



**Course A**

correlated to the

**WiDA Consortium: The English Language Learner Can Do Booklet  
Grades 3-5**

**2016**

*English 3D* is an English language development program designed to ensure proficiency in the "language of school" — the academic vocabulary, speaking, listening, and writing vital to success in school and life.

*English 3D* ensures students are on a path toward college and career readiness by:

- Teaching high-leverage, portable academic language, including vocabulary, syntax, and grammar.
- Improving speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration, and group presentations.
- Developing academic writing skills to successfully write summaries, opinions/arguments, informative texts, narratives, and research papers.
- Engaging students with rigorous, increasingly complex informational and literary texts that present real-world issues relevant to students' lives.
- Making regular connections between coursework and the demands of secondary school, college and the workplace.
- Preparing students for the rigorous reading, writing, language, and speaking and listening expectations of the Common Core State Standards.

| WiDA Can Do Descriptors: Grade Level Cluster 3-5   | English 3D Matches  |
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| <b>LISTENING</b>   |   |
| <b>Level 1</b>   |   |
| <b>Entering</b>  |   |
| <ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> </ul>  | <b>Close Viewing and Listening: V1:</b> 81, 109; <b>V2:</b> 81, 109, 131  |
| <ul style="list-style-type: none"> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> </ul>                             | Students learn and follow Instructional Routines throughout the program, each of which requires students to follow directions. The TG includes step-by-step procedures and implementation support for teaching and using recursive instructional Routines: V1: T64-T99; V2: T64-T99. Then routines are identified and supported throughout the program. |
| <ul style="list-style-type: none"> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> </ul> | Provides opportunities:<br><b>Graphic Organizers: V1:</b> 12, 18, 28, 32, 37, 40; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110   |
| <ul style="list-style-type: none"> <li>Match classroom oral language to daily routines</li> </ul>  | Provides opportunities:<br><b>Listen Actively: V1:</b> 11, 14, 15, 17, 24, 34, 36, 46, 54, 56, 66, 76, 78, 104, 106, 116, 124, 126; <b>V2:</b> 11, 14, 15, 17, 24, 34, 36, 46, 54, 56, 66, 76, 78, 104, 106, 116, 124, 126  |
| <b>Level 2</b>   |   |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> </ul>                                | <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110  |
| <ul style="list-style-type: none"> <li>Arrange pictures or objects per oral information</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Follow two-step oral directions</li> </ul>  | Students learn and follow Instructional Routines throughout the program, each of which requires students to follow directions. The TG includes step-by-step procedures and implementation support for teaching and using recursive instructional Routines: V1: T64-T99; V2: T64-T99. Then routines are identified and supported throughout the program. |
| <ul style="list-style-type: none"> <li>Draw in response to oral descriptions</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>  | Students use Response Frames throughout the program. A response frame is a structured, topic-related response scaffold that provides opportunities for students to apply carefully targeted language forms, evaluating oral information and responding appropriately.   |
| <b>Level 3</b>   |   |
| <b>Developing</b>  |   |
| <ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> </ul>  | Students learn and follow Instructional Routines  |

| WiDA Can Do Descriptors: Grade Level Cluster 3-5   | <i>English 3D Matches</i>  |
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|  | throughout the program, each of which requires students to follow directions. The TG includes step-by-step procedures and implementation support for teaching and using recursive instructional Routines: V1: T64-T99; V2: T64-T99. Then routines are identified and supported throughout the program.         |
| <ul style="list-style-type: none"> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> </ul>  | <b>Constructed Response/Responding with Evidence: V1:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 109, 125, 127, 129, 131;<br><b>V2:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 107, 109, 125, 127, 129, 131  |
| <ul style="list-style-type: none"> <li>Match literal meanings of oral reading to illustrations</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Sequence picture from oral stories, processes, or procedures</li> </ul>   |  |
| <b>Level 4</b>   |  |
| <b>Expanding</b>   |  |
| <ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> </ul>   | Provides opportunities:<br><b>Constructed Response/Responding with Evidence: V1:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 109, 125, 127, 129, 131;<br><b>V2:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 107, 109, 125, 127, 129, 131   |
| <ul style="list-style-type: none"> <li>Identify illustrated main ideas and supporting details from oral discourse</li> </ul>                                       | Supports objective:<br><b>Listen Actively: V1:</b> 11, 14, 15, 17, 24, 34, 36, 46, 54, 56, 66, 76, 78, 104, 106, 116, 124, 126;<br><b>V2:</b> 11, 14, 15, 17, 24, 34, 36, 46, 54, 56, 66, 76, 78, 104, 106, 116, 124, 126  |
| <ul style="list-style-type: none"> <li>Infer from and act on oral information</li> </ul>   | Students use Academic Response Frames throughout the program. A response frame is a structured, topic-related response scaffold that provides opportunities for students to apply carefully targeted language forms.   |
| <ul style="list-style-type: none"> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</li> </ul> |  |
| <b>Level 5</b>   |  |
| <b>Bridging</b>  |  |
| <ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level content-based language</li> </ul>  | Supports objective:<br><b>Facilitating Discussion: V2:</b> 9, 10, 25, 26, 48, 67, 68, 80, 95, 96, 117, 118, 119<br><b>Analyzing and Discussing Text: V1:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; <b>V2:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, |

| WiDA Can Do Descriptors: Grade Level Cluster 3-5   | English 3D Matches  |
|--|---|
|  | 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G   |
| <ul style="list-style-type: none"> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Distinguish between literal and figurative language in oral discourse</li> </ul>          |   |
| <ul style="list-style-type: none"> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>                  | <p><b>Opinion Essay: V1:</b> 66F, 66J, 82-91, T22; <b>V2:</b> 66F, 66J, 82-91, T22</p> <p><b>Opinion Paragraph: V1:</b> 38-43, T22; <b>V2:</b> 38-43, T22</p>   |
| <b>Level 6 - Reaching</b>  |   |
| <b>SPEAKING</b>  |   |
| <b>Level 1</b>   |   |
| <b>Entering</b>  |   |
| <ul style="list-style-type: none"> <li>Express basic needs or conditions</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Name pre-taught objects, people, diagrams, or pictures</li> </ul>                         | <p><b>Academic Vocabulary: V1:</b> 34, 54, 56, 76, 105, 106, 126; <b>V2:</b> 34, 54, 56, 76, 105, 106, 126</p> <p><b>High-Utility Academic Words: V1:</b> 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107; <b>V2:</b> 14, 15, 33, 34, 36, 54, 55, 56, 75, 76, 77, 78, 79, 103, 105, 107</p> <p><b>Build Word Knowledge: V1:</b> 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88; <b>V2:</b> 9, 14, 15, 25, 34, 36, 47, 54, 56, 67, 76, 78, 95, 104, 106, 117, 119, 124, 126, T88</p> <p><b>Domain-Specific Vocabulary: V1:</b> 9, 25, 47, 67, 95, 117, 119; <b>V2:</b> 9, 25, 47, 67, 95, 117, 119</p> <p><b>Precise Words: V1:</b> 33, 55, 75, 77, 79, 103, 105, 107, 111; <b>V2:</b> 33, 55, 75, 77, 79, 103, 105, 107</p> <p><b>Words to Go: V1:</b> 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89; <b>V2:</b> 14, 34, 36, 54, 56, 76, 78, 104, 106, 124, T88-T89</p> <p><b>Words to Know: V1:</b> 25, 47, 67, 95, 117, 119, T74-T75; <b>V2:</b> 25, 47, 67, 95, 117, 119, T74-T75</p> |
| <ul style="list-style-type: none"> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> </ul>    | Students build fluency with echo reaching routines, oral cloze, and partner cloze.  |
| <ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> </ul>   | <p><b>Response Frame: V1:</b> 9, 11, 13, 14, 15, 17, T66-T67; <b>V2:</b> 9, 11, 13, 14, 15, 17, T66, T67, T75</p>   |
| <b>Level 2</b>   |   |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> </ul>                        | <p>Supports objective:</p> <p><b>Response Frame: V1:</b> 9, 11, 13, 14, 15, 17, T66-T67; <b>V2:</b> 9, 11, 13, 14, 15, 17, T66, T67,</p>  |

| WiDA Can Do Descriptors: Grade Level Cluster 3-5  | English 3D Matches  |
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|   | T75   |
| <ul style="list-style-type: none"> <li>• Restate content-based facts</li> </ul>   | <b>Analyzing and Discussing Text: V1:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; <b>V2:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G   |
| <ul style="list-style-type: none"> <li>• Describe pictures, events, objects or people using phrases or short sentences</li> </ul> | <b>Precise Words: V1:</b> 33, 55, 75, 77, 79, 103, 105, 107, 111; <b>V2:</b> 33, 55, 75, 77, 79, 103, 105, 107  |
| <ul style="list-style-type: none"> <li>• Share basic social information with peers</li> </ul>                                     | Supports objective:<br><b>Facilitating Discussion: V2:</b> 9, 10, 25, 26, 48, 67, 68, 80, 95, 96, 117, 118, 119<br><b>Exchanging Ideas: V1:</b> 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31; <b>V2:</b> 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31   |
| <b>Level 3</b>  |   |
| <b>Developing</b>   |   |
| <ul style="list-style-type: none"> <li>• Answer simple content-based questions</li> </ul>   | Selected matches provides opportunities:<br><b>Facilitating Discussion: V2:</b> 9, 10, 25, 26, 48, 67, 68, 80, 95, 96, 117, 118, 119<br><b>Analyzing and Discussing Text: V1:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; <b>V2:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G<br><b>Exchanging Ideas: V1:</b> 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31; <b>V2:</b> 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31<br><b>Exchanging Information: V1:</b> 11, 12, 27, 28, 49, 50, 97, 98, 120; <b>V2:</b> 11, 12, 27, 28, 49, 50, 97, 98, 120 |
| <ul style="list-style-type: none"> <li>• Re/tell short stories or events</li> </ul>   | <b>Discuss, Record, and/or Summarize Key Ideas and Details: V1:</b> 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; <b>V2:</b> 16, 32, 35, 37, 80, 102, 108, 125-127, 130  |
| <ul style="list-style-type: none"> <li>• Make predictions or hypotheses from discourse</li> </ul>                                 |   |
| <ul style="list-style-type: none"> <li>• Offer solutions to social conflict</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>• Present content-based information</li> </ul>   | Volume 1: Issue 1: Screen Time; Issue 6: I Belong; Volume 2: Too Much Homework?; and  |

| WiDA Can Do Descriptors: Grade Level Cluster 3-5  | English 3D Matches  |
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|   | Issue 2: Heads Up! all provide multiple opportunities to connect and compare personal information and experiences to texts and Issue content.   |
| <ul style="list-style-type: none"> <li>Engage in problem-solving</li> </ul>   |   |
| <b>Level 4</b>  |   |
| <b>Expanding</b>  |   |
| <ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> </ul>                                      | <b>Constructed Response/ Responding with Evidence: V1:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 109, 125, 127, 129, 131; <b>V2:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 107, 109, 125, 127, 129, 131                         |
| <ul style="list-style-type: none"> <li>Discuss stories, issues, and concepts</li> </ul>   | <b>Analyzing and Discussing Text: V1:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; <b>V2:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G |
| <ul style="list-style-type: none"> <li>Give content-based oral reports</li> </ul>   | <b>V1:</b> 44, 45, T46-T47, T61, T132, 138  |
| <ul style="list-style-type: none"> <li>Offer creative solutions to issues/problems</li> </ul>   | Provides opportunities:<br>Real-World Issues: <b>V1:</b> T18  |
| <ul style="list-style-type: none"> <li>Compare/contrast content-based functions and relationships</li> </ul>                            |   |
| <b>Level 5</b>  |   |
| <b>Bridging</b>   |   |
| <ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> </ul>                                 | <b>Making, Stating, and Supporting Claims: V2:</b> 12, 28, 30-31, 50, 52-53, 70, 72-73, 98, 100-101, 120, 122-123   |
| <ul style="list-style-type: none"> <li>Give content-based presentations using technical vocabulary</li> </ul>                           | <b>V1:</b> 44, 45, T46-T47, T61, T132, 138  |
| <ul style="list-style-type: none"> <li>Sequence steps in grade-level problem-solving</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>                   |   |
| <b>Level 6 - Reaching</b>   |   |
| <b>READING</b>  |   |
| <b>Level 1</b>  |   |
| <b>Entering</b>   |   |
| <ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Identify cognates from first language, as applicable</li> </ul>                                  | Opportunities to identify cognates are possible in the Words to Know Routine. <b>Words to Know: V1:</b> 25, 47, 67, 95, 117, 119, T74-T75; <b>V2:</b> 25, 47, 67, 95, 117, 119, T74-T75   |
| <ul style="list-style-type: none"> <li>Make sound/symbol/word relations</li> </ul>  | <b>Phonology and Phonics: V1:</b> T184-T187; <b>V2:</b> T184-T187   |
| <ul style="list-style-type: none"> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul> | The Building Context Routine used throughout the program helps students understand the  |

| WIDA Can Do Descriptors: Grade Level Cluster 3-5   | <i>English 3D Matches</i>  |
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|  | issue concept in a broader context, preparing them for related text analysis and discussion.<br><b>Building Concepts: V1:</b> 6, 8A, 8C, 10, 24A, 24C, 26, 46A, 46E, 66C, 66G, 68, 94A, 94E, 96, 116A, 116E, 118, T30-T31, T76-T77; <b>V2:</b> 6, 8A, 8C, 10, 24A, 24C, 26, 46A, 46E, 66C, 66G, 68, 94A, 94E, 96, 116A, 116E, 118, T30-T31, T76-T77  |
| <b>Level 2</b>   |  |
| <b>Beginning</b>   |  |
| <ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> </ul>     | <b>Text-Based Questions: V1:</b> 16, 32, 35, 55, 57, 58, 74, 77, 79, 102, 105, 107, 130; <b>V2:</b> 16, 32, 35, 55, 57, 58, 74, 77, 79, 102, 105, 107, 128   |
| <ul style="list-style-type: none"> <li>Find changes to root words in context</li> </ul>                          | Students use root words in new sentence frames to build word knowledge and understanding in the Daily Do Now Routine used throughout the program. <b>Daily Do Now: V1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, T70-T71, T137; <b>V2:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, T70-T71, T137 |
| <ul style="list-style-type: none"> <li>Identify elements of story grammar (e.g., characters, setting)</li> </ul> | Supports objective:<br><b>Analyzing and Discussing Text: V1:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G, 116B, 116C, 116F, 116G; <b>V2:</b> 8A, 8C, 24B, 24F, 46B, 46C, 46F, 46G, 66D, 66E, 66H, 66I, 94B, 94C, 94F, 94G,  |



| WiDA Can Do Descriptors: Grade Level Cluster 3-5  | English 3D Matches  |
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|   | 116B, 116C, 116F, 116G  |
| <ul style="list-style-type: none"> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>                        |   |
| <b>Level 3</b>  |   |
| <b>Developing</b>   |   |
| <ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> </ul>  | Students have the opportunity to do this with the data file at the beginning of each issue.   |
| <ul style="list-style-type: none"> <li>Identify main ideas and some details</li> </ul>  | <b>Discuss, Record, and/or Summarize Key Ideas and Details: V1:</b> 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; <b>V2:</b> 16, 32, 35, 37, 80, 102, 108, 125-127, 130  |
| <ul style="list-style-type: none"> <li>Sequence events in stories or content-based processes</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>                             | <b>Building Fluency: V1:</b> 16, 24, 35, 37, 55, 57, 74, 77, 79, 102, 105, 107, 125, 127, 128, 130, T72-T73; <b>V2:</b> 16, 24, 35, 37, 55, 57, 74, 77, 79, 102, 105, 107, 125, 127, 128, T72-T73<br><b>Echo-Reading: V1:</b> 8, 24, 46, 66, 94, 111, T72, T73; <b>V2:</b> 8, 24, 46, 66, 94, 111, T72, T73 |
| <b>Level 4</b>  |   |
| <b>Expanding</b>  |   |
| <ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after" --fairy tales)</li> </ul> | Genres represented in <i>English 3D, Course A</i> include: news articles, magazine articles, short stories, editorials, plays, and poems, and provide opportunities to meet this objective.   |
| <ul style="list-style-type: none"> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> </ul>                | Provides opportunities: <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110  |
| <ul style="list-style-type: none"> <li>Find details that support main ideas</li> </ul>  | <b>Discuss, Record, and/or Summarize Key Ideas and Details: V1:</b> 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; <b>V2:</b> 16, 32, 35, 37, 80, 102, 108, 125-127, 130  |
| <ul style="list-style-type: none"> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>                               | <b>Making, Stating, and Supporting Claims: V2:</b> 12, 28, 30-31, 50, 52-53, 70, 72-73, 98, 100-101, 120, 122-123<br><b>Supporting Details: V1:</b> 31, 53, 73, 101, 123  |
| <b>Level 5</b>  |   |
| <b>Bridging</b>   |   |
| <ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> </ul>   | <b>Discuss, Record, and/or Summarize Key Ideas and Details: V1:</b> 16, 32, 35, 37, 80, 102, 108, 125, 127, 128; <b>V2:</b> 16, 32, 35, 37, 80, 102, 108, 125-127, 130  |
| <ul style="list-style-type: none"> <li>Answer analytical questions about grade-level text</li> </ul>  | <b>Constructed Response/Responding with Evidence: V1:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81, 103, 105, 109, 125, 127, 129, 131; <b>V2:</b> 17, 33, 35, 37, 55, 57, 59, 75, 77, 79, 81,   |

| WiDA Can Do Descriptors: Grade Level Cluster 3-5  | English 3D Matches   |
|---|--|
|   | 103, 105, 107, 109, 125, 127, 129, 131   |
| <ul style="list-style-type: none"> <li>Identify, explain, and give examples of figures of speech</li> </ul>               | <b>Figurative Language: V1:</b> 129  |
| <ul style="list-style-type: none"> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul> | <b>Making Inferences: V1:</b> 43; <b>V2:</b> 43  |
| <b>Level 6 - Reaching</b>   |  |
| <b>WRITING</b>  |  |
| <b>Level 1</b>  |  |
| <b>Entering</b>   |  |
| <ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> </ul>             | <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110   |
| <ul style="list-style-type: none"> <li>Communicate ideas by drawing</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Copy words, phrases, and short sentences</li> </ul>                                | <b>Daily Do Now: V1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, T70-T71, T137; <b>V2:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, T70-T71, T137 |
| <ul style="list-style-type: none"> <li>Answer oral questions with single words</li> </ul>                                 | <b>Response Frame: V1:</b> 9, 11, 13, 14, 15, 17, T66-T67; <b>V2:</b> 9, 11, 13, 14, 15, 17, T66, T67, T75   |
| <b>Level 2</b>  |  |
| <b>Beginning</b>  |  |
| <ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> </ul>                                    |  |
| <ul style="list-style-type: none"> <li>Complete/produce sentences from word/phrase banks or walls</li> </ul>              | <b>Daily Do Now: V1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59,   |

| WiDA Can Do Descriptors: Grade Level Cluster 3-5   | English 3D Matches  |
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|  | 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, T70-T71, T137; <b>V2:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, T70-T71, T137 |
| <ul style="list-style-type: none"> <li>• Fill in graphic organizers, charts, and tables</li> </ul>                   | <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110  |
| <ul style="list-style-type: none"> <li>• Make comparisons using real-life or visually-supported materials</li> </ul> | Provides opportunities: <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110  |
| <b>Level 3</b>   |   |
| <b>Developing</b>  |   |
| <ul style="list-style-type: none"> <li>• Produce simple expository or narrative text</li> </ul>                      | <b>Ten-Minute Paper: V1:</b> 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83; <b>V2:</b> 30-31, 52-53, 72-73, 100-101, 122-123, T82-T83  |
| <ul style="list-style-type: none"> <li>• String related sentences together</li> </ul>                                | Selected matches provides opportunities:<br><b>Formal Summary: V1:</b> 8D, 18-23, T22; <b>V2:</b> 8D, 18-23, T22<br><b>Informative Texts: V1:</b> 94D, 110-115, T22; <b>V2:</b> 94D, 110-115, T22<br><b>Narrative Texts: V1:</b> 116D, 132-137, T22; <b>V2:</b> 116D, 132-137, T22<br><b>Opinion Essay: V1:</b> 66F, 66J, 82-91, T22; <b>V2:</b> 66F, 66J, 82-91, T22   |
| <ul style="list-style-type: none"> <li>• Compare/contrast content-based information</li> </ul>                       | Provides opportunities: <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110  |
| <ul style="list-style-type: none"> <li>• Describe events, people, processes, procedures</li> </ul>                   | <b>Text-Based Questions: V1:</b> 16, 32, 35, 55, 57, 58, 74, 77, 79, 102, 105, 107, 130; <b>V2:</b> 16, 32, 35, 55, 57, 58, 74, 77, 79, 102, 105, 107, 128  |
| <b>Level 4</b>   |   |

| WIDA Can Do Descriptors: Grade Level Cluster 3-5   | English 3D Matches  |
|--|---|
| <b>Expanding</b>   |   |
| <ul style="list-style-type: none"> <li>• Take notes using graphic organizers</li> </ul>  | <b>Graphic Organizers: V1:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110; <b>V2:</b> 8, 12, 18, 28, 32, 37, 40, 78, 110  |
| <ul style="list-style-type: none"> <li>• Summarize content-based information</li> </ul>  | <b>Formal Summary: V1:</b> 8D, 18-23, T22; <b>V2:</b> 8D, 18-23, T22  |
| <ul style="list-style-type: none"> <li>• Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> </ul> | Selected matches provides opportunities:<br><b>Formal Summary: V1:</b> 8D, 18-23, T22; <b>V2:</b> 8D, 18-23, T22<br><b>Informative Texts: V1:</b> 94D, 110-115, T22; <b>V2:</b> 94D, 110-115, T22<br><b>Narrative Texts: V1:</b> 116D, 132-137, T22; <b>V2:</b> 116D, 132-137, T22<br><b>Opinion Essay: V1:</b> 66F, 66J, 82-91, T22; <b>V2:</b> 66F, 66J, 82-91, T22 |
| <ul style="list-style-type: none"> <li>• Explain strategies or use of information in solving problems</li> </ul>                           |   |
| <b>Level 5</b>   |   |
| <b>Bridging</b>  |   |
| <ul style="list-style-type: none"> <li>• Produce extended responses of original text approaching grade level</li> </ul>                    | <b>Informative Texts: V1:</b> 94D, 110-115, T22; <b>V2:</b> 94D, 110-115, T22<br><b>Narrative Texts: V1:</b> 116D, 132-137, T22; <b>V2:</b> 116D, 132-137, T22<br><b>Opinion Essay: V1:</b> 66F, 66J, 82-91, T22; <b>V2:</b> 66F, 66J, 82-91, T22<br><b>Opinion Paragraph: V1:</b> 38-43, T22; <b>V2:</b> 38-43, T22  |
| <ul style="list-style-type: none"> <li>• Apply content-based information to new contexts</li> </ul>  | <b>Exchanging Ideas: V1:</b> 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31; <b>V2:</b> 8, 11, 13, 24, 27, 29, 46, 49, 51, 66, 69, 71, 94, 97, 99, 116, 121, T28-T29, T30-T31  |
| <ul style="list-style-type: none"> <li>• Connect or integrate personal experiences with literature/content</li> </ul>                      | <b>Response Frame: V1:</b> 9, 11, 13, 14, 15, 17, T66-T67; <b>V2:</b> 9, 11, 13, 14, 15, 17, T66, T67, T75  |
| <ul style="list-style-type: none"> <li>• Create grade-level stories or reports</li> </ul>  | <b>Narrative Texts: V1:</b> 116D, 132-137, T22; <b>V2:</b> 116D, 132-137, T22<br><b>Informative Texts: V1:</b> 94D, 110-115, T22; <b>V2:</b> 94D, 110-115, T22  |
| <b>Level 6 - Reaching</b>  |   |