuals Partner	Chart	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.1; RI.1.4 WIDA ELDS: 2-5 Reading Speaking	Ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.				VU	Details, key details, non fiction text features
					LFC	Questioning words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer questions using single words about important details in a leveled text.	Answer questions with phrases about important details in a leveled text.	Answer questions with simple sentences and some content-based vocabulary about key details in a leveled text.	Answer questions using expanded and some complex about key details in a leveled text.	Answer a variety of multiple, complex questions about key details in a grade level text.	
Learning Supports	L1 support Word Wall Glossary Text photographs Text diagram Partner work	L1 support Word Wall Glossary Text photographs Text diagram Partner work	Word Wall Glossary Text photographs Text diagram Partner work	Word Wall Glossary Text photographs Text diagram	Word Wall Glossary Text photographs Text diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.2 WIDA ELDS: 2-5 Reading Speaking	Identify the main topic of a text and key details.		Identify the main idea and details in a text using a Graphic Organizers.	VU	Main idea, detail	
				LFC	Declarative sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the main idea and details in L1 and/or identify the main idea and details from a leveled text using single words.	Identify the main idea and details in L1 and/or identify the main idea and details from a leveled text using phrases and short sentences.	Identify the main idea and details in a leveled text using simple sentences.	Identify the main idea and details in a leveled text using expanded and some complex sentences.	Identify the main idea and details in a grade level text using complex sentences.	
Learning Supports	L1 support Partner work Graphic Organizers Word/Picture Wall	L1 support Partner work Graphic Organizers Word/Picture Wall	Partner work Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.1.3 WIDA ELDS: 2-5 Reading Speaking	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Orally compare and contrast individuals, events, ideas, or pieces of information in an informational text using a Graphic Organizers.		VU	Compare, contrast, event, idea, person, people, both
					LFC	Declarative sentences, Present- and past tense verbs, adjectives
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Orally compare and contrast individuals, events, ideas, or pieces of information in L1 and/or in English, using single words and phrases.	Orally compare and contrast individuals, events, ideas, or pieces of information in L1 and/or in English, using phrases and short sentences.	Orally compare and contrast the individuals, events, ideas, or pieces of information in a leveled text using simpler sentences.	Orally compare and contrast the individuals, events, ideas, or pieces of information in a leveled text using expanded and some complex sentences.	Orally compare and contrast individuals, events, ideas, or pieces of information in a grade level text using complex sentences.
Learning Supports		L1 support Partner work Word/Picture Wall Venn Diagram	L1 support Partner work Word/Picture Wall Venn Diagram	Partner work Word Wall Venn Diagram	Partner work Venn Diagram	Venn Diagram

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.5; RI.1.7 WIDA ELDS: 2-5 Speaking Reading	Utilize text features and details in texts to obtain information and locate key details.			Orally explain the purpose of informational text features using a Graphic Organizers.	VU	Chart, diagram, timeline, map
					LFC	Declarative sentences, present tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally explain the purpose of informational text features in a leveled text in L1 and/or using single words and phrases.	Orally explain the purpose of informational text features in a leveled text in L1 and/or using phrases and short sentences.	Orally explain the purpose of informational text features in a leveled text using simple sentences.	Orally explain the purpose of informational text features using expanded and some complex sentences.	Orally explain the purpose of informational text features using complex sentences.	
Learning Supports	L1 support Partner work Word/Picture Wall T-Charts	L1 support Partner work Word/Picture Wall T-Charts	T-Charts Partner work Word Wall	T-Charts Word Wall	T-Charts	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.1.6 WIDA ELDS: 2-5 Speaking Reading	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.		Orally compare and contrast the purpose of pictures/illustrations with words as sources of information using a Venn Diagram.		VU	Picture, illustration, compare, contrast
					LFC	Declarative sentences, Present- and past tense verbs Comparatives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally compare and contrast the purposes of informational text features in L1 and/or in a leveled text using single words and phrases.	Orally compare and contrast the purposes of informational text features in L1 and/or in a leveled text using phrases or short sentences.	Orally compare and contrast the purposes of informational text features in a leveled text using simple sentences.	Orally compare and contrast the purposes of informational text features in a leveled text using expanded and some complex sentences.	Orally compare and contrast the purposes of informational text features in a grade level text using complex sentences.	
Learning Supports	L1 support Partner work Word/Picture Wall Venn Diagram	L1 support Partner work Word/Picture Wall Venn Diagram	Venn Diagram Partner work Word Wall	Venn Diagram Word Wall	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.8 WIDA ELDS: 2-5 Speaking Reading	Identify the key points an author makes in informational text and identify the textual evidence to support these points.		Orally identify the main idea and details with specific examples from informational text using a Graphic Organizers and Marking the Text.	VU	Main idea, key, detail	
				LFC	Declarative statements	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally identify using single words specific examples of the main idea and details from a leveled informational text.	Orally identify using phrases specific examples of the main idea and details from a leveled informational text.	Orally identify specific examples of the main idea and details from a leveled informational text using simple sentences.	Orally identify specific examples of the main idea and details from a leveled informational text using expanded and some complex sentences.	Orally identify specific examples of the main idea and details from a grade level informational text using complex sentences.	
Learning Supports	L1 support Partner work Word/Picture Wall Main idea/Details Graphic Organizers Marking the Text	L1 support Partner work Word/Picture Wall Main idea/Details graphic organizer Marking the Text	Main idea/Details graphic organizer Partner work Word Wall Marking the Text	Main idea/Details graphic organizer Partner work Word Wall Marking the Text	Main idea/Details graphic organizer Marking the Text	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.1.9 WIDA ELDS: Speaking Reading	Compare and contrast two texts on the same topic.		Orally compare and contrast illustrations and photos in a text.		VU	Illustration, photograph
					LFC	Declarative sentences, comparatives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using high-frequency, content-related, single words and phrases.	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using general, content-based phrases and short sentences.	Orally compare and contrast illustrations and photos in a leveled text using simple sentences and key, content-based vocabulary.	Orally compare and contrast illustrations and photos in a leveled text using simple and some complex sentences and key, content-based vocabulary.	Orally compare and contrast illustrations and photos in a grade level text using complex sentences and content-based vocabulary.	
Learning Supports	L1 support Partner work Word/Picture Wall Cloze sentence	L1 support Partner work Word/Picture Wall Cloze sentence Sentence frame	L1 support Partner work Word/Picture Wall	Partner work Word/Picture Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.10 WIDA ELDS: 2-5 Reading	With prompting and support, read informational texts of appropriate grade-level complexity.			With prompting and support, read informational texts of appropriate grade level and proficiency level complexity using a word wall and pictures.	VU	Sentence, paragraph
					LFC	Declarative and interrogative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read leveled informational texts in L1 and/or high-frequency, content-related single words in English.	Read leveled informational texts in L1 and/or key, content-based phrases in English.	Read short sentences of leveled informational texts.	Read complete sentences of leveled and grade level informational text.	Read grade-level informational texts.	
Learning Supports	Leveled informational texts Mentor Texts Models L1 support Partner work	Leveled informational texts Mentor Texts Models Partner work	Leveled informational texts Mentor Texts Models L1 support Partner work	Leveled informational texts Mentor Texts Models Partner work	Leveled informational texts Models Partner work	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.5 WIDA ELDS: 2-5 Reading Speaking	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				VU	Fiction, informational text, characters, text features
					LFC	Declarative sentences, comparatives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally compare and contrast fiction and informational texts in a variety of leveled text in L1 and/or using phrases and short sentences in English.	Orally compare and contrast fiction and informational texts in a variety of leveled text in L1 and/or using phrases and short sentences in English.	Orally compare and contrast fiction and informational texts in a variety of leveled texts using simple sentences and key, content-based vocabulary.	Orally compare and contrast fiction and informational texts in a variety of leveled texts using expanded and some complex sentences.	Orally compare and contrast fiction and informational texts in a variety of grade level texts using complex sentences.	
Learning Supports	L1 support Partner work Word/Picture Wall Venn Diagram Phrase wall Cloze sentences	L1 support Partner work Word/Picture Wall Venn Diagram Phrase wall Sentence Frame	Venn Diagram Partner work Word Wall Phrase wall	Venn Diagram Partner work Word Wall	Venn Diagram Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2.a WIDA ELDS: 2 Reading Speaking Listening	Distinguish the difference between a long vowel and short vowel sound in a spoken single-syllable word.			Identify and pronounce the long vowel and short vowel sound in single syllable words using gestures, Letter Tiles and following a teacher model.	VU	Consonant, long/short vowel
					LFC	Commands
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and pronounce the long vowel and short vowel sounds of single-syllable, high-frequency, known, familiar words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, known, grade-level words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, general, content-based, grade-level words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, content-based, grade-level words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, nonsense and content-based, grade-level words.	
Learning Supports	Consonant and vowel charts Gestures Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel charts Gestures Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel charts Pictures and Photographs Gestures Letter Tiles	Consonant and vowel charts Gestures Word Wall		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.1.2.b WIDA ELDS: 2 Reading Speaking Listening	Blend phonemes of single-syllable words containing consonants and short vowels, and including consonant blends.		Blend phonemes of single-syllable words containing consonants and short vowels, and including consonant blends, using pictures and a Sound/Symbol Chart		VU	Syllable
					LFC	Commands, simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally blend phonemes in a single-syllable, high-frequency, known words containing consonants and short vowels, including consonant blends.	Orally blend phonemes in a single-syllable, content-related, familiar word containing consonants and short vowels, including consonant blends.	Orally blend phonemes in a single-syllable, content-based, familiar words containing consonants and short vowels, including consonant blends.	Orally blend phonemes in single-syllable, content-based, familiar words and some nonsense words containing consonants and short vowels, including consonant blends.	Orally blend phonemes in single-syllable, nonsense words and unfamiliar, content-based words containing consonants and short vowels, including consonant blends.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles	Picture/word cards Sound/Symbol Chart Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2.c,d WIDA ELDS: 2 Reading Speaking Listening	Orally segment, identify, and pronounce phonemes in a single-syllable word isolating and promoting initial, medial vowel and final sounds.			Orally segment, identify, and pronounce initial, medial vowel and final phonemes in a single-syllable word.	VU	Syllable
					LFC	Commands, simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally segment initial, medial vowel and final sounds in a single-syllable, known words.	Orally segment initial, medial vowel and final sounds in a single-syllable, familiar, content-related words.	Orally segment and identify initial, medial vowel and final sounds in a single-syllable, content-based, familiar words.	Orally segment, identify, and produce initial, medial vowel and final sounds in single-syllable, content-based, familiar words and some nonsense vocabulary.	Orally segment, identify, and produce initial, medial vowel and final sounds in single-syllable, nonsense words and unfamiliar, content-based vocabulary.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles	Sound/Symbol Chart Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.a,b WIDA ELDS: 2 Speaking Listening	Decode basic CVC and CVCC and VC words and words with common consonant digraphs.			Decode basic CVC and CVCC and VC words and words with common consonant digraphs.	VU	Consonant, sound
					LFC	Commands, simple present
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode CVC, CVCC, and VC known words with consonant digraphs by repeating them after listening to a simple command in English.	Decode CVC, CVCC, and VC familiar words with consonant digraphs by saying them after listening to a single step command in English.	Decode CVC, CVCC, and VC content-based, familiar words with consonant digraphs by saying them, after listening to a two-step command.	Decode CVC, CVCC, and VC content-based, familiar and some nonsense words with consonant digraphs by saying them after listening to a multi-step command.	Decode CVC, CVCC, and VC content-based, nonsense and unfamiliar words with consonant digraphs by saying them after listening to a multi-step command.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles	Sound/Symbol Chart		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.c WIDA ELDS: 2 Speaking Listening	Decode words with final –e and words with common vowel teams.		Decode words with final –e and words with vowel teams while building vocabulary.	VU	Consonant, sound	
				LFC	Commands, simple present	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode familiar words with final –e and vowel teams by repeating them and matching to pictures.	Decode familiar words with final –e and vowel teams by saying them and matching pictures.	Decode content-based familiar words with final –e and vowel teams by saying them.	Decode content-based familiar and some nonsense words with final –e and vowel teams by saying them and distinguishing nonsense from real words.	Decode content-based, nonsense and unfamiliar words with final –e and vowel teams by saying them and distinguishing nonsense words from real words.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles	Picture/word cards Sound/Symbol Chart		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.1.3.d WIDA ELDS: 2 Reading Speaking	Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.		Identify the vowels/syllables in a word/		VU	Syllable, syllables
					LFC	Commands, simple present tense
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Identify the vowels/syllables in known words.	Identify the vowels/syllables in familiar words.	Identify the vowels/syllables in content-based familiar words.	Identify the vowels/syllables in content-based familiar words and some nonsense words.	Identify the vowels/syllables in nonsense words and unfamiliar content-based words.
Learning Supports		Picture/word cards Sound/Symbol Chart Letter Tiles Teacher Modeling Manipulatives L1 support	Picture/word cards Sound/Symbol Chart Letter Tiles L1 support Manipulatives	Picture/word cards Sound/Symbol Chart Letter Tiles Manipulatives	Sound/Symbol Chart	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.e WIDA ELDS: 2 Reading Speaking Listening	Show recognition of two-syllable words by dividing words into syllables.		Identify the syllables in two-syllable words by using gestures and Manipulatives.	VU	Consonant, vowel	
				LFC	Commands	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the syllables in two-syllable, known, high-frequency words.	Identify the syllables in two-syllable, content-related, familiar words.	Identify the syllables in some two-syllable content-based, familiar words.	Identify the syllables in two-syllable content-based familiar and some nonsense words.	Identify the syllables in two-syllable nonsense and content-based, grade-level words.	
Learning Supports	Consonant and vowel charts Gestures Partner work Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel charts Gestures Partner work Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel charts Pictures and Photographs Gestures Letter Tiles Partner work	Consonant and vowel charts Gestures Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.f WIDA ELDS: 2 Reading Speaking Listening	Read words with inflectional endings.		Decode words with inflectional endings by using charts and Visuals.	VU	Endings	
				LFC	Present tense, past tense, present progressive tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode high-frequency, known words with inflectional endings by repeating them after listening to a simple command in English.	Decode familiar words with inflectional endings by saying them after listening to a single step command in English.	Decode content-based, familiar words with inflectional endings, after listening to a two-step command.	Decode content-based, familiar and some nonsense words with inflectional endings by saying them after listening to a multi-step command.	Decode content-based nonsense and unfamiliar words with inflectional endings by saying them after listening to a multi-step command.	
Learning Supports	Charts L1 support Gestures Partner work Pictures and Photographs	Charts L1 support Gestures Partner work Pictures and Photographs	Charts Partner work Pictures and Photographs	Charts Partner work Pictures and Photographs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.g WIDA ELDS: 2 Reading Speaking	Identify and read grade-level high-frequency/irregular words in and out of context.			Identify and/or decode high-frequency/irregular words, by using a Word Wall and Manipulatives.	VU	Consonant, vowel, sound
					LFC	Commands
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and/or decode familiar, high-frequency words in context.	Identify and/or decode some regular, high-frequency words in context.	Identify and/or decode some content-based, high frequency words in context, some at grade level.	Identify and/or decode content-based, high-frequency and some irregular words in context, some at grade level.	Identify and/or decode content-based, grade-level, high frequency/irregular words in and out of context.	
Learning Supports	L1 support Word/Picture Wall Sound/Symbol Chart Letter Tiles Teacher Modeling	L1 support Word/Picture Wall Sound/Symbol Chart Letter Tiles Teacher Modeling	Word/Picture Wall Sound/Symbol Chart Letter Tiles Teacher Modeling	Word/Picture Wall Sound/Symbol Chart	Word/Picture Wall	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.a,b WIDA ELDS: 2 Reading Speaking	Establish a purpose for reading and answer comprehension questions about the text while adjusting reading rate to support accuracy and expression in grade-level text.	Answer questions about a text.			VU	Perhaps, maybe, opinion
					LFC	Question words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer questions about a grade level story in L1 and/or by answering Choice questions.	Answer questions about a grade level text in L1 and/or or about a leveled text with general vocabulary in phrases or short sentences.	Answer questions about a leveled text with key, content-based vocabulary in simple sentences.	Answer questions about a leveled text with key, content-based vocabulary in complete sentences.	Answer questions about a grade-level text with content-based vocabulary in multiple, complex, detailed sentences.	
Learning Supports	L1 support Leveled text Pictures and Photographs Word/Picture Wall Think Alouds Choice questions	L1 support Leveled text Pictures and Photographs Word/Picture Wall Think Alouds Sentence Frame	Leveled text Pictures and Photographs Word Wall Think Alouds	Pictures and Photographs Word Wall Think Alouds		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.c WIDA ELDS: 2 Reading Speaking	Monitor reading using context clues and re-reading to support accuracy, rate and comprehension.			Read with accuracy, fluency and comprehension by using pictures and word patterns.	VU	Fluency
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read single words with accuracy, fluency and comprehension.	Read phrases and short sentences with accuracy, fluency and comprehension.	Read simple sentences with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read grade level texts with accuracy, fluency and comprehension.	
Learning Supports	Word patterns Pictures and Photographs Partner work L1 support Leveled text	Word patterns Pictures and Photographs Partner work L1 support Leveled text	Word patterns Pictures and Photographs Partner work Leveled text	Word patterns		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.2 WIDA ELDS: 2 Writing	Write an informational/explanatory text naming the topic, including facts and concluding sentences.			Write/draw an informational text using a Graphic Organizers.	VU	Main idea, details, conclusion
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write an informational text adding details in L1, and/or write or draw single words in English, incorporating high-frequency vocabulary.	Write an informational text adding details in L1, and/or write or draw short phrases in English, incorporating general vocabulary.	Write an informational text with details using simple sentences incorporating general and content-based vocabulary.	Write an informational text in complete sentences adding details incorporating key, content-based vocabulary.	Write an informational text in multiple, complex sentences in order to add details about a topic incorporating content-based vocabulary.	
Learning Supports	Word Wall Teacher Support Visuals Graphic Organizers L1 support	Word Wall Teacher Support Visuals Graphic Organizers L1 support	Word Wall Visuals Graphic Organizers	Word Wall Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.5 WIDA ELDS: 2 Reading Writing Listening	With guidance and support, rewrite sentences, adding details and incorporating suggestions from peers.			Revise writing by adding details using a checklist for editing and Partner work.	VU	Revise, edit
					LFC	Adjectives, simple sentences, conditional tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Revise writing by adding details or drawing pictures in L1 and/or using single words to label pictures.	Revise writing by adding details or drawing pictures in L1 and/or using phrases.	Revise writing by adding details using simple sentences.	Revise writing by adding details using complete sentences.	Revise writing by adding details using multiple, complex sentences, conjunctions, and transitions.	
Learning Supports	Model Word/Picture Wall Partner work (mixed ELP proficiency) Checklist for editing L1 support	Model Word/Picture Wall Partner work (mixed ELP proficiency) Checklist for editing L1 support	Model Word Wall Partner work (mixed ELP proficiency) Checklist for editing	Model		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.6 WIDA ELDS: 2 Reading Speaking	With guidance and support, compose and publish a variety of productions in collaboration with peers using technology.				VU	Describe, opening, closing, table of contents
					LFC	Simple present, adjectives, temporal words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose and publish an informational writing in L1 and/or in English using pictures, single words.	Compose and publish an informational writing task in L1 and/or in English using pictures and phrases.	Compose and publish an informational writing task using simple sentences with repetitive structures.	Compose and publish an informational writing task using complete sentences.	Compose and publish an informational writing task using detailed sentences.	
Learning Supports	Model Visuals Word Wall Small group/ triads Graphic Organizers L1 support	Model Visuals Word Wall Small group/ triads Graphic Organizers L1 support	Model Visuals Word Wall Small group/ triads Graphic Organizers	Model Small group/ triads	Small group/ triads	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.7 WIDA ELDS: 2 Writing	Participate in shared research and writing projects.			Write a sequence of instructions (how-to book) collaboratively using a model and Graphic Organizers.	VU	Sequence
					LFC	Temporal words, simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose a sequence of instructions writing in L1 and/or in English using pictures and/or single words.	Compose a sequence of instructions writing in L1 and/or in English using pictures and/or phrases.	Compose a sequence of instructions using simple sentences.	Compose a sequence of instructions using complete sentences.	Compose a sequence of instructions using detailed sentences.	
Learning Supports	Model Visuals Word/Picture Wall Small group/ triads Graphic Organizers L1 support	Model Visuals Word/Picture Wall Small group/ triads Graphic Organizers L1 support	Model Visuals Word Wall Small group/ triads Graphic Organizers	Model Small group/ triads	Small group/ triads	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.1 WIDA ELDS: 2 Reading Speaking	Ask and answer questions about key details in literature text.		Ask and answer questions about key details in literature by using a web, a word/picture wall, and Graphic Organizers.		VU	Story elements, main idea, details
					LFC	Present and progressive tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer Choice questions using single words and/or L1 about important details in a leveled text.	Ask questions and answer wh-questions in L1 or with short phrases in English about important details in a leveled text.	Ask and answer questions with simple sentences about important details in a leveled text.	Ask and answer questions using expanded and some complex sentences about key details in a leveled text.	Ask and answer a variety of multiple, complex questions about key details in grade level text.	
Learning Supports	Word/Picture Wall Graphic Organizers Illustrations/diagrams/drawings Partner work Native language support Native language texts	Word/Picture Wall Graphic Organizers Illustrations/diagrams/drawings Partner work Sentence Frame Native language support Native language texts	Word/Picture Wall Graphic Organizers Illustrations/diagrams/drawings Partner work	Word/Picture Wall Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective		Academic Language	
RI.1.1 WIDA ELDS: 2-5 Reading Speaking	Ask and answer questions about key details in informational text.		Ask and answer questions about key details in an informational text by using outlining.	VU	Details, key details
				LFC	Present and progressive tenses, wh-questions
				LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask questions and answer Choice questions using single words about important details in a leveled text.	Ask questions and answer wh-questions in L1 or with short phrases about important details in a leveled text.	Ask and answer questions with simple sentences about key details in a leveled text.	Ask and answer questions using expanded and some complex sentences about key details in a leveled text.	Ask and answer a variety of multiple, complex questions about key details in a grade-level text.
Learning Supports	Word/Picture Wall Partner work Illustrations/diagrams/drawings Outline Native language support Native language texts	Word/Picture Wall Partner work Illustrations/diagrams/drawings Outline Native language support Native language texts	Word Wall Partner work Illustrations/diagrams/drawings Outline	Outline	Outline

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.2 WIDA ELDS: 2 Reading Speaking Listening	Retell key details identifying the central message or lesson in literature texts.				VU	Theme, message, lesson, detail
					LFC	Past verb tense, verb agreement, adjectives specific to text.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell key details from a leveled text in L1 and/or use pictures, Gestures and answer Choice questions in English.	Retell key details from a leveled text in L1 and/or using pictures and key phrases in English.	Retell key details from a leveled text using key vocabulary in multiple, simple sentences.	Retell key details from a leveled text using expanded and some complex sentences with a variety of grammatical structures and key vocabulary.	Retell key details from a grade- level text using multiple, complex sentences with a variety of grammatical structures and precise vocabulary.	
Learning Supports	Illustrations Diagrams Drawings Partner work Word/Picture Wall Graphic Organizers Native language support Native language texts	Illustrations Diagrams Drawings Partner work Word/Picture Wall Graphic Organizers Sentence Frame Native language support Native language texts	Illustrations Diagrams Drawings Partner work Word Wall Graphic Organizers	Word Wall Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.2 WIDA ELDS: 2-5 Reading Speaking	Retell key details identifying the main topic in informational texts.			Retell key details identifying the main idea in informational texts, using a chart/poster.	VU	Main idea, detail
					LFC	Present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read a leveled informational text and retell key details supporting the main idea in L1 and/or use Choice questions or single words to answer questions.	Read a leveled informational text and retell key details supporting the main idea in L1 and/or in short phrases in English.	Read a leveled informational text and retell key details supporting the main idea in simple, related sentences with repetitive structures.	Read a leveled informational text and retell key details supporting the main idea in expanded and some complex sentences using key vocabulary.	Read a grade-level informational text and retell key details supporting the main idea using precise vocabulary in multiple, complex sentences.	
Learning Supports	Charts/Posters Pictures and Photographs Illustrations Diagrams/drawings Word/Picture Wall Partner work Visuals Native language support Native language texts	Charts/Posters Pictures and Photographs Illustrations Diagrams/drawings Word/Picture Wall Partner work Visuals Native language support Native language texts	Charts/Posters Pictures and Photographs Illustrations Diagrams/drawings Word Wall Partner work Visuals	Charts/Posters Illustrations Diagrams/drawings Word Wall Partner work	Charts/Posters Illustrations Diagrams/drawings	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.3 WIDA ELDS: 2 Reading Speaking	Use key details to describe characters, settings, and major events in a story.				VU	Character, setting, event, problem, solution; key, content-based, grade-level vocabulary
					LFC	Present and past tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally describe story elements in L1 and/or in a leveled story using pictures, Gestures and high frequency vocabulary.	Orally describe story elements in a story in L1 and/or in a leveled story using key vocabulary in phrases and short sentences.	Orally describe story elements in a leveled story using key vocabulary in a series of simple, related sentences.	Orally describe story elements in a leveled story using key vocabulary in expanded and some complex sentences.	Orally describe story elements in a grade level story using precise vocabulary in multiple, complex sentences.	
Learning Supports	Story Map Word/Picture Wall Pictures and Photographs Partner work Native language support Native language texts	Story Map Word/Picture Wall Pictures and Photographs Partner work Native language support Native language texts	Story Map Word Wall Pictures and Photographs Partner work	Story Map Word Wall	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.3 WIDA ELDS: 2-5 Reading Speaking Listening	Describe the connection between two individuals, events, ideas, or pieces of information in a text.			Orally compare and contrast the individuals, events, ideas, or pieces of information in informational text using a Venn Diagram.	VU	Individual, event, idea, compare, contrast
					LFC	Comparatives and superlatives, sentences with conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally compare and contrast the individuals, events, ideas or information in L1 and/or in a leveled informational text using pictures and key, high-frequency single words in English.	Orally compare and contrast the individuals, events, ideas or information in L1 and/or in a leveled informational text using pictures and key vocabulary in phrases and short sentences.	Orally compare and contrast the individuals, events, ideas or information in a leveled informational text using key vocabulary in a series of simple, related sentences.	Orally compare and contrast the individuals, events, ideas or information in a leveled informational text using key vocabulary in expanded sentences with emerging complexity.	Orally compare and contrast the individuals, events, ideas or information in a grade-level informational text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Venn Diagram Partner work Native language support Native language texts Word/Picture Wall	Venn Diagram Partner work Native language support Native language texts Word/Picture Wall	Venn Diagram Partner work Word Wall	Venn Diagram Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.5 WIDA ELDS: 2 Reading Speaking	Explain the major differences between informational and literature texts, drawing on experiences reading of a range of text types.			Orally contrast informational and literature texts using schema and a Venn diagram.	VU	Text features, fiction, non-fiction, contrast
					LFC	Transitional words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally contrast informational and literature texts using L1 and/or leveled or adapted using pictures and high-frequency, key single words.	Orally contrast informational and literature texts in L1 and/or leveled text using key vocabulary in phrases and short sentences.	Orally contrast leveled informational and literature texts using key vocabulary in a series of simple, related sentences.	Orally contrast leveled informational and literature texts using key vocabulary in expanded sentences with emerging complexity.	Orally contrast grade-level informational and literature texts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Venn Diagram Word/Picture Wall Partner work Native language support Native language texts Cloze sentences	Venn Diagram Word/Picture Wall Partner work Native language support Native language texts Sentence Frame	Venn Diagram Word Wall Partner work	Venn Diagram Word Wall Partner work	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.6 WIDA ELDS: 2 Reading Speaking	Identify who is telling the story at different points in a text.			Identify who is telling the story at different points in a text by marking the text.	VU	Voice, quotation marks
					LFC	Pronouns, present tense, time order words.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use L1 and/or pictures and high-frequency, key single words to identify who is telling the story in a leveled text.	Use L1 and/or key vocabulary in phrases and short sentences to identify who is telling the story in a leveled text.	Use key vocabulary in a series of simple, related sentences to identify who is telling the story in a leveled text.	Use key vocabulary in expanded sentences with emerging complexity to identify who is telling the story in a leveled text.	Use precise vocabulary in multiple, complex sentences to identify who is telling the story at different points in a grade-level text.	
Learning Supports	Marking the Text Highlighted Words/Boldface Words Post-it Notes Partner work Pictures and Photographs Native language support Native language texts Cloze sentences	Marking the Text Highlighted Words/Boldface Words Post-it Notes Partner work Pictures and Photographs Native language support Native language texts Sentence Frame	Marking the Text Highlighted Words/Boldface Words Post-it Notes Partner work Pictures and Photographs	Highlighted Words/Boldface Words Post-it Notes Partner work	Highlighted Words/Boldface Words Post-it Notes	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.9 WIDA ELDS: 2 Reading Speaking Listening	Compare and contrast characters' adventures and experiences in stories.		Compare and contrast the adventures and experiences of characters in stories using a Venn Diagram.		VU	Character, adventure, experience, traits, compare, contrast
					LFC	Comparative and superlative adjectives; sentences with conjunctions.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compare and contrast the adventures and experiences of characters in leveled stories using L1 and/or high-frequency, key single words.	Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using key vocabulary in phrases and short sentences.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using key vocabulary in a series of simple, related sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast the adventures and experiences of characters in grade-level stories using precise vocabulary in multiple, complex sentences.	
Learning Supports	Venn Diagram Partner work Native language support Native language texts Pictures and Photographs Sentence Frame Word/Picture Wall	Venn Diagram Partner work Native language support Native language texts Pictures and Photographs Sentence Frame Word/Picture Wall	Venn Diagram Partner work Word Wall	Venn Diagram Partner work	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.9 WIDA ELDS: 2-5 Reading Speaking	Identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			Orally compare and contrast two informational texts using a Venn Diagram.	VU	Illustration, description, procedure
					LFC	Comparatives and superlatives, sentences with conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally compare and contrast the information in illustrations, descriptions or procedures in two leveled informational texts using L1 or key, single words in English.	Orally compare and contrast the information in illustrations, descriptions or procedures in two appropriately leveled informational texts using L1 or key vocabulary in phrases and short sentences.	Orally compare and contrast the information in illustrations, descriptions or procedures in two leveled informational texts using key vocabulary in a series of simple, related sentences.	Orally compare and contrast the information in illustrations, descriptions or procedures in two leveled informational texts using key vocabulary in expanded sentences with emerging complexity.	Orally compare and contrast the information in illustrations, descriptions or procedures in two grade-level informational texts using precise vocabulary in multiple, complex sentences.	
Learning Supports	Pictures and Photographs Mentor Texts Venn Diagram Partner work Native language support Native language texts Cloze sentences	Pictures and Photographs Mentor Texts Venn Diagram Partner work Native language support Native language texts Sentence Frame	Pictures and Photographs Mentor Texts Venn Diagram Partner work	Mentor Texts Venn Diagram	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.5 WIDA ELDS: 2-5 Reading Speaking	Know and utilize text features (e.g., graphs, Charts/Posters) in a text to locate key facts or information.				VU	Text feature, graph, Charts/Posters, label, diagram
					LFC	Declarative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use L1 or single words to identify informational text features found in an appropriately leveled text.	Use L1 or key vocabulary in phrases and short sentences to identify informational text features found in a leveled text.	Use key vocabulary in multiple, simple sentences to identify and explain the purpose of informational text features found in a leveled text.	Use key vocabulary in expanded and some complex sentences to identify and explain the purpose of informational text features found in a leveled text.	Use precise vocabulary in multiple, complex sentences to identify and explain the purpose of informational, grade-level text features.	
Learning Supports	Visuals Charts/Posters Partner work Native language support Native language texts Cloze sentences	Visuals Charts/Posters Partner work Native language support Native language texts Sentence Frame	Pictures and Photographs Charts/Posters Partner work	Charts/Posters	Charts/Posters	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.1.6 WIDA ELDS: 2-5 Reading Speaking	Distinguish the difference between information acquired through Illustrations/diagrams/drawings and information acquired from words in informational texts.		Orally explain the difference between visual and written information acquired in informational texts, by using a Venn Diagram.		VU	Informational text, illustrations
					LFC	Declarative sentences, comparatives
					LC	Varies by level
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Orally explain the differences between visual and written information in informational texts using L1 and/or using visuals and key, high-frequency vocabulary	Orally explain the differences between visual and written information in informational texts using L1 and/or using visuals and key vocabulary in phrases and short sentences.	Orally explain the differences between visual and written information in informational texts using key vocabulary in multiple, simple sentences.	Orally explain the differences between visual and written information in informational texts using key vocabulary in expanded and some complex sentences.	Orally explain the differences between visual and written information in informational texts using precise vocabulary in multiple, complex sentences.
Learning Supports		Native language support Native language texts Partner work Word/Picture Wall Venn Diagram Cloze sentences Visuals	Native language support Native language texts Partner work Word/Picture Wall Venn Diagram Sentence Frame Visuals	Venn Diagram Partner work Word Wall	Venn Diagram Partner work Word Wall	Venn Diagram Word Wall

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL 1.10; RI.1.10 WIDA ELDS: 2-5 Reading Speaking	With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.			Read prose, poetry and informational text of appropriate grade-level complexity, using Teacher Support.	VU	Prose, line, stanza
					LFC	Declarative and interrogative sentences, dialogue, adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read appropriately leveled prose, poetry and informational text in L1 and/or key, single words and phrases in English.	Read leveled prose, poetry and informational text in L1 and/or read phrases and short sentences from leveled text in English.	Read leveled prose, poetry and informational text in simple sentences in English.	Read leveled and some grade-level prose, poetry and informational text.	Read grade level prose, poetry and informational text.	
Learning Supports	Mentor Texts Teacher Support Word/Picture Wall Native language support Native language texts	Mentor Texts Teacher Support Word/Picture Wall Native language support Native language texts	Mentor Texts Teacher Support Word Wall	Mentor Texts Teacher Support Word Wall	Mentor Texts	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.a,b WIDA ELDS: 2 Speaking Listening	Decode basic CVC and CVCC and VC words and words with common digraphs			Decode basic CVC and CVCC and VC words and words with common digraphs.	VU	Consonant, vowel, sound
					LFC	Commands, simple present
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode CVC, CVCC, and VC familiar words with consonant digraphs by repeating them after listening to a simple command in English.	Decode CVC, CVCC, and VC, familiar words with consonant digraphs by reading them after listening to a single step command in English.	Decode CVC, CVCC, and VC, familiar words with consonant digraphs by reading them, after listening to a two-step command.	Decode CVC, CVCC, and VC, familiar and some nonsense words with consonant digraphs by reading them after listening to a multi-step command.	Decode CVC, CVCC, and VC, nonsense and unfamiliar words with consonant digraphs by reading them after listening to a multi-step command.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter tiles L1 support	Picture/word cards Sound/Symbol Chart Letter tiles	Picture/word cards Sound/Symbol Chart Letter tiles		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.c WIDA ELDS: 2 Speaking Listening	Decode words with final –e and words with common vowel teams.		Decode words with final –e and words with vowel teams by using manipulatives and Charts/Posters.	VU	Consonant, sound	
				LFC	Commands, simple present	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode familiar words with final –e and vowel teams by repeating them after listening to a simple command in English.	Decode familiar words with final –e and vowel teams by reading them after listening to a single step command in English.	Decode familiar words with final –e and vowel teams by reading them, after listening to a two-step command.	Decode familiar and some nonsense words with final –e and vowel teams by reading them after listening to a multi-step command.	Decode nonsense and unfamiliar words with final –e and vowel teams by reading them after listening to a multi-step command.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter tiles L1 support	Picture/word cards Sound/Symbol Chart Letter tiles	Picture/word cards Sound/Symbol Chart Letter tiles		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.d WIDA ELDS: 2 Reading Speaking Listening	Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.		Identify the vowels/syllables in a word, by using manipulatives and Charts/Posters.	VU	Syllable, vowel	
				LFC	Commands, simple present tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the vowels/syllables in illustrated, familiar words after listening to oral presentation.	Identify the vowels/syllables in familiar words after listening to oral presentation.	Identify the vowels/syllables in familiar words after listening to oral presentation.	Identify the vowels/syllables in familiar words and some nonsense words after listening to oral presentation.	Identify the vowels/syllables in nonsense words and unfamiliar words after listening to oral presentation.	
Learning Supports	Picture/word cards Sound/Symbol Chart Letter tiles Teacher Modeling L1 support	Picture/word cards Sound/Symbol Chart Letter tiles L1 support	Picture/word cards Sound/Symbol Chart Letter tiles	Picture/word cards Sound/Symbol Chart Letter tiles		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.e WIDA ELDS: 2 Reading Speaking Listening	Show recognition of two-syllable words by dividing words into syllables.		Identify the syllables in two-syllable words by using Gestures and manipulatives.	VU	Consonant, vowel	
				LFC	Commands	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the syllables in two-syllable illustrated familiar words after listening to oral presentation.	Identify the syllables in two-syllable known, familiar words after listening to oral presentation.	Identify the syllables in some two-syllable, familiar words after listening to oral presentation.	Identify the syllables in two-syllable familiar and some nonsense words after listening to oral presentation.	Identify the syllables in two-syllable nonsense and unfamiliar words after listening to oral presentation.	
Learning Supports	Consonant and vowel Charts/Posters Gestures Partner work Letter tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel Charts/Posters Gestures Partner work Letter tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel Charts/Posters Pictures and Photographs Gestures Letter tiles Partner work	Consonant and vowel Charts/Posters Pictures and Photographs Gestures Partner work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.f WIDA ELDS: 2 Reading Speaking Listening	Read words with grade-appropriate inflectional endings.	Decode words with inflectional endings by using TPR and Visuals.			VU	Ending
					LFC	Present tense, past tense, present progressive tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode illustrated, familiar words with inflectional endings by repeating them after listening to a simple command in English.	Decode familiar words with inflectional endings by reading them after listening to a single step command in English.	Decode familiar words with inflectional endings, after listening to a two-step command.	Decode familiar and some unfamiliar words with inflectional endings by reading them after listening to a multi-step command.	Decode unfamiliar words with inflectional endings by reading them after listening to a multi-step command.	
Learning Supports	L1 support Gestures Partner work Pictures and Photographs	L1 support Gestures Partner work Pictures and Photographs	Gestures Partner work Pictures and Photographs	Gestures Partner work Pictures and Photographs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.g WIDA ELDS: 2 Reading Speaking	Identify and read grade-level high-frequency/irregular words in and out of context.		Identify and decode high-frequency/irregular words, by using a word wall and manipulatives.	VU	Consonant, vowel, sound out	
				LFC	Commands	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and decode familiar, high-frequency words in context.	Identify and decode some common high-frequency words in context.	Identify and decode some high frequency words in context, some at grade level.	Identify and decode high frequency and some irregular words in context, some at grade level.	Identify and decode grade-level high frequency/irregular words in and out of context.	
Learning Supports	L1 support Word/Picture Wall Sound/Symbol Chart Letter tiles Teacher Modeling	L1 support Word/Picture Wall Sound/Symbol Chart Letter tiles Teacher Modeling	Word/Picture Wall Sound/Symbol Chart Letter tiles Teacher Modeling	Word Wall Sound/Symbol Chart	Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.a,b WIDA ELDS: 2 Reading Speaking	Use reading strategies to read with purpose and comprehension while adjusting reading rate to support accuracy, fluency and expression in grade-level texts.	Answer questions about a text.			VU	Maybe, opinion, predict
					LFC	Declarative sentences, question words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer questions about a grade level text in L1 and/or by using pictures and answering Choice questions with single words or short phrases.	Answer questions about a grade level text in L1 and/or about a leveled text using key vocabulary in phrases or short sentences.	Answer questions about a leveled text using key vocabulary in a series of simple, related sentences.	Answer questions about a leveled text using key vocabulary in expanded and some complex sentences.	Answer questions about a grade level text using precise vocabulary in multiple, in complex sentences.	
Learning Supports	Native language support Native language texts Partner work Pictures and Photographs Word/Picture Wall Think Alouds Choice questions	Native language support Native language texts Partner work Pictures and Photographs Word/Picture Wall Think Alouds Sentence Frame	Partner work Pictures and Photographs Word Wall Think Alouds	Pictures and Photographs Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.c WIDA ELDS: 2 Reading Speaking	Monitor reading using context clues and re-reading to support accuracy, rate and comprehension.		Read with accuracy, fluency and comprehension by using pictures and word patterns.	VU	Re-read, picture clue	
				LFC	Declarative sentences	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level texts with accuracy, fluency and comprehension in L1 and/or read single words with accuracy, fluency and comprehension in English.	Read grade-level texts with accuracy, fluency and comprehension in L1 and/or read phrases and short sentences with accuracy, fluency and comprehension in English.	Read leveled texts with simple sentences with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read grade-level texts with accuracy, fluency and comprehension.	
Learning Supports	Word patterns Pictures and Photographs Partner work Native language support Native language texts	Word patterns Pictures and Photographs Partner work Native language support Native language texts	Word patterns Pictures and Photographs Partner work	Word patterns		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.1; L.1.2.d,e WIDA ELDS: 2 Writing	Apply the writing process to write an opinion piece in which the topic or book they are writing about is introduced and which includes a statement of their opinion, a reason for their opinion, and closing statement. Use phonemic awareness and spelling conventions to write untaught words, words with common spelling patterns, and frequently occurring irregular words.	Express an opinion in writing using a Graphic Organizers.			VU	Introduction, opinion, reason, support, paragraph, conclusion
					LFC	Declarative statements
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Express an opinion with supporting reasons in L1 and/or draw a picture about a topic and write one-word labels which express opinion.	Express an opinion with supporting reasons in L1 and/or using key vocabulary in phrases and short sentences.	Express an opinion with supporting reasons using key vocabulary in multiple, simple sentences.	Express an opinion with supporting reasons using key vocabulary in expanded and some complex sentences.	Express an opinion with supporting reasons using precise vocabulary in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Teacher Support Graphic Organizers Native language support Native language texts	Word/Picture Wall Teacher Support Graphic Organizers Native language support Native language texts	Word Wall Graphic Organizers	Word Wall Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.5; L.1.2.b WIDA ELDS: 2 Reading Writing Listening	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details and correct end punctuation to sentences.			Write by adding details and appropriate punctuation to written work by using a Checklist for publishing, and partner work.	VU	Revise, edit, end punctuation
					LFC	Declarative sentences, exclamatory sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Add details and end punctuation in L1 and/or add details to a picture and label with single, key words.	Add details and end punctuation in L1 and/or using phrases incorporating general vocabulary.	Add details and end punctuation using simple, related sentences incorporating key vocabulary.	Add details and end punctuation using expanded and some complex sentences and key vocabulary.	Add details and end punctuation using multiple, complex sentences, conjunctions, transitions and precise vocabulary.	
Learning Supports	Teacher Modeling Word/Picture Wall Partner work Checklist for publishing Native language support Illustrations	Teacher Modeling Word/Picture Wall Partner work Checklist for publishing Native language support Sentence Frame	Teacher Modeling Word Wall Partner work Checklist for publishing	Teacher Modeling		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.6 WIDA ELDS: 2 Writing Speaking	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Compose and publish writing collaboratively by using models visuals, and Graphic Organizers.			VU	Compose, search, publish
					LFC	Commands, questions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose and publish writing in L1 and/or in English using Pictures and Photographs, illustrations and key single words.	Compose and publish writing in L1 and/or in English using Pictures and Photographs, phrases and key vocabulary.	Compose and publish writing using simple sentences with and key vocabulary.	Compose and publish writing using expanded sentences and key vocabulary.	Compose and publish writing using complex sentences and precise vocabulary.	
Learning Supports	Teacher Modeling Visuals Word/Picture Wall Small group/ triads Graphic Organizers Native language support Native language texts Cloze sentence	Teacher Modeling Visuals Word/Picture Wall Small group/ triads Graphic Organizers Native language support Native language texts Sentence Frame	Teacher Modeling Visuals Word Wall Small group/ triads Graphic Organizers	Teacher Modeling Small group/ triads	Small group/ triads	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.8 WIDA ELDS: 2 Writing	With guidance and support, use personal experiences or information gathered from provided sources to answer a question.				VU	Table of contents, headings, labels, diagram, caption, glossary, index
					LFC	Declarative sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose and publish an “all about” in L1 and/or in English using illustrations, Pictures and Photographs, and key single words.	Compose and publish an “all about” text in L1 and/or in English using Pictures and Photographs, phrases, and key vocabulary in phrases and shot sentences.	Compose and publish an “all about” text using key vocabulary in a series of simple, related sentences.	Compose and publish an “all about” text using key vocabulary in expanded and some complex sentences.	Compose and publish an “all about” text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Mentor Texts Visuals Word/Picture Wall Template Native language support Native language texts Cloze sentence	Mentor Texts Visuals Word/Picture Wall Template Native language support Native language texts Sentence Frame	Mentor Texts Visuals Word Wall Template	Mentor Texts Template		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.4 WIDA ELDS: 2 Speaking Listening	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Orally describe people, places, things, and events with details, using a Story Elements Worksheet.			VU	Character, events, setting, detail
					LFC	Adjectives, declarative sentences, present- and past-tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally describe story elements in L1 and/or use illustrations, pictures and key, single words or phrases..	Orally describe story elements in L1 and/or use pictures and key phrases and short sentences.	Orally describe story elements using key vocabulary in a series of simple, related sentences.	Orally describe story elements using key vocabulary in expanded and some complex sentences.	Orally describe story elements text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Native language support Native language texts Word/Picture Wall Story Elements Worksheet	Native language support Native language texts Word/Picture Wall Story Elements Worksheet	Word Wall Story Elements Worksheet	Word Wall Story Elements		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.1.5 WIDA ELDS: Speaking	Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.		Orally describe ideas and feelings using drawings and a Word Wall.		VU	Describe feelings, traits
					LFC	Adjectives, temporal words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally describe ideas and feelings in L1 and/or using Gestures and key, single words.	Orally describe ideas and feelings in L1 and/or using key vocabulary in phrases and short sentences.	Orally describe ideas and feelings using key vocabulary in a series of simple, related sentences.	Orally describe ideas and feelings using key vocabulary in expanded and some complex sentences.	Orally describe ideas and feelings using precise vocabulary in multiple, complex sentences.	
Learning Supports	Native language support Native language texts Word/Picture Wall Illustrations/diagrams/drawings Gestures	Word/Picture Wall Illustrations/diagrams/drawings Native language support Native language texts Sentence Frame	Word Wall Illustrations/diagrams/drawings	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.b WIDA ELDS: 2 Writing Speaking	Use common, proper, and possessive nouns appropriately when writing or speaking.			Write and speak with correct common, proper and possessive nouns using a Language Reference Sheet Charts/Posters.	VU	Common, proper, possessive
					LFC	Common, proper, possessive nouns
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use the correct noun type when writing or speaking in L1 and/or using Pictures and selected, high-frequency phrases.	Use the correct noun type when writing or speaking in L1 and/or in common phrases and short sentences.	Use the correct noun type when writing or speaking in a series of simple, related sentences.	Use the correct noun type when writing or speaking in expanded and some complex sentences.	Use the correct noun type when writing or speaking in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Language Reference Sheet Charts/Posters Native language support Native language texts	Word/Picture Wall Language Reference Sheet Charts/Posters Native language support Native language texts	Word Wall Language Reference Sheet Charts/Posters	Language Reference Sheet Charts/Posters		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.c WIDA ELDS: 2 Writing Speaking	Use singular and plural nouns with matching verbs in basic sentences when writing or speaking.		Write or speak using singular and plural nouns with matching verbs using a Language Reference Sheet Charts/Posters.	VU	Perform, action	
				LFC	Singular and plural nouns, present tense verbs	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use the correct noun and verb when writing or speaking in L1 and/or supply a high-frequency noun to match the verb in basic phrases.	Use the correct noun and verb when writing or speaking in L1 and/or using Pictures with phrases and short sentences.	Use the correct noun and verb when writing or speaking in simple sentences.	Use the correct noun and verb when writing or speaking in expanded and some complex sentences.	Use the correct noun and verb when writing or speaking in complex sentences.	
Learning Supports	Word/Picture Wall Language Reference Sheet Charts/Posters Native language support Native language texts Pictures and Photographs	Word/Picture Wall Language Reference Sheet Charts/Posters Native language support Native language texts Pictures and Photographs Sentence Frame	Word Wall Language Reference Sheet Charts/Posters	Language Reference Sheet Charts/Posters		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.e WIDA ELDS: 2 Writing Speaking	Use verbs to convey a sense of past, present, and future when writing or speaking.			Write or speak using past, present and future tense verbs, using a Language Reference Sheet, and Charts/Posters.	VU	Past, present, future, verb
					LFC	Past, present, and future tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use the correct verb tense when writing or speaking in L1 and/or supply the single verb in selected phrases that matches pictures.	Use the correct verb tense when writing or speaking in L1 and/or in selected phrases and short sentences that match pictures.	Use the correct verb tense when writing or speaking in simple sentences.	Use the correct verb tense when writing or speaking in expanded and some complex sentences.	Use the correct verb tense when writing or speaking in multiple, complex sentences.	
Learning Supports	Language Reference Sheet Charts/Posters Word/Picture Wall Native language support Native language texts	Language Reference Sheet Charts/Posters Word/Picture Wall Native language support Native language texts Pictures and Photographs Sentence Frame	Language Reference Sheet Charts/Posters Word Wall	Language Reference Sheet Charts/Posters		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.f WIDA ELDS: 2 Writing Speaking	Use frequently occurring adjectives when writing or speaking.			Write and speak using frequently occurring adjectives using a feelings Chart.	VU	Feelings, describe
					LFC	Adjectives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use key adjectives when writing or speaking in L1 and/or use illustrated, key adjectives when writing or speaking in with selected phrases.	Use key adjectives when writing or speaking in L1 and/or in selected phrases and short sentences with matching pictures.	Use key adjectives when writing or speaking in simple sentences.	Use key adjectives when writing or speaking in expanded and some complex sentences.	Use key adjectives when writing or speaking in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Feelings Chart Native language support Native language texts Pictures and Photographs	Word/Picture Wall Feelings Chart Pictures and Photographs Native language support Native language texts	Word Wall Feelings Chart	Feelings Chart		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.j WIDA ELDS: 2 Writing Speaking	Use Prompts to produce or expand complete and compound declarative, interrogative, imperative, and exclamatory sentences.				VU	Declarative, statement, interrogative, question, imperative, command, exclamatory, emotion
					LFC	Complete and compound declarative, interrogative, imperative, and exclamatory sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use L1 and/or single words to complete short statements, questions, commands and exclamations.	Use L1 and/or simple phrases to complete declarative, interrogative, imperative, and exclamatory sentences.	Use simple sentences to write or speak in the declarative, interrogative, imperative and exclamatory forms.	Use expanded and some complex sentences to write or speak in the declarative, interrogative, imperative and exclamatory forms.	Use complex sentences to write or speak in the declarative, interrogative, imperative and exclamatory forms.	
Learning Supports	Word/Picture Wall Cartoons Native language support Native language texts	Word/Picture Wall Cartoons Native language support Native language texts	Word Wall Cartoons	Cartoons		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.4.b WIDA ELDS: 2 Reading	Learn frequently occurring affixes and their meanings and use as clues to the meaning of a word.			Read to understand frequently occurring affixes and their meanings using a Graphic Organizers and Charts/Posters.	VU	Base word, affix, prefix opposite, negative
					LFC	Affixes
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read to understand frequently occurring affixes and their meanings in L1 and/or when reading selected words in an illustrated, leveled text.	Read to understand frequently occurring affixes and their meanings in L1 and/or when reading selected phrases in an illustrated, leveled text.	Read to understand frequently occurring affixes and their meanings when reading simple sentences in a leveled text.	Read to understand frequently occurring affixes and their meanings when reading expanded sentences in a leveled text.	Read to understand frequently occurring affixes and their meanings when reading complex sentences in a grade level text.	
Learning Supports	Graphic Organizers Charts/Posters Word/Picture Wall Native language support Native language texts Pictures and Photographs	Graphic Organizers Charts/Posters Word/Picture Wall Native language support Native language texts	Graphic Organizers Charts/Posters Word Wall	Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.5.d WIDA ELDS: 2 Speaking	With guidance and support, distinguish between shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.		Orally explain the differences in meaning among verbs differing in manner and adjectives differing in intensity using pictures and Role Play.	VU	Manner, intensity, nuance	
				LFC	Verbs, adjectives	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally explain in L1 and/or dramatize or illustrate the differences in meaning between two verbs and two adjectives.	Orally explain in L1 and/or dramatize or draw the differences in meaning between simple phrases consisting of two verbs or two adjectives.	Orally explain in simple sentences the differences in meaning between three verbs and three adjectives.	Orally explain in expanded and some complex sentences the differences in meaning between three – five verbs and three – five adjectives.	Orally explain in multiple, complex sentences the differences in meaning between five verbs and five adjectives.	
Learning Supports	Pictures and Photographs Role Play Word/Picture Wall Native language support Native language texts Illustrations/diagrams/drawings	Pictures and Photographs Role Play Word/Picture Wall Native language support Native language texts	Pictures and Photographs Role Play Word Wall	Pictures and Photographs Role Play	Role Play	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.6 WIDA ELDS: 2 Speaking	Use words and phrases acquired through conversation when reading or being reading to.			Orally respond with conversational language to questions after reading or listening to a read-aloud using Prompts.	VU	Conversation
					LFC	Idioms
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally respond to questions using conversational language in L1 and/or orally respond to questions in single words after reading or listening to a read-aloud.	Orally respond to questions using conversational language in phrases after reading or listening to a text in L1 or leveled texts in English.	Orally respond to questions using conversational language in simple sentences after reading or listening to a leveled text.	Orally respond to questions using conversational language in expanded and some complex sentences after reading or listening to a leveled text.	Orally respond to questions using conversational language in complex sentences after reading or listening to a grade-level text.	
Learning Supports	Word/Picture Wall Prompts Native language support Native language texts	Word/Picture Wall Prompts Native language support Native language texts	Word Wall Prompts	Word Wall Prompts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.6 WIDA ELDS: 2 Speaking Writing	Use frequently occurring conjunctions to signal simple relationships.	Speak and write with conjunctions using Sentence Starter and a Word Wall.			VU	Explain, choice, expand
					LFC	Conjunctions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Speak and write using frequently occurring conjunctions in L1 and/or identify the appropriate conjunction for selected sentences.	Speak and write using frequently occurring conjunctions in simple phrases.	Speak and write using frequently occurring conjunctions in simple sentences.	Speak and write using frequently occurring conjunctions in expanded and some complex sentences.	Speak and write using frequently occurring conjunctions in multiple, complex sentences.	
Learning Supports	Charts/Posters Word/Picture Wall Sentence Starter Native language support Native language texts	Charts/Posters Word/Picture Wall Sentence Starter Native language support Native language texts	Charts/Posters Word Wall Sentence Starter	Sentence Starter		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.2; RI.1.2 WIDA ELDS: 2 - 5 Reading Speaking	Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.		Answer questions to identify the central message in literature texts and clarify key details in an informational text by using a Story Map and informational text features.		VU	Characters, setting, problem, solution, details, non-fiction text features
					LFC	Questioning words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer questions using L1and/or Pictures, gestures and single words about the central message and key details in a leveled text.	Answer questions about the central message in L1 and/or answer questions using phrases about the central message and key details in a leveled text.	Answer questions using key vocabulary in a series of simple sentences about the central message and several details in a leveled text.	Answer questions using key vocabulary in expanded and some complex sentences about the central message and key details in a leveled text.	Answer a variety of multiple, complex questions using content-based vocabulary about the central message and key details in a grade level text.	
Learning Supports	L1 support Word/Picture Wall Glossary Text photographs Text diagrams Story Map Partner Work	L1 support Word/Picture Wall Glossary Text photographs Text diagrams Story Map Partner Work	Word Wall Glossary Text photographs Text diagrams Story Map Partner Work	Word Wall Text photographs Text diagrams Story Map	Word Wall Text photographs Story Map	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.3; RL.1.7 WIDA ELDS: 2 Reading Speaking Listening	Describe settings, characters, and major events using key details with support from illustrations in literature.				VU	Setting, characters, event
					LFC	Past verb tense, verb agreement, adjectives specific to text.
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Retell key details in L1 and/or from a leveled text by answering Choice questions using Pictures and selected single words.	Retell key details in L1 and/or from a leveled text using selected vocabulary in key phrases and short sentences.	Retell key details from a leveled text using key vocabulary in a series of simple, related sentences.	Retell key details in a leveled text using key vocabulary in expanded and some complex sentences.	Retell story elements in a grade level text using precise vocabulary in multiple, complex sentences.	
Learning Supports	Pictures and/or illustrations Partner work Word/Picture Wall Graphic Organizers L1 support	Pictures and/or illustrations Partner work Word/Picture Wall Graphic Organizers Sentence Frame L1 support	Pictures and/or illustrations Partner work Word Wall Graphic Organizers	Word Wall Pictures and/or		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.4 WIDA ELDS: 2 Reading Speaking	Identify and explain how words are used in a text by naming words and/or phrases that contribute to the feeling or appeal of a poem or story.		Identify and orally explain the adjectives that appeal to the senses in a poem or story, by using a Figurative Language Charts.		VU	Feelings, senses
					LFC	Adjectives, similes, metaphors
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally identify and explain the adjectives that appeal to the senses in a grade-level poem or story in L1 and/or using Pictures and selected single words in a leveled text.	Orally identify and explain the adjectives that appeal to the senses in L1 and/or in a leveled poem or story using selected vocabulary in key phrases and short sentences.	Orally identify and explain the adjectives that appeal to the senses in a leveled poem or story using key vocabulary in simple sentences.	Orally identify and explain the adjectives that appeal to the senses in a leveled poem or story using key vocabulary in expanded and some complex sentences.	Orally identify and explain the adjectives that appeal to the senses in a grade-level poem or story using precise vocabulary in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Figurative Language Charts L1 support Pictures	Word/Picture Wall Figurative Language Charts L1 support Sentence Frame	Word Wall Figurative Language Charts	Word Wall Figurative Language Charts		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.1.6 WIDA ELDS: 2 Speaking Reading	Identify words that indicate who is telling the story at different points in the text.		Orally explain who is telling the story by highlighting the text.		VU	Dialogue, narration, characters, voice, quotation marks
					LFC	Who, what, when, where, why questions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally explain who is telling the story in L1 and/or using Pictures, gestures and selected single words from a leveled text.	Orally explain who is telling the story in L1 and/or using selected vocabulary from a leveled text in key phrases and short sentences.	Orally explain who is telling the story using key vocabulary in a series of simple, related sentences in a leveled text.	Orally explain who is telling the story using key vocabulary in expanded and some complex sentences in a leveled text.	Orally explain who is telling the story using precise vocabulary in multiple, complex sentences in a grade level text.	
Learning Supports	Word/Picture Wall Highlighting Mentor Texts L1 support	Word/Picture Wall Highlighting Mentor Texts L1 support	Word Wall Highlighting Mentor Texts	Highlighting Mentor Texts		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language		
RL.1.9 WIDA ELDS: 2 Reading Speaking Listening	Compare and contrast characters' experiences and adventures in stories.	Compare and contrast the adventures and experiences of characters in stories using a Venn Diagram.	VU	Character, adventure, experiences, traits, compare, contrast	
			LFC	Comparative and superlative adjectives; sentences with conjunctions	
			LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using Pictures, gestures and selected single words.	Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using selected vocabulary in key phrases and short sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in a series of simple, related sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.	Compare and contrast the adventures and experiences of characters in grade-level stories using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram L1 support Pairs Choice questions	Venn Diagram L1 support Pairs Sentence Frame	Venn Diagram Pairs	Venn Diagram Pairs	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RL.1.10 WIDA ELDS: 2 Reading Speaking	With prompting and support, read prose and poetry of appropriate complexity for grade one.				VU	Prose, sentence, paragraph, line, stanza, dialogue
					LFC	Declarative and interrogative sentences, dialogue
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read grade-level prose and poetry in L1 and/or selected single words of leveled prose and poetry and excerpts from grade-level texts.	Read grade-level prose and poetry in L1 and/or selected phrases of leveled prose and poetry in English and excerpts from grade-level texts.	Read simple sentences of leveled prose and poetry and excerpts from grade level texts.	Read expanded and some complex sentences of leveled prose and poetry and excerpts from grade level texts.	Read grade-level prose and poetry and excerpts from grade level texts.	
Learning Supports	Pictures Word/Picture Wall Partner work L1 support Teacher Modeling	Word/Picture Wall L1 support Partner work Teacher Modeling	Word Wall Partner work	Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RI.1.1; RI.1.4 WIDA ELDS: 2-5 Reading Speaking	Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.				VU	Details, key details, non-fiction text features
					LFC	Questioning words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Ask and answer questions about key details in L1 and/or answer questions using Pictures, gestures and selected single words about important details in a leveled text.	Ask and answer questions about key details in L1 and/or answer wh- questions using selected phrases about important details in a leveled text.	Ask and answer questions with simple sentences and key vocabulary about details in a leveled text.	Ask and answer questions using expanded and some complex sentences with key vocabulary about details in a leveled text.	Ask and answer a variety of multiple, complex questions using precise vocabulary about key details in a grade level text.	
Learning Supports	L1 support Word/Picture Wall Text photographs Text diagrams Partner Work Choice questions	L1 support Word/Picture Wall Text photographs Text diagrams Partner Work Sentence Frame	Word Wall Text photographs Text diagrams Partner Work	Word Wall Text photographs Text diagrams	Word Wall Text diagrams	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2.a WIDA ELDS: 2 Reading Speaking Listening	Distinguish long and short vowel sounds in a spoken single-syllable word.			Identify and pronounce the long vowel and short vowel sound in single syllable words using gestures, letter tiles and/or following a teacher model.	VU	Consonant, long/short vowel
					LFC	Commands
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and pronounce the long vowel and short vowel sounds of single-syllable, high-frequency, known, familiar words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, known, grade-level words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, general, grade-level words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, content-based, grade-level words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, nonsense and content-based, grade-level words.	
Learning Supports	Consonant and Vowel Charts Gestures Letter tiles Pictures/Photographs L1 support Teacher Modeling	Consonant and Vowel Charts Gestures Letter tiles Pictures/Photographs L1 support Teacher Modeling	Consonant and Vowel Charts Pictures/Photographs Gestures Letter tiles	Consonant and Vowel Charts Word Wall	Consonant and Vowel Charts	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2.b WIDA ELDS: 2 Reading Speaking Listening	Blend phonemes of single-syllable words containing consonants and short vowels.		Blend phonemes of single-syllable words containing consonants and short vowels, using Pictures and a sound-symbol Charts.	VU	Syllable	
				LFC	Commands, simple present tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally blend phonemes in a single-syllable, high-frequency, known words containing consonants and short vowels.	Orally blend phonemes in a single-syllable, content-related, familiar word containing consonants and short vowels.	Orally blend phonemes in a single-syllable, familiar words containing consonants and short vowels.	Orally blend phonemes in single-syllable, content-based, familiar words and some nonsense words containing consonants and short vowels.	Orally blend phonemes in single-syllable, nonsense words and unfamiliar, content-based words containing consonants and short vowels.	
Learning Supports	Picture/word cards Sound-symbol Charts Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound-symbol Charts Letter Tiles L1 support	Picture/word cards Sound-symbol Charts Letter Tiles	Picture/word cards Sound-symbol Charts Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.2.c,d WIDA ELDS: 2 Reading Speaking Listening	Orally segment, identify phonemes in a single-syllable word, and pronounce.			Orally segment, identify, and pronounce initial, medial vowel and final phonemes in a single-syllable word, using Pictures and a sound-symbol Charts.	VU	Syllable
					LFC	Commands, simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally segment initial, medial vowel and final sounds in a single-syllable, known words.	Orally segment initial, medial vowel and final sounds in single-syllable, familiar words.	Orally segment and identify initial, medial vowel and final sounds in single-syllable, content-based, familiar words.	Orally segment, identify, and produce initial, medial vowel and final sounds in single-syllable, content-based, familiar words and some nonsense vocabulary.	Orally segment, identify, and produce initial, medial vowel and final sounds in single-syllable, nonsense words and unfamiliar, content-based vocabulary.	
Learning Supports	Picture/word cards Sound-symbol Charts Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound-symbol Charts Letter Tiles L1 support	Picture/word cards Sound-symbol Charts Letter Tiles	Sound-symbol Charts Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.a,b WIDA ELDS: 2 Speaking Listening	Decode basic CVC and CVCC and VC words and words with common consonant digraphs.	Decode and identify basic CVC and CVCC and VC vocabulary words and words with common consonant digraphs, by using letter tiles and sound-symbol Charts.			VU	Consonant, sound
					LFC	Commands, simple present
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	After listening to one-step direction, decode and identify CVC, CVCC, and VC known words with consonant digraphs.	After listening to single-step direction, decode and identify CVC, CVCC, and VC familiar words with consonant digraphs.	After listening to two-step directions, decode and identify CVC, CVCC, and VC content-based, familiar words with consonant digraphs.	After listening to multi-step directions, decode and identify CVC, CVCC, and VC content-based, familiar and some nonsense words with consonant digraphs.	After listening to multi-step directions, decode and identify CVC, CVCC, and VC content-based, nonsense and unfamiliar words with consonant digraphs.	
Learning Supports	Picture/word cards Sound-symbol Charts Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound-symbol Charts Letter Tiles L1 support	Picture/word cards Sound-symbol Charts Letter Tiles	Sound-symbol Charts Letter Tiles		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.c WIDA ELDS: 2 Speaking Listening	Decode words with final –e and words with common vowel teams.			Decode words with final –e and words with vowel teams while building vocabulary, by using letter tiles and Charts.	VU	Consonant, sound
					LFC	Commands, simple present
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Decode familiar words with final –e and vowel teams by repeating them and matching to Pictures, after listening to a simple command in English.	Decode familiar words with final –e and vowel teams by saying them and matching Pictures, after listening to a single step command in English	Decode content-based familiar words with final –e and vowel teams by saying them, and identifying Pictures of words.	Decode content-based familiar and some nonsense words with final –e and vowel teams by saying them and distinguishing nonsense from real words.	Decode content-based, nonsense and unfamiliar words with final –e and vowel teams by saying them and distinguishing nonsense words from real words.	
Learning Supports	Picture/word cards Sound-symbol Charts Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound-symbol Charts Letter Tiles L1 support	Picture/word cards Sound-symbol Charts Letter Tiles	Picture/word cards Sound-symbol Charts Letter Tiles		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.d WIDA ELDS: 2 Reading Speaking	Use knowledge that every syllable has a vowel sound to help determine if a word has one or more syllables in a printed word.		Identify and pronounce the vowel sounds/syllables in a word while acquiring vocabulary by using Manipulatives.	VU	Syllable	
				LFC	Commands, simple present tense	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the vowels/syllables in known words and match to Pictures.	Identify the vowel sounds/syllables in familiar words and match to Pictures.	Identify the vowel sounds/syllables in content-based familiar words and match to Pictures.	Identify the vowel sounds/syllables in content-based, familiar words and some nonsense words and distinguish nonsense words from real words.	Identify the vowel sounds/syllables in nonsense words and unfamiliar content-based words and distinguish nonsense words from real words.	
Learning Supports	Picture/word cards Sound-symbol Charts Letter Tiles Teacher Modeling L1 support Manipulatives	Picture/word cards Sound-symbol Charts Letter Tiles L1 support Manipulatives	Picture/word cards Sound-symbol Charts Letter Tiles Manipulatives	Sound-symbol Charts Letter Tiles		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.e WIDA ELDS: 2 Reading Speaking Listening	Show recognition of two-syllable words by dividing words into syllables.			Identify and pronounce the syllables in two-syllable words by using gestures and Manipulatives.	VU	Consonant, vowel
					LFC	Commands
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify the syllables in two-syllable, known, high-frequency words.	Identify the syllables in two-syllable, content-related, familiar words.	Identify the syllables in some two-syllable content-based, familiar words.	Identify the syllables in two-syllable content-based familiar and some nonsense words.	Identify the syllables in two-syllable nonsense and content-based, grade-level words.	
Learning Supports	Consonant and Vowel Charts Gestures Partner Work Letter Tiles Pictures/Photographs L1 support Teacher Modeling Manipulatives	Consonant and Vowel Charts Gestures Letter Tiles Pictures/Photographs L1 support Teacher Modeling Manipulatives	Consonant and Vowel Charts Pictures/Photographs Gestures Letter Tiles Partner Work Manipulatives	Consonant and Vowel Charts Gestures Partner Work		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.f WIDA ELDS: 2 Reading Speaking Listening	Read words with inflectional endings.			After listening to oral directions, decode words with inflectional endings by using Charts and Visuals.	VU	Endings
					LFC	Present tense, past tense, present progressive tense, comparatives
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	After listening to one-step directions, decode high-frequency, known words with inflectional endings by repeating them.	After listening to single-step directions, decode familiar words with inflectional endings.	After listening to two-step directions, decode familiar words with inflectional endings.	After listening to multi-step directions, decode familiar and some nonsense words with inflectional endings.	After listening to multi-step directions, decode nonsense and unfamiliar words with inflectional endings.	
Learning Supports	Charts L1 support Gestures Partner Work Pictures/Photographs	Charts L1 support Gestures Partner Work Pictures/Photographs	Charts Partner Work Pictures/Photographs	Charts Partner Work Pictures/Photographs		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.3.g WIDA ELDS: 2 Reading Speaking	Identify and read grade-level high-frequency /irregular words in and out of context.			Identify and/or decode high-frequency/irregular words, by using a Word Wall and Manipulatives.	VU	Consonant, vowel, sound
					LFC	Commands
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Identify and/or decode selected, familiar, high-frequency words in context.	Identify and/or decode selected high-frequency words in context.	Identify and/or decode key high-frequency words in context, some at grade level.	Identify and/or decode key high-frequency and some irregular words in context, some at grade level.	Identify and/or decode grade-level, high frequency /irregular words in and out of context.	
Learning Supports	L1 support Word/Picture Wall Sound-symbol Charts Letter Tiles Teacher Modeling Manipulatives	L1 support Word/Picture Wall Sound-symbol Charts Letter Tiles Teacher Modeling Manipulatives	Word/Picture Wall Sound-symbol Charts Letter Tiles Teacher Modeling Manipulatives	Word/Picture Wall Sound-symbol Charts	Word/Picture Wall	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.a,b WIDA ELDS: 2 Reading Speaking	Establish a purpose for reading and use reading strategies to answer comprehension questions about the text while adjusting reading rate to support accuracy and expression.		Answer questions about a text by using think alouds, reading strategies and Charts.	VU	Perhaps, maybe, opinion	
				LFC	Question words	
				LC	Varies by level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Answer questions about a grade level story in L1 and/or by answering Choice questions.	Answer questions about a grade-level text in L1 and/or from a leveled text using selected vocabulary in phrases or short sentences.	Answer questions about a leveled text with key vocabulary in a series of simple sentences.	Answer questions about a leveled text with key vocabulary in expanded and some complex sentences.	Answer questions about a grade-level text with precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 support Pictures/Photographs Word/Picture Wall Think -aloud Choice questions Charts Reading strategies	L1 support Pictures/Photographs Word/Picture Wall Think -aloud Sentence Frame Charts Reading strategies	Pictures/Photographs Word Wall Think -aloud Charts Reading strategies	Think -aloud Charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
RF.1.4.c WIDA ELDS: 2 Reading Speaking	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy rate and comprehension.	Read with accuracy, fluency and comprehension by using Pictures and word pattern Charts.			VU	Fluency
					LFC	Simple sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read selected single words with accuracy, fluency and comprehension.	Read selected phrases and short sentences with accuracy, fluency and comprehension.	Read simple sentences with accuracy, fluency and comprehension.	Read leveled texts with accuracy, fluency and comprehension.	Read grade level texts with accuracy, fluency and comprehension.	
Learning Supports	Word Patterns Pictures/Photographs Partner Work L1 support Leveled Text	Word Patterns Pictures/Photographs Partner Work L1 support Leveled Text	Word Patterns Pictures/Photographs Partner Work Leveled Text	Word Patterns		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.3 WIDA ELDS: 2 Writing	Use the writing process: show a progressing and chronological narrative recounting two or more events using temporal words, including some details and a closing sentence.			Write a narrative in sequence, using a Timeline.	VU	Chronology
					LFC	Temporal words, simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a sequential narrative in L1, and/or write or draw selected single words in English, using time order words and incorporating high-frequency vocabulary.	Write a sequential narrative in L1, and/or write or draw short phrases in English, using time order words and incorporating selected vocabulary.	Write a sequential narrative using simple, related sentences with time order words, incorporating key vocabulary.	Write a sequential narrative in expanded and some complex sentences, using time order words, incorporating key vocabulary.	Write a sequential narrative in multiple, complex sentences using time order words and incorporating precise vocabulary.	
Learning Supports	Word/Picture Wall Teacher Support Visuals Timeline L1 support	Word/Picture Wall Teacher Support Visuals Timeline L1 support	Word Wall Visuals Timeline	Word Wall Timeline	Timeline	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.5 WIDA ELDS: 2 Reading Writing Listening	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				VU	Revise, edit, “show don’t tell,” describe
					LFC	Adjectives, simple sentences, conditional tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Revise writing by adding details in L1 and/or by drawing Pictures and using single words to label Pictures.	Revise writing by adding details in L1 and/or by drawing Pictures using selected vocabulary in key phrases and short sentences.	Revise writing by adding details using key vocabulary in a series of simple, related sentences.	Revise writing by adding details using key vocabulary in expanded and some complex sentences.	Revise writing by adding details using precise vocabulary, conjunctions, and transitions in multiple, complex sentences.	
Learning Supports	Model Word/Picture Wall Partner Work (mixed ELP proficiency) Checklist for Editing L1 support	Model Word/Picture Wall Partner Work (mixed ELP proficiency) Checklist for Editing L1 support	Model Word Wall Partner Work (mixed ELP proficiency) Checklist for Editing	Model		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
W.1.6 WIDA ELDS: 2 Reading Speaking	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			Compose and publish informational writing collaboratively by using models, Visuals, and Graphic Organizers.	VU	Describe, opening, closing, table of contents
					LFC	Simple present, adjectives, temporal words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose and publish an informational writing in L1 and/or in English using Pictures, single words, and selected high-frequency vocabulary to complete cloze sentences.	Compose and publish an informational writing task in L1 and/or in English using Pictures, phrases and selected vocabulary to complete Sentence Frames.	Compose and publish an informational writing task using key vocabulary in a series of simple, related sentences.	Compose and publish an informational writing task using key vocabulary in expanded and some complex sentences.	Compose and publish an informational writing task using precise vocabulary in multiple, complex sentences.	
Learning Supports	Model Visuals Word/Picture Wall Small group/triads Graphic Organizers L1 support	Model Visuals Word/Picture Wall Small group/triads Graphic Organizers L1 support	Model Visuals Word Wall Small group/triads Graphic Organizers	Model Small group/triads	Small group/triads	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.1.8 WIDA ELDS: 2 Writing	With guidance and support, use personal experiences or gathered information from provided sources to answer a question.		Write an “all about” book using a model and Graphic Organizers.		VU	Research, table of contents, Glossary, index, chapter, non-fiction text features
					LFC	Simple present tense
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Compose an “all about” book in L1 and/or in English using Pictures, selected single words, to complete cloze sentences.	Compose an “all about” book in L1 and/or in English using Pictures, phrases, and selected vocabulary to complete Sentence Frames.	Compose an “all about book” using key vocabulary in a series of simple, related sentences.	Compose an “all about” book using key vocabulary in expanded and some complex sentences.	Compose an “all about” book using precise vocabulary in multiple, complex sentences.	
Learning Supports	Model Visuals Word/Picture Wall Small group/triads Graphic Organizers L1 support	Model Visuals Word/Picture Wall Small group/triads Graphic Organizers L1 support	Model Visuals Word Wall Small group/triads Graphic Organizers	Model Small group/triads	Small group/triads	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.1a,b,c WIDA ELDS: 2 Speaking Listening	Engage in collaborative discussions following agreed-upon rules for listening and group discussions and asking questions for clarification.	Listen to and converse with peers by linking ideas to other speakers and taking turns in Small group/ triads using Cue Cards			VU	Take turns
					LFC	Transitional, linking phrases
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using Pictures and selected single words.	Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using Pictures and selected vocabulary in key phrases and short sentences.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using key vocabulary in a series of simple, related sentences.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using key vocabulary in expanded and some complex sentences.	Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using precise vocabulary in complex sentences.	
Learning Supports	Small group/triads Cue Cards Word/Picture Wall L1 support Cloze sentences Pictures	Small group/triads Cue Cards Word/Picture Wall L1 support Sentence Frame	Small group/triads Cue Cards Word Wall	Small group/triads	Small group/triads	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.4 WIDA ELDS: 2 Speaking Listening	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				VU	Character, events, setting, detail
					LFC	Adjectives, declarative sentences, present- and past-tense verbs
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally describe story elements using L1 and/or in a leveled text, use Pictures, gestures and selected vocabulary in key phrases.	Orally describe story elements using L1 and/or in a leveled text, use Pictures and selected vocabulary in key phrases and short sentences.	Orally describe story elements in a leveled text using key vocabulary in a series of simple sentences and.	Orally describe story elements in a leveled text using key vocabulary in expanded and some complex sentences.	Orally describe story elements in a grade-level text using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 support Word/Picture Wall Story Elements Worksheet	L1 support Word/Picture Wall Story Elements Worksheet	Word Wall Story Elements Worksheet	Story Elements Worksheet		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.5 WIDA ELDS: 2 Speaking	Add drawings, models, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			Orally describe ideas and feelings using drawings and Visuals.	VU	Describe, emotions, ideas, traits
					LFC	Adjectives, temporal words
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Orally describe ideas and feelings in L1 and/or using drawings, Pictures, gestures and selected single words.	Orally describe ideas and feelings in L1 and/or using drawings, Pictures and selected vocabulary in key phrases and short sentences.	Orally describe ideas and feelings using key vocabulary in a series of simple, related sentences.	Orally describe ideas and feelings using key vocabulary in expanded and some complex sentences.	Orally describe ideas and feelings using precise vocabulary in multiple, complex sentences.	
Learning Supports	L1 support Word/Picture Wall Drawings Visuals	L1 support Word/Picture Wall Drawings Visuals	Word Wall Drawings Visuals	Word Wall Visuals	Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
SL.1.6 WIDA ELDS: 1, 2 Speaking	During informal conversations or presentations, demonstrate the use of subjects and verbs to form complete sentences.	Speak using subjects and verbs in complete sentences, using a Language Reference Sheet.			VU	Informal, conversation, presentation
					LFC	Subject, verb, subject-verb agreement
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Choose the correct subject or verb tense when choosing single words.	Use the correct subject and verb tense when speaking in phrases and short sentences.	Use the correct subject and verb tense when speaking in a series of simple sentences.	Use the correct subject and verb tense when speaking in expanded and some complex sentences.	Use the correct subject and verb tense when speaking in multiple, complex sentences.	
Learning Supports	Language Reference Sheet Word/Picture Wall L1 support	Language Reference Sheet Word/Picture Wall L1 support	Language Reference Sheet Word Wall	Language Reference Sheet		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.1.d,g,h,i WIDA ELDS: 2 Speaking Writing	Use pronouns,frequently occurring conjunctions, demonstratives appropriate prepositions to form and complete sentences when speaking and writing.			Speak and write using pronouns, conjunctions, and prepositions using a Charts.	VU	Audience, grammar
					LFC	Pronouns, conjunctions, demonstratives, prepositions
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Choose selected pronouns, conjunctions or prepositions when writing or speaking in single words.	Use selected pronouns, conjunctions and prepositions when writing or speaking in phrases and short sentences.	Use appropriate pronouns, conjunctions and prepositions when writing or speaking in a series of simple sentences.	Use appropriate pronouns, conjunctions and prepositions when writing or speaking in expanded and some complex sentences.	Use appropriate pronouns, conjunctions and prepositions when writing or speaking in multiple, complex sentences.	
Learning Supports	L1 support Word/Picture Wall Charts	L1 support Word/Picture Wall Charts	Word Wall Charts	Charts		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.2.c WIDA ELDS: 2 Writing	Use commas where needed in sentences that contain a series of single words or dates.			Write using commas correctly using a Language Reference Sheet.	VU	Date, comma
					LFC	Single words, sentences
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use commas when writing dates and a series of single words.	Use commas when writing dates a series of single words or phrases in short sentences.	Use commas when writing in dates or a series of single words in simple sentences.	Use commas when writing dates or in complete sentences.	Use commas when writing dates or a series of single words in multiple, complex sentences.	
Learning Supports	Word/Picture Wall Language Reference Sheet L1 support Pictures	Word/Picture Wall Language Reference Sheet L1 support	Word Wall Language Reference Sheet	Language Reference Sheet		

Standard	Student Learning Objective (SLO)	Language Objective			Academic Language	
L.1.4.a,b WIDA ELDS: 2 Reading	Use sentence-level context and frequently occurring affixes as a clue to determine the meaning of a word or phrase.			Use context and frequently occurring affixes to determine meanings of words using a Charts and L1.	VU	Base word, affix, prefix opposite, negative
					LFC	Affixes
					LC	Varies by level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use context to determine meanings of grade-level words in L1 and/or identify prefixes in selected grade-level vocabulary.	Use context to determine meanings of grade-level words in L1 and/or identify prefixes in selected grade-level vocabulary in phrases and short sentences.	Use context and frequently occurring affixes to determine meanings of key grade-level words in a series of simple sentences.	Use context and frequently occurring affixes to determine meanings of key, grade-level words in expanded and some complex sentences.	Use context and frequently occurring affixes to determine meanings of grade-level words in multiple, complex sentences.	
Learning Supports	Charts Word/Picture Wall L1 support	Charts Word/Picture Wall L1 support	Charts Word Wall	Charts		