

ELA – Grade 4 - Unit 1 - ELL Scaffold – UPDATED 2020

Text/Novel- *I Survived Hurricane Katrina* by Lauren Tarshis is the focus for MP1. Novel/text can be modified or substituted based on ELP level and the amount of texts read by students.

Online Resources for *I Survived Hurricane Katrina*-

Lauren Tarshis' Website- <https://www.laurentarshis.com/teaching-resources>

[Read Aloud](#)

[What are Natural Disasters?](#)

[Katrina Play](#)

[Katrina Comprehension Check](#)

[Katrina Comprehension Quiz](#)

[Katrina Reading/Figurative Language Skills](#)

[Exploring Historical Topics Grades 3-5](#)

Theme- Natural Disasters, Weather, Citizenship

Unit Essential Questions-

What is a natural disaster?

What are other types of natural disasters?

How can an author develop a character?

As citizens, how can we prepare for a natural disaster?

Are natural disasters really natural?

What can learn from Hurricane Katrina?

Literary Focus-

Narrative Writing

Character development

Character traits (inside and outside)

Inferences

Sequencing a story/events

1st and 3rd Person Point of View

Similes and Metaphors

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Personification
Onomatopoeia

Other Online Resources for Unit-

[k12 reader- Inference Worksheets](#)

[Inference Practice](#)

[Natural Disaster Vocab + QR Codes](#)

[Natural Disaster Sort \(Google Slides Compatible\)](#)

[Hurricane Sequence Response](#)

[Understanding Natural Disasters](#)

[Hurricanes: Earth's Mightiest Storms Journeys Read Aloud](#)

[The Earth Dragon Awaits Journeys Read Aloud](#)

[Hurricane kids: What Katrina taught us about Puerto Rico](#)

[Children of the Storm Passage and Questions Read Works](#)

<http://www.uphamscornernews.com/dedicated-to-the-victims-and-survivors-of-hurricane-katrina-august-2005.html>

Women's Wrath Poem

<https://inspirare.blog/2019/01/18/hurricane-mary-oliver/> Hurricane Poem by Mary Oliver

Online Resources for all SLOs-

<https://www.englishcentral.com/browse/videos>

<https://www.esllibrary.com/>

<http://www.vocabulary.com>

<https://www.mobymax.com/>

<https://newsela.com/>

<https://www.spellingcity.com/>

<https://www.readworks.org>

<https://www.ixl.com>

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<https://www.learningA-Z.com>

<https://www.litcharts.com/>

https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (sentence frames)

https://www.commonlit.org/?acknowledge_unsupported_browser=true

<https://kahoot.com/>

<https://www.tes.com/lessons/search?q=l+survived+hurricane+katrina>

Writing Online Resources-

<http://www.readwritethink.org/files/resources/interactives/comcontrast/map.html>

<http://www.readwritethink.org/files/resources/interactives/comcontrast/>

https://drive.google.com/file/d/1u34aLJLkU3_POFZXIFb571VOb4jL1k/view

<https://drive.google.com/file/d/1ZlhTRIWcrSVDMYFsPJUnG0dcr3d6unn6/view?usp=sharing>

<https://drive.google.com/file/d/1bCQRs-h7qmKKR3rG4ZmfPeAnLQZTAJgT/view?usp=sharing>

<https://drive.google.com/file/d/146Zka-6B0fl67tAoC4nnYoPr46zcLIWi/view?usp=sharing>

<https://www.academicwritingsuccess.com/13-thought-provoking-personal-narrative-prompts/>

<https://www.k12reader.com/subject/composition/prompts/creative-writing-prompts/>

[Narrative Writing Brainstorming](#)

[Narrative Writing Steps](#)

[Planning Sensory Details in your writing](#)

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(place an “X” before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	
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Amistad Law

Holocaust Law- Stepping Along, pg 72-98

LGBTQ and Disabilities Law

Diversity & Inclusion

Standards in Action: *Climate Change*

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS:RL.4.1 RI.4.1 WIDA: 2 Reading	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>Retell/Explain</u> literal information and events from informational texts <i>using pictures and working with a partner or small group.</i>	VU: Explain, Retell events and information

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Speaking					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell events and details from informational texts at the grades 3-4 text level band in L1 and /or answer “who” and either/or questions with picture supports about what is explicitly stated in text appropriately leveled texts by producing single word answers, and pointing, repeating key words from text.	Explain answers to questions about what is explicitly stated in informational texts at the grades 3-4 text level band in L1 and/or retell story answering wh- questions about what is explicitly stated in informational text using short phrases to complete sentence frames, and using word wall supports.	Retell key events and details using template or sequence organizer in adapted grade level information texts by answering simple questions from the text, based on content based grade level vocabulary. Explain important event using word wall and/or sentence stem supports	Retell and explain answers to questions about what is explicitly stated in informational texts at the grades 3-4 text level band by producing complete sentences using various transition words and content-based grade level vocabulary.	Retell and explain answers to questions about what is explicitly stated in grade level informational texts by producing detailed sentences of with varying verb tenses and transition words with some content-based grade level vocabulary.
Learning Supports	<u>Word Wall</u> Repeat Directions/Retell Story <u>L1 support</u> <u>Pictures/Photographs</u> <u>Gestures</u> <u>Partner Work</u> <u>Manipulatives</u> <u>Choice questions</u>	<u>Word Wall</u> Repeat Directions/Retell Story <u>L1 support</u> <u>Sentence Frames</u> <u>Manipulatives</u> <u>Partner Work</u> <u>Pictures/Photographs</u>	<u>Word Wall</u> Templates <u>Triads or Small Groups</u> <u>Sentence Stems</u>	<u>Triads or Small Groups</u> Word Wall	Word Wall

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	Student Learning Objective (SLO) <u>Weeks 4-5 and/or extended time for ELLs.</u>		Language Objective		Language Needed
SLO: 2 NJSLS: RL.4.2 RI.4.2 WIDA: 2 Reading Speaking	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		Summarize text from events and elements of text using a summary <i>graphic organizer</i> .		VU: Main Ideas/Supporting Details
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		Identify and classify main ideas and supporting details of text using <i>graphic organizer</i> .		LFC: Verb tenses, subject-verb agreement, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize and identify main idea of grade 3-4 level text in L1 and/or answer questions about theme of text and parts of summary using single word answers, yes/no and photographs/realia, and drawing pictures of events.	Summarize and identify main idea of grade 3-4 level text in L1 and/or answer wh- questions about main idea and parts of summary to answer in short phrases using sentence frames in summary graphic organizer, and/or draw pictures.	Summarize main events of text and identify main themes of text by answering in simple sentence structures using summary graphic organizer stems and word bank.	Summarize main events and identify main themes of grade 3-4 level text using summary graphic organizer in complete sentences with content-based vocabulary	Summarize main events and and identify main themes of grade 3-4 level text with graphic organizer using varying sentence structures and details.

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Learning Supports	Teacher model <u>Graphic Organizers</u> <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u> Cards that match word to picture	Teacher model <u>Graphic Organizers</u> <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u>	Teacher model <u>Graphic Organizers</u> <u>Word Bank</u>	Teacher model Graphic Organizers	Graphic Organizer
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	Student Learning Objective (SLO) <u>Weeks 4-5 and/or extended time for ELLs.</u>	Language Objective	Language Needed		
SLO: 3 NJSLS: RL.4.3; WIDA: 2 Reading Speaking	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>Analyze and infer</u> characters' inside and outside traits and their actions from the text using <i>character web</i> graphic organizer.	VU: Character traits, Infer details		
			LFC: Verb tenses, subject-verb agreement, transition words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Identify and classify inside and outside character traits in L1 and/or answer questions using yes/no, single word answers and pictures to complete character web.</p> <p>Draw inferences from character details in L1 and/or answer questions using yes/no, pointing, drawing pictures.</p>	<p>Identify and classify inside and outside character traits in L1 and/or answer questions using pictures and word bank to complete character web.</p> <p>Draw inferences from character details in L1 and/or answer questions using simple phrases to complete sentence frames.</p>	<p>Identify and classify inside and outside character traits using word bank to complete character web in basic, related phrases using content-based vocabulary.</p> <p>Draw inferences from character details to answer questions in basic sentence structures using sentence stems.</p>	<p>Identify and classify inside and outside character traits to answer questions to complete character web in varying sentence styles using some academic content-based vocabulary.</p> <p>Draw inferences from character details to answer questions in complete sentences using sentence stems.</p>	<p>Identify and classify inside and outside character traits to answer questions to complete character web in varying sentence styles using academic content-based vocabulary.</p> <p>Draw inferences from character details to answer questions in varying sentence styles.</p>
<p>Learning Supports</p>	<p>Teacher model <u>Graphic Organizers</u> <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u> Cards that match word to picture</p>	<p>Teacher model Sentence Frames <u>Graphic Organizers</u> <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u></p>	<p>Teacher model Sentence Stems <u>Graphic Organizers</u> <u>Word Bank</u></p>	<p>Teacher model Graphic Organizers Sentence Stems</p>	<p>Teacher Model Graphic Organizer</p>

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	Student Learning Objective (SLO) <u>Weeks 5-6 and/or extended time for ELLs.</u>		Language Objective		Language Needed
SLO: 4 NJSLS: RL.4.4 RI.4.4 WIDA: 2 Reading Speaking	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		Interpret and classify words and phrases to understand their figurative and connotative meanings using <i>pictures and graphic organizer</i> .		VU: Figurative language, tone, definition, vocabulary
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		Define and explain key words and phrases from the text using <i>picture dictionaries/L1 dictionaries and Frayer model</i> .		LFC: Modal (would, could, might), compound tenses (would, have, been)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define applicable and academic vocabulary in grade 3-4 level text in L1 with Frayer Model and/or Answer and repeat academic vocabulary. Identify and describe figurative and connotative phrases in grade 3-4 level in L1 and/or answer simplified questions reinforced with pictures/gestures with yes/no,	Identify and define applicable and academic vocabulary in grade 3-4 level text in L1 with Frayer Model and/or answer simplified wh- questions in basic phrases to complete sentence frames. Identify and describe figurative and connotative phrases in grade 3-4 level in L1 and/or answer wh- questions in basic	Identify and define applicable and academic vocabulary using a frayer model to answer and explain domain-specific vocabulary with basic sentence structure. Recognize and describe figurative and connotative phrases in basic sentences using sentence stems.	Identify and define applicable and academic vocabulary using a frayer model to answer and explain domain-specific vocabulary using varying complex sentences. Recognize and describe figurative and connotative phrases in	Identify and define applicable and academic vocabulary using a frayer model to explain and discuss domain-specific vocabulary in varied complex sentences Recognize and describe figurative and connotative phrases in varied complex sentence structures.

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	pointing and single word answers.	phrases with sentence frame reinforcement.		varied complex sentence structures.	
Learning Supports	<u>Graphic Organizers</u> (Frayer Model with pictures, words) Picture Dictionary L1 Dictionary <u>Word Bank</u> <u>Triads or Small Groups</u> <u>Illustrations/Diagrams/Drawings</u> <u>Gestures</u> <u>Choice questions</u>	<u>Graphic Organizers</u> (Frayer Model) Picture Dictionary L1 Dictionary <u>Word Bank</u> <u>Triads or Small Groups</u> <u>Illustrations/Diagrams/Drawings</u> <u>Sentence Frames</u>	<u>Graphic Organizers</u> (Frayer Model) <u>Word Bank</u> <u>Triads or Small Groups</u> Sentence Stems	<u>Graphic Organizers</u> (Frayer Model) <u>Triads or Small Groups</u>	<u>Graphic Organizers</u> (Frayer Model)

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 5 NJSLS: RL.4.5 WIDA: 2 Reading Speaking	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>Analyze and identify</u> structural elements of informational and poetry texts <i>using scaffolded questions/guided class discussion</i> . <u>Compare and contrast</u> structural differences between information and poetry texts using <i>guided class discussion and Venn diagram</i> .	VU: stanza, chapter, section, headline, title LFC: Elements of poetry and informational texts LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Identify and explain parts of informational text and poetry text in grade 3-4 level in L1 and/or identify parts of informational and poetic text using diagrams, repetition of words, pointing, yes/no or single word answers.</p> <p>Compare and contrast parts of texts using Venn Diagram in L1 and/or rewrite simple words/phrases and draw pictures to complete a Venn diagram.</p>	<p>Identify and explain parts of informational text and poetry text in grade 3-4 level in L1 and/or identify parts of informational and poetic text answering wh- questions with basic phrases, pointing and drawing pictures.</p> <p>Compare and contrast parts of texts using Venn Diagram in L1 and/or write simple words/phrases using word bank.</p>	<p>Classify and explain parts of informational and poetry text answering questions using sentence stems.</p> <p>Compare and contrast parts of texts using Venn Diagram with word bank, classifying texts using basic sentence structures.</p>	<p>Classify and explain parts of informational and poetry text answering questions in basic sentence structures.</p> <p>Compare and contrast parts of texts using Venn Diagram classifying texts using basic sentence structures.</p>	<p>Classify and explain parts of informational and poetry text answering questions in varied complex sentence structures.</p> <p>Compare and contrast parts of texts using Venn Diagram classifying texts using varied complex sentence structures.</p>
<p>Learning Supports</p>	<p>Repetition of words/directions <u>Web</u> <u>Word Bank</u> Dialog starters/sentence frames <u>Diagram of informational and poetry text</u> <u>Pictures/Photographs/Photographs</u> <u>Gestures</u> <u>Partner Work</u></p>	<p><u>Web</u> (partially completed) <u>Word Bank</u> Dialog starters/sentence frames <u>Illustrations/Diagrams/Drawing</u> <u>s</u> <u>Pictures/Photographs/Photographs</u> <u>Partner Work</u></p>	<p>Character <u>Web</u> <u>Word Bank</u> Dialog starters/sentence stems</p>	<p><u>Web</u></p>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 NJSLS: RL.4.6 WIDA: 2 Reading Speaking Writing	Assess how point of view or purpose shapes the content and style of a text.		<u>Identify and explain</u> differences and similarities of first person versus third person narratives using Venn diagrams <i>and excerpts of varying texts.</i>		VU: first person, third person, perspective/point of view
					LFC: comparatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast first person and third person in grade level texts L1 and/or identify elements of first and third person narratives using simplified texts with illustrations, gestures to answer in yes/no, pointing and single word answers.	Compare and contrast first person and third person in grade level texts L1 and/or identify elements of first and third person narratives using simplified texts with illustrations to answer in wh- questions in basic phrases using sentence frames.	Compare and contrast first and third person narrations using Venn diagrams with word bank to answer using sentence stems and basic complete sentences.	Compare and contrast first and third person narrations using Venn diagrams with word bank to answer in basic complete sentences.	Compare and contrast first and third person narrations using Venn diagrams to answer in varied complex sentences.

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Learning Supports	<u>Venn diagrams</u> <u>Partner Work</u> <u>Word Wall</u> <u>Word Bank</u> <u>Pictures/Photographs</u> <u>L1 support</u> Word sort cards	<u>Venn diagrams</u> <u>Partner Work</u> <u>Word Wall</u> <u>Word Bank</u> <u>Pictures/Photographs</u> <u>L1 support</u> Word and phrase sort cards	<u>Venn diagrams</u> <u>Partner Work</u> <u>Word Wall</u> <u>Word Bank</u> <u>Sentence stems</u>	<u>Venn diagrams</u> <u>Word Bank</u>	Venn Diagram
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 7 NJSLS: RL.4.9 WIDA: 2 Reading Speaking	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>Discuss and classify</u> different purposes for texts with similar themes/topics using <i>graphic organizer and scaffolded questions in guided class discussion</i> .	VU: Persuade, Inform, Entertain Details to support main idea LFC: Compound sentences, comparatives, conjunctions LC: Varies by ELP level		
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Language Objectives	Identify and classify different purposes for texts in grade appropriate text in L1 and/or identify purposes of texts with illustrations, simplified texts to answer in single words, pointing, yes/no.	Identify and classify different purposes for texts in grade appropriate text in L1 and/or identify purposes of texts with illustrations, simplified texts to answer in basic phrases using sentence frames.	Identify and classify purposes of different texts with graphic organizers with a word bank and sentence stems/dialogue starters to answer questions in basic sentences/phrases using some domain-specific language.	Identify and classify purposes of different texts with graphic organizers with word bank to answer questions in basic complete sentences using some domain-specific language.	Identify and classify purposes of different texts with graphic organizers to answer questions in varied complex complete sentences using some domain-specific language.
Learning Supports	<u>Native Language Discussion</u> <u>Partner Work</u> <u>Word Wall</u> Word Bank Text to speech Illustrations/Photos Gestures Repetition of Directions	<u>Native Language Discussion</u> <u>Partner Work</u> <u>Word Wall</u> Word Bank Record recitation of poetry <u>Sentence Frames/Dialogue Starters</u> Repetition of Directions	Graphic Organizer Word Bank Sentence Stems/Dialogue Starters <u>Partner Work</u> <u>Word Wall</u>	Graphic Organizer Word Bank Word Wall <u>Partner Work</u>	Graphic Organizer Word Wall
	Student Learning Objective (SLO)	Language Objective		Language Needed	
SLO: 8 NJSLs: RL.4.10 RI.4.10 WIDA: 2 Reading	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	<u>Read and understand</u> various fiction, non-fiction, poetry texts using <i>ELP supports and guided classroom discussion</i> . <u>Classify and discuss</u> various text genres using <i>graphic organizers and guided classroom discussion</i> .		VU: genre, fiction, non-fiction, plot, setting, chapter LFC: elements of a story, comparatives	

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Speaking	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Read and analyze different genres using various grade appropriate texts in L1 and/or read and analyze different genres with illustrations, realia, text-to-speech and gesture supports to answer questions in yes/no, pointing or single word answers.</p>	<p>Read and analyze different genres using various grade appropriate texts in L1 and/or read and analyze different genres with illustrations and gesture supports to answer wh- questions in basic phrases.</p>	<p>Read and analyze different genres with gesture supports to answer questions in basic phrases/sentences using sentence frames.</p>	<p>Read and analyze different genres to answer questions in complete basic sentences/phrases with word bank/word wall support.</p>	<p>Read and analyze different genres to answer questions in varied complex sentences/phrases.</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Learning Supports	Discussion in L1 Group/Pair Work Role Play Word Wall Text-to-speech Realia Illustrations Gestures Question cards with pictures	Discussion in L1 Group/Pair Work Role Play Word Wall Word Bank Text-to-speech Gestures Question cards/Sentence Frames	Gestures Sentence frames Word Bank Word Wall Group/Pair Work	Word Bank Word Wall Pair work	Word Wall
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 9 NJSLS: RI.4.8 WIDA: 2 Reading Speaking	Explain how an author uses reasons and evidence to support particular points in a text.	<u>Identify and explain the main</u> idea and supporting evidence using <i>story/text graphic organizer and guided classroom discussion</i> .	VU: Supporting Details/Main Point, Text purpose, Sequence of Story LFC: Compound sentences, Transition words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Language Objectives	Identify and explain the main idea and supporting evidence of grade level text in L1 and/or answer questions using pictures, realia and gesture reinforcements to provide yes/no, single word answers.	Identify and explain the main idea and supporting evidence of grade level text in L1 and/or answer simplified questions with pictures and gesture reinforcements to provide basic phrase answers.	Identify and explain the main idea and supporting evidence using domain-specific vocabulary in sentence frames and graphic organizer with word bank.	Identify and explain the main idea and supporting evidence using domain-specific vocabulary word bank and graphic organizer to answer in complete sentences.	Identify and explain the main idea and supporting evidence using domain-specific vocabulary with a graphic organizer to answer in varied complex sentences.
Learning Supports	<u>Graphic Organizer</u> (completed) <u>Partner Work</u> <u>Word Wall</u> <u>L1 support</u> <u>Illustrations/Diagrams/D</u> <u>rawings</u> Realia Illustrations Gestures	<u>Partner Work</u> <u>Graphic Organizer</u> (partially completed) <u>Word Wall</u> <u>L1 support</u> <u>Sentence Frames</u> Gestures Pictures	<u>Partner Work</u> <u>Word Wall</u> Word Bank <u>Graphic Organizer</u> <u>Sentence stems</u>	<u>Graphic Organizer</u> Word Bank Word Wall Partner Work	Graphic Organizer Word Wall

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 10 NJSLs: RF.4.3.a WIDA: 2	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	<u>Apply</u> phonics and syllabication rules to decode multisyllabic words <i>using word pattern chart, syllabication rules poster, and tapping of syllables support.</i>	VU: Phonemic awareness LFC: Syllabication rules LC: Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Reading Speaking						<i>Note: ELLs need anchor vocabulary words when applying phonic and syllabication rules.</i>	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		
Language Objectives	Apply phonics and syllabication rules to decode high frequency multisyllabic words in context with pictures that demonstrate mastery of appropriately leveled texts.	Apply phonics and syllabication rules to decode common multisyllabic words in context that demonstrate mastery of appropriately leveled texts.	Apply phonics and syllabication rules to decode multisyllabic words in context that demonstrate mastery of adapted texts at the grade 3-4 text level band.	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate mastery of reading and writing at the grade 3-4 text level band.	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate the mastery of reading and writing a grade level text.		
Learning Supports	<u>Adapted Text</u> Guided practice Word pattern charts Syllabication rules (<u>Poster</u>) Letter tiles <u>Illustrations/Diagrams/Drawings</u> <u>Total Physical Response</u> <u>Partner Work</u> <u>L1 support</u> High frequency word lists	<u>Adapted Text</u> Guided practice Word pattern charts Syllabication rules (<u>Poster</u>) Letter tiles <u>Illustrations/Diagrams/Drawings</u> <u>Total Physical Response</u> <u>Partner Work</u> <u>L1 support</u>	<u>Adapted Text</u> Guided practice Word pattern charts Syllabication rules <u>Poster</u>	<u>Adapted Text</u> Word pattern charts Syllabication rules (<u>Poster</u>)			
	Student Learning Objective (SLO)		Language Objective		Language Needed		

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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SLO: 11 NJSLS: RF.4.4.a.b WIDA: 2 Reading Speaking	Read grade-level text with purpose and understanding.		<u>Read</u> grade level texts with purpose, expression and comprehension <i>using prior knowledge, scaffolded graphic organizers, and technology.</i>		VU: Purpose, comprehension
	Read prose and poetry with fluency and expression				LFC: Sentence structure at ELP level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and key words associated with pictures to answer yes/no or either/or questions with single word answers.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension using short phrases with sentence frames and answering wh- questions in phrases and short sentences to complete partially completed graphic organizer.	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content-based vocabulary that answer key questions in a graphic organizer.	Read texts at the grade 3-4 text level band and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content-based vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Learning Supports	<u>Graphic Organizers</u> (completed) <u>Word Wall</u> <u>L1 support</u> <u>Partner Work</u> <u>Pictures/Photographs</u>	<u>Graphic Organizers</u> (partially completed) <u>Word Wall</u> <u>L1 support</u> <u>Partner Work</u>	<u>Graphic Organizers</u> Template <u>Word Wall</u>	<u>Graphic Organizers</u>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 12 NJSLS: RF.4.4.c WIDA: 2 Reading Speaking	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	<u>Use context to self-correct</u> when necessary <i>using a checklist and illustrations/role play.</i>	VU: Content clues, self-correct LFC: Sentence structure with context clues, cognates, synonym, homophones/homonyms LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and illustrations/role play to provide yes/no, single word answers.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using illustrations/role play in appropriately leveled context clues.	Use context to confirm the meaning of unknown content-based words in an adapted text by using gestures, cognates, pair work and other appropriately leveled context clues	Use context to confirm the meaning of unknown content-based words in a grades 3-4-text band level by using sentence level cognates, gestures and other appropriately leveled context clues.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.
Learning Supports	<u>Bilingual Dictionary</u> <u>L1 support</u> <u>Word Wall</u> Teacher model Checklist	<u>Bilingual Dictionary</u> <u>L1 support</u> <u>Word Wall</u> Checklist	<u>Bilingual Dictionary</u> <u>Word Wall</u> <u>Paraphrasing</u> Checklist	<u>Bilingual Dictionary</u> <u>Paraphrasing</u>	
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 NJSLS: W.4.1. WIDA: 2 Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		<u>Write</u> well-developed paragraphs using evidence to support argument using <i>argument stems/frames and graphic organizers</i> .		VU: Vocabulary, opinion, author’s purpose, opening statement, point of view, thesis

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					<p>LFC: Introductory statements expressing opinions, thesis statement</p> <p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a developed paragraph to express a personal opinion/argument connected to the author’s purpose in L1 and/or use sentence frames and complete cloze sentences with key single words with gesture and illustration support to support the argument.	Write a developed paragraph to express a personal opinion connected to the author’s purpose in L1 and/or use sentence stems, word wall, and word bank with illustrations to complete partially completed graphic organizer to support argument with evidence.	Write well-developed paragraphs to express personal opinion using sentence stems and a word bank to complete graphic organizer to support argument with evidence.	Write well-developed paragraphs to express personal opinion using a word bank to complete a graphic organizer to support argument with evidence in complete sentences with some content-based vocabulary.	Write well-developed paragraphs to express personal opinion using a graphic organizer to support argument with evidence in complete varied, complex sentences using content-based vocabulary.
Learning Supports	Teacher model Shared writing <u>Graphic Organizers</u> <u>Partner Work</u> <u>Word Wall</u> <u>Word Bank</u> <u>L1 support</u> Cloze sentences	Teacher model Shared writing Word Bank <u>Graphic Organizers</u> <u>Partner Work</u> <u>Word Wall</u> <u>L1 support</u> <u>Sentence Frames</u>	Teacher model Sentence stems Shared writing <u>Graphic Organizers</u> <u>Partner Work</u> <u>Word Wall</u>	Teacher model <u>Graphic Organizers</u> Word Bank	Graphic Organizer

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Sentence frames Text to speech					
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 NJSLS: W.4.3.a WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally		Develop a beginning to a narrative by introducing narrator and/or characters using <i>template, story chart and character analysis chart</i> .		VU: Narrative/narrator, introduction, elements of story/narrative
					LFC: Examples of introductions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write the beginning of a narrative story to introduce the narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words to complete parts of a story chart.	Write the beginning of a narrative story to introduce the narrator or character in L1 and/or complete a narrative story using phrases or short sentences with key content-based vocabulary words to complete the story chart.	Write the beginning of a narrative story to introduce the narrator or character using key content-based grade level vocabulary in simple sentences using sentence stems to complete story chart and character analysis.	Write the beginning of a narrative story to introduce the narrator or character using complete sentences of emerging complexity with some content-based grade level vocabulary with word bank using complete story chart and character analysis.	Write the beginning of a narrative story to introduce the narrator or character using detailed sentences of varying lengths and complexity with content-based grade level vocabulary using story chart and character analysis.

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Learning Supports	Model introductions Shared writing <u>Triads or Small Groups</u> <u>Partner Work</u> <u>Word Bank</u> <u>L1 support</u> Cloze sentences Graphic Organizers	Model introductions <u>Triads or Small Groups</u> <u>Partner Work</u> <u>Word Bank</u> <u>L1 support</u> <u>Sentence Frames</u> <u>Graphic organizers</u>	Model introductions Shared writing <u>Triads or Small Groups</u> <u>Word Bank</u> <u>Graphic organizers</u>	Model introductions Shared writing Graphic organizers Word bank	Graphic organizers
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 15 NJSLS: W.4.3.b, c WIDA: 2 Writing	Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events.	<u>Write a narrative</u> with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using <i>story maps, comic strips and timelines</i> .	VU: Quotation marks, sequence, transition LFC: Prepositional phrases, adverbs of time, relative clauses, dialogue tags LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end in L1 and/or create a sequence of events and descriptions of characters by using drawings and single or basic phrases to complete sequence charts.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end in L1 and/or create a sequence of events and descriptions of characters by formulating short phrases and simple sentences with drawings to complete a sequence chart with completed transition words.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using simple sentences with key content based grade level vocabulary using sentence stems to complete a sequence chart.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using complete sentences of emerging complexity with some content based grade level vocabulary using a sequence chart with a word bank.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using detailed sentences of varying lengths and complexity with content based grade level vocabulary to complete a sequence chart.
Learning Supports	Model narrative Shared writing <u>Story Map (completed)</u> <u>Timelines/sequence charts</u> <u>Word Banks</u> <u>L1 support</u> Labeled drawings <u>Pictures/Photographs</u>	Model narrative Shared writing <u>Story Map (partially completed)</u> <u>Timelines/sequence chart</u> Word Bank/Word Wall L1 Support Illustrations/labeled drawings	Model narrative Shared writing <u>Timelines/sequence chart</u> Word Bank/Word Wall Sentence stems	Model narrative Shared writing <u>Timelines/sequence chart</u> <u>Word bank</u>	Timeline/sequence chart
	Student Learning Objective (SLO)		Language Objective		Language Needed

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SLO: 16 NJSLS: W.4.3 d WIDA: 2 Writing	Use concrete words and phrases and sensory details to convey experiences and events precisely.		<u>Write</u> and revise to include specific sensory details to add imagery to narrative using <i>sensory details stems and story webs</i> .		VU: Sensory details, 5 senses, sequence, imagery
					LFC: Sentence level grammar and syntax, vivid verbs, imagery
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write coherent and detailed phrases to describe narrative experiences in L1 and/or use word bank/word wall to write single words and illustrate sensory details using cloze sentences.	Write coherent and detailed phrases to describe narrative experiences in L1 and/or use word bank/word wall to write short phrases using illustrations and sentence frames.	Write with imagery and sensory details using sensory detail stems to write in basic phrases with illustrated word bank and word wall support	Write with imagery and sensory details using sensory detail stems to write in sentences of emerging complexity using word bank.	Write with imagery and sensory details using sensory detail stems to write in sentences of varied complexity.
Learning Supports	Model writing Shared writing <u>Word Wall</u> <u>Word Bank</u> <u>Pictures/Photographs/</u> <u>L1 support</u> Cloze sentences	Model writing Shared writing <u>Word Bank</u> <u>Pictures/Photographs</u> <u>Sentence Frames</u> <u>L1 support</u>	Model writing Shared writing <u>Word Wall</u> <u>Word Bank</u> <u>Sensory detail stems</u>	Model writing Shared writing Word Bank	

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 17 NJSLS: W.4.3.e WIDA: 2 Writing	Provide a conclusion that follows from the narrated experiences or events.		<u>Write</u> a developed conclusion that clearly concludes your narrated events using <i>graphic organizer</i> .		VU: sequence, conclusion, endings, transition words	
					LFC: Sentence structure, transition word	
					LC: Varies by ELP level paragraph form(indentation)	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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Language Objectives	Write a clear conclusion to narrated experience in L1 and/or use illustrations and key phrases in cloze sentences to conclude narration.	Write a clear conclusion to narrated experience in L1 and/or use illustrations and basic phrases to complete sentence frames to conclude narration.	Write a clear conclusion to narrated experience using basic phrases to complete partially complete graphic organizer with word bank and sentence stems.	Write a clear conclusion to narrated experience using sentences of emerging complexity to complete graphic organizer with word bank.	Write a clear conclusion to narrated experience using sentences of varied complexity to complete graphic organizer.
Learning Supports	<u>Graphic Organizers</u> <u>Partner Work</u> Template <u>Word Wall</u> <u>Pictures/Photographs</u> <u>L1 support</u> Cloze sentences	<u>Graphic Organizers</u> <u>Partner Work</u> Template <u>Word Wall</u> <u>Pictures/Photographs</u> <u>L1 support</u> Sentence Frames	<u>Graphic Organizers</u> <u>Partner Work</u> <u>Word Wall /Word Bank</u> Sentence stems	<u>Graphic Organizer</u> <u>Word Bank</u>	Graphic organizer

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 18 NJSLS: W.4.5 WIDA: 2 Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>Write a clear and coherent composition applying the steps of the writing process</u> (planning, revising, and editing) to develop and strengthen writing skills <i>using a graphic organizer and guidance from a teacher and/or peers.</i>	VU: Peer editing, writing process, drafts, revising

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	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.				LFC: Sentence structure, verb forms, subject-verb agreement LC: Varies by ELP level paragraph form (indentation)
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using pictures/drawings and single key content-based vocabulary.	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using short phrases with key content-based vocabulary in sentence frames.	Write a clear and coherent composition applying the steps of the writing process with simple sentences and key content-based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with complete sentences of emerging complexity and some content-based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with detailed sentences of varying lengths and complexity and content-based grade level vocabulary.
Learning Supports	<u>Graphic Organizers</u> <u>Partner Work</u> Template <u>Word Wall</u> <u>Pictures/Photographs</u> <u>L1 support</u> Cloze sentences	<u>Graphic Organizers</u> <u>Partner Work</u> Template <u>Word Wall</u> <u>Pictures/Photographs</u> <u>L1 support</u> <u>Sentence Frames</u>	<u>Graphic Organizers</u> <u>Partner Work</u> Template <u>Word Wall</u>	<u>Graphic Organizers</u> <u>Partner Work</u>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 NJSLS: W.4.6 WIDA: 2 Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		Use technology to produce and collaborate with others using Google Classroom questions and other teacher-monitored and led online discussions.		VU: discussion, Google classroom, question, collaborate
					LFC: Discussion starters, opinion statements
					LC: Varies by ELP level paragraph form (indentation)
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use technology to write and respond to others in L1 and/or use translation and audio tools to produce basic phrases to respond and answer questions in online forum with cloze sentences.	Use technology to write and respond to others in L1 and/or use translation and audio tools to produce basic phrases to respond and answer questions in online forum with sentence stem support.	Use technology to write and respond to others to produce basic phrases and respond and answer questions in online forum with word bank and sentence stem support.	Use technology to write and respond to others to produce sentences of emerging complexity and respond and answer questions in online forum with word bank support.	Use technology to write and respond to others to produce sentences of varied complexity and respond and answer questions in online forum.

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Learning Supports	<u>L1 support</u> Cloze sentences Audio/Text-to-speech	<u>L1 support</u> Audio/Text-to-speech Sentence frames	Word Bank Sentence stems	Word bank	
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 20 NJSLS: W.4.7 WIDA: 2-5 Writing	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	<u>Develop and conduct</u> detailed questions to research a topic surrounding the theme of natural disasters using <i>guided discussion and question and note-taking techniques</i> .	VU: Research, note-taking, supporting details, thesis, natural disasters LFC: Thesis structure, argument/research structure LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Develop focused questions and research from appropriate sources in L1 and/or create questions note taking using illustrations and cloze sentences support to write key words and phrases.	Develop focused questions and research from appropriate sources in L1 and/or create questions and notes using illustrations and sentence frame support.	Develop focused questions and research using sentence stems, note-taking templates and illustrated word bank supports to write in basic complete sentences.	Develop focused questions and research using, note-taking templates and word bank supports to write in emerging complexity.	Develop focused questions and research using, note-taking templates support to write in varied sentence complexity.
Learning Supports	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>Pictures/Photographs</u> <u>L1 support</u>	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>L1 support</u> <u>Sentence Frames</u>	Model responses Templates <u>Word Bank</u> <u>Partner Work</u> <u>Sentence stems</u>	Model responses Templates Word bank	Templates

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 21 NJLSL: W.4.8 W.4.9 WIDA: 2-5 Writing	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>Gather and classify</u> relevant information/details from multiple informational and literary sources to support research question/argument using <i>note taking techniques and graphic organizers</i> .	VU: Research, note-taking, supporting details, thesis, natural disasters, outline LFC: Thesis structure, outline

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	Draw evidence from literary or informational texts to support analysis, reflection, and research.				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize and gather research in L1 and/or organize research writing key words to complete cloze sentences with illustrated word bank and modified text supports.	Organize and gather research in L1 and/or organize research using illustrated word bank and sentence frames to write basic phrases.	Organize and gather research from multiple sources/genres using graphic organizer with word bank to write in basic complete sentences.	Organize and gather research from multiple sources/genres using graphic organizer with word bank to write in sentences of emerging complexity.	Organize and gather research from multiple sources/genres using graphic organizer to write in sentences of varied complexity.
Learning Supports	Model responses Graphic Organizer Cloze sentences Illustrated <u>Word Bank</u> <u>Partner Work</u> <u>Pictures/Photographs</u> <u>L1 support</u>	Model responses Graphic Organizer Illustrated Word Bank Sentence Frames <u>Partner Work</u> <u>L1 support</u>	Model responses Graphic Organizer <u>Word Bank</u> <u>Partner Work</u> <u>Sentence stems</u>	Model responses Graphic Organizer Word bank	Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 NJSLS: W.4.10 WIDA: 2-5 Writing	Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences.		<u>Complete</u> short narrative writing tasks routinely over short and extended time frames (research, plan, write, reflect and revise) for a range of discipline-specific tasks, purposes and audiences <i>using model responses and word banks</i> .		VU: Narrative, reflection <hr/> LFC: Capitalization, punctuation, noun-verb agreement <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete short narrative writing over different time frames with words and short phrases.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete short narrative writing routinely over different time frames with phrases and simple sentences.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using simple, related sentences with key content-based grade level vocabulary.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using complete sentences of emerging complexity and some content-based grade level vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in front of the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Learning Supports	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>Pictures/Photographs</u> <u>L1 support</u>	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>L1 support</u> <u>Sentence Frames</u>	Model responses Template <u>Word Bank</u> <u>Partner Work</u>	Model responses	
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 23 NJSLS: SL.4.1.c, b WIDA: 2-5 Speaking Listening	<p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><u>Identify and develop</u> various roles and follow agreed-upon rules to engage in class discussion <i>through role-plays, whole group discussions, and discussion anchor charts.</i></p> <p><u>Create and discuss</u> topic specific questions using <i>discussion/question/comment stems by teacher led class discussion.</i></p>	<p>VU: Specific to text</p> <hr/> <p>LFC: Grammar, syntax in academic conversations</p> <hr/> <p>LC: Varies by ELP level</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	

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Language Objectives	Form questions and roles of class discussion in L1 and/or use cloze sentences and illustrated and labeled word banks to answer and pose single words or repeat phrases.	Form questions and roles of class discussion in L1 and/or use sentence frames labeled word banks to answer and pose basic phrases.	Form questions and roles of class discussion using sentence stems and word banks to answer in basic phrases/sentences.	Form questions and roles of class discussion using sentence stems to answer in sentences of emerging complexity.	Form questions and roles of class discussion to answer in sentences of varied complexity.
Learning Supports	Group/pair work Role Play Cloze sentences Labeled word bank Illustrations/pictures Word Bank L1 support	Group/pair work Role Play Sentence frames Labeled word bank Word Bank L1 support	Group/pair work Role Play Sentence Stems Word Bank	Group/pair work Sentence stems	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 NJSLS: L.4.1 L4.2 WIDA: 2 Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<u>Write and create own examples</u> of varying parts of sentence/parts of speech using <i>modified templates appropriate to ELP</i> .		VU: Parts of speech, punctuation, sight words
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				LFC: subject-verb agreement, subj/pred, compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Construct complete, complex sentences using proper syntax, grammar, and punctuation in L1 and/or complete simple sentences with single words and drawings	Construct complete, complex sentences using proper syntax, grammar, and punctuation in L1 and/or complete simple sentences with short phrases or choose examples of complete sentences.	Construct complete, simple sentences using proper punctuation and basic grammar rules using sentence examples and diagrams.	Construct complete compound sentences using proper syntax, grammar, and punctuation as presented in text and/or writer’s notebook at grade 3-4 text level band.	Construct complete, complex sentences using proper syntax, grammar, and punctuation as presented in text and/or writer’s notebook at grade level.

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Learning Supports	List of parts of speech needed to write simple sentences Examples of simple sentences <u>Triads or Small Groups</u> <u>L1 support</u> Sentence strips	List of parts of speech needed to write simple sentences Examples of simple sentences <u>Triads or Small Groups</u> <u>L1 support</u> Sentence strips	List of parts of speech needed to write complete sentences Examples of complete sentences (labeled) <u>Triads or Small Groups</u>	Examples of sentence variety	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 26 NJSLS: L.4.4 WIDA: 2 Writing	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine and define unknown terms or phrases using Frayer method, cognates and reference materials.	VU: Reference materials
			LFC: Grammar, syntax and punctuation
			LC: Varies by ELP level

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine and define unknown words and phrases using TPR strategies, bilingual dictionaries, cognates and pictures dictionaries to complete the Frayer model.	Determine and define unknown words and phrases using TPR strategies and bilingual dictionaries to complete the Frayer model.	Determine and define unknown words and phrases using TPR strategies and ELL friendly English definitions and sentence stems to complete the Frayer model.	Determine and define unknown words and phrases using TPR strategies and English reference sources to complete the Frayer model.	Determine and define unknown words and phrases using English reference sources to complete the Frayer model.
Learning Supports	<u>Bilingual Dictionary</u> <u>Glossary</u> <u>L1 support</u> <u>Pictures Dictionary</u> <u>TPR Strategies</u> <u>Cognates</u>	<u>Bilingual Dictionary</u> <u>Glossary</u> <u>L1 support</u> TPR Strategies Frayer Model	Frayer Model Sentence Stems Student friendly definition (modified) TPR Strategies	TPR Strategies Frayer Model English Reference Sources (glossary, dictionary, thesaurus)	Frayer Model English Reference Sources (glossary, dictionary, thesaurus)

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 NJSLS: L.4.5.a, b WIDA: 2 Reading Writing	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.		Identify similes and metaphors using <i>templates, anchor charts and illustrations</i> .		VU: Synonyms and antonyms
	Recognize and explain the meaning of common idioms, adages, and proverbs		Identify and explain common idioms using <i>paraphrasing and illustrations</i> .		LFC: Grammar, syntax and punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify similes, metaphors and common idioms using labeled pictures, gestures and L1 support to explain with pictures, pointing and single or yes/no.	Identify similes, metaphors and common idioms using labeled pictures, gestures and L1 support to explain in basic phrases using sentence frames.	Identify similes, metaphors and common idioms using labeled pictures and gestures to explain in basic complete sentences.	Identify similes, metaphors and common idioms using word bank and gestures to explain in complete sentences.	Identify similes, metaphors and common idioms to explain in phrases of varying complexity.
Learning Supports	Labeled pictures/illustrations Word Bank Sentence frames Cloze sentences Anchor Charts Gestures L1 support	Labeled pictures/illustrations Word Bank Sentence frames Anchor Charts Gestures L1 support	Labeled pictures/illustrations Word Bank Anchor Charts Gestures	Word Bank Anchor Charts Gestures	Anchor Charts

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 NJSLS: L.4.5.c WIDA: 2 Reading Writing	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		Identify antonyms and synonyms through <i>the use of reference materials such as thesaurus, dictionaries, pictures and word walls.</i>		VU: Synonyms and antonyms
					LFC: Grammar, syntax and punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify high frequency antonyms and synonyms using cognates and modified reference sources.	Identify common antonyms and synonyms by sorting labeled illustrations	Identify antonyms and synonyms from grade 3-4 level text with reference source support.	Identify and use antonyms and synonyms from grade 3-4 level text.	Identify and correctly use of antonyms and synonyms from grade level text.
Learning Supports	Modified Reference Sources <u>Word Wall</u> Match game <u>L1 support</u> <u>Pictures/Photographs</u> <u>Manipulatives</u> <u>Cognates</u>	Modified Reference Sources <u>Word Wall</u> Match game <u>L1 support</u> <u>Pictures/Photographs</u> <u>Manipulatives</u>	Modified Reference Sources <u>Word Wall</u>	<u>Reference sources</u>	Reference sources

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