

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Text/Novel- *Frindle* by Andrew Clements is focus for MP2. Novel/text can be modified or substituted based on ELP level and the amount of texts read by student.

Online Resources for *Frindle*-

[Frindle Read Aloud \(YouTube\)](#)

<https://www.andrewclements.com/books/frindle>

[Frindle Novel Study](#)

[Internal and External Traits Worksheet](#)

[Frindle Novel Study](#)

<https://www.tes.com/lessons/search?q=frindle>

<https://www.vocabulary.com/lists/search?query=frindle>

Theme- Ideas and Change, Social Justice, Equality

Unit Essential Questions-

How does an author develop a character?

What is the power of language?

How can small ideas change the world?

What does creativity mean?

Why is imagination important?

What may lead someone to want to change the world?

Literary Focus-

Informational Writing

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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	
					LFC: Verb tense, subject verb agreement, Transition Words	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Structural Elements of Poetry and Plays
 Structure of Informational Texts
 Idioms/Hyperboles
 Conflict/Solution
 Compare and Contrast
 Cause and Effect
 Inside (Internal) and Outside (External) Traits
 Summarizing
 Sequence/Chronology
 Elements of a Story (Setting/Plot/Characters)
 Main Idea/Supporting Details

Other Online Resources for Unit-

- [My Brother Martin Read-Aloud](#)
- [My Librarian is a Camel Read Aloud](#)
- [The Unstoppable Ruby Bridges Play from Story works](#)
- [Ruby Bridges Vocabulary Slideshow](#)
- [Ayanna the Brave Story Works](#)
- [Before I Change Poem](#)
- [Let America Be America by Langston Hughes Poem Read Aloud](#)

Online Resources for all SLOs-

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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	
					LFC: Verb tense, subject verb agreement, Transition Words	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

<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>
<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=frindle>
<https://www.vocabulary.com/lists/search?query=frindle>

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/1u34aLJL1kcU3_POfZXIFb571VOb4jL1k/view
<https://drive.google.com/file/d/1ZlhTRIWcrSVDMYFsPJUnG0dcr3d6unn6/view?usp=sharing>
<https://drive.google.com/file/d/1bCQRs-h7qmKKR3rG4ZmfPeAnLQZTAJgT/view?usp=sharing>

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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.		Retell/Explain 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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

<https://drive.google.com/file/d/146Zka-6B0fi67tAoC4nnYoPr46zcLIWi/view?usp=sharing>

(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>	

Amistad Law

Slavery: No Freedom, No Rights

Holocaust Law-Stepping Along, pg 72-98

LGBTQ and Disabilities Law

Diversity & Inclusion

Standards in Action: *Climate Change*

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

<https://www.globe.gov/web/elementary-globe/overview>

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		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 the 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 identify main themes of grade 3-4 level text with graphic organizer using varying sentence structures and details.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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.		Retell/Explain 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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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
-------------------	---	---	--	-------------------------------------	-------------------

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 NJSLS: RL.4.3 RI.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, quotation marks, dates
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<u>Retell and explain</u> events of historical text using <i>timeline and teacher modeling</i> .	LFC: Verb tenses, subject-verb agreement, transition words

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<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>Explain events using timeline in L1 and/or using pictures/drawings</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</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</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>

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	<p>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.</p>	<p><u>Retell/Explain</u> literal information and events from informational texts <i>using pictures and working with a partner or small group.</i></p>	<p>VU: Explain, Retell events and information</p> <p>LFC: Verb tense, subject verb agreement, Transition Words</p> <p>LC: Varies by ELP level</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Explain events using timeline in L1 and/or using pictures/drawings and single phrase answers to complete modified timeline with pictures and single words.	and basic phrases to complete modified timeline in basic phrases.	structures using sentence stems. Explain and retell sequence of events using timeline with word bank and sentence stems to complete with basic complete sentences.	answer questions in complete sentences using sentence stems. Explain and retell sequence of events using timeline with word bank to complete in sentences of emerging complexity.	Explain and retell sequence of events using timeline to complete in sentences various complexities.
Learning Supports	Teacher model <u>Graphic Organizers</u> Timeline <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u> Cards that match word to picture	Teacher model Sentence Frames <u>Graphic Organizers</u> Timeline <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u>	Teacher model Sentence Stems <u>Graphic Organizers</u> <u>Word Bank</u>	Teacher model Graphic Organizers/Timeline Sentence Stems	Teacher Model Graphic Organizer/Timeline

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	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.		<u>Interpret and classify</u> words and phrases to understand their figurative and connotative meanings using <i>pictures and graphic organizer</i> .		VU: Figurative language, tone, definition, vocabulary, dictionary, reference
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		<u>Define and explain</u> 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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Language Objectives	<p>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.</p> <p>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, pointing and single word answers.</p>	<p>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.</p> <p>Identify and describe figurative and connotative phrases in grade 3-4 level in L1 and/or answer wh- questions in basic phrases with sentence frame reinforcement.</p>	<p>Identify and define applicable and academic vocabulary using a frayer model to answer and explain domain-specific vocabulary with basic sentence structure.</p> <p>Recognize and describe figurative and connotative phrases in basic sentences using sentence stems.</p>	<p>Identify and define applicable and academic vocabulary using a frayer model to answer and explain domain-specific vocabulary using varying complex sentences.</p> <p>Recognize and describe figurative and connotative phrases in varied complex sentence structures.</p>	<p>Identify and define applicable and academic vocabulary using a frayer model to explain and discuss domain-specific vocabulary in varied complex sentences</p> <p>Recognize and describe figurative and connotative phrases in varied complex sentence structures.</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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 play texts <i>using scaffolded questions/guided class discussion</i> . <u>Compare and contrast</u> structural differences between information and play texts using <i>guided class discussion and Venn diagram</i> .	VU: chapter, heading, section, act, scene LFC: Elements of poetry and informational texts 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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<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 the 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>

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Learning Supports	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>	<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>phs</u> <u>Partner Work</u>	Character <u>Web</u> <u>Word Bank</u> Dialog starters/sentence stems	<u>Web</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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 NJSLS: RL.4.6 RI.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, primary, secondary source
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		<u>Identify and classify</u> primary and secondary sources for historical and informational sources using <i>excerpts from varying sources and checklists.</i>		LFC: comparatives
					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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Language Objectives	<p>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.</p> <p>Identify and classify primary and secondary sources in L1 and/or use pictures and realia to complete illustrated checklists with cloze sentences and yes/no answers.</p>	<p>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.</p> <p>Identify and classify primary and secondary sources in L1 and/or use pictures and realia to complete illustrated checklists with sentence frames to answer in basic phrases.</p>	<p>Compare and contrast first and third person narrations using Venn diagrams with word bank to answer using sentence stems and basic complete sentences.</p> <p>Identify and classify primary and secondary source texts using illustrated checklists with sentence stems to write in complete sentences.</p>	<p>Compare and contrast first and third person narrations using Venn diagrams with word bank to answer in basic complete sentences.</p> <p>Identify and classify primary and secondary source texts using checklists with word bank to write in emerging complexity.</p>	<p>Compare and contrast first and third person narrations using Venn diagrams to answer in varied complex sentences.</p> <p>Identify and classify primary and secondary source texts using checklists to write in varied complexity.</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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 Check List	<u>Venn diagrams</u> <u>Partner Work</u> <u>Word Wall</u> <u>Word Bank</u> <u>Pictures/Photographs</u> <u>L1 support</u> Check List 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> Check List	<u>Venn diagrams</u> <u>Word Bank</u> Check List	Venn Diagram Check List
-------------------	--	---	--	--	--------------------------------

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 8 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	
	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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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	
					LFC: Verb tense, subject verb agreement, Transition Words	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

SLO: 9 NJSLS: RL.4.10 RI.4.10 WIDA: 2 Reading Speaking	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, plays and informational texts using <i>ELP supports and guided classroom discussion</i> .		VU: genre, fiction, non-fiction, play, conflict, theme
	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.		<u>Classify and discuss</u> various text genres using <i>anchor charts, graphic organizers and guided classroom discussion</i> .		LFC: elements of a story, comparatives
	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Language Objectives	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.	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.	Read and analyze different genres with gesture supports to answer questions in basic phrases/sentences using sentence frames.	Read and analyze different genres to answer questions in complete basic sentences/phrases with word bank/word wall support.	Read and analyze different genres to answer questions in varied complex sentences/phrases.
Learning Supports	Discussion in L1 Group/Pair Work Role Play Word Wall Text-to-speech Realia Illustrations Gestures	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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Question cards with pictures				
------------------------------	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 10 NJSLS: RF.4.3.a WIDA: 2 Reading Speaking	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> <i>Note: ELLs need anchor vocabulary words when applying phonic and syllabication rules.</i>	VU: Phonemic awareness LFC: Syllabication rules 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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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>)	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 the 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.
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>	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	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: Context 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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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
					LFC: Introductory statements expressing opinions, thesis statement
					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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 word bank to complete a graphic organizer to support argument with evidence.	Write well-developed paragraphs to express personal opinion using 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 Sentence frames	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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Text to speech				
--	----------------	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 14 NJSLS: W.4.2.a WIDA ELDS: 2-5 Writing	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<u>Introduce</u> topic and paragraphs with proper formatting using <i>sentence frames and word wall support</i> . <u>Format</u> headings, titles, captions and other graphics to aid comprehension using <i>diagrams and word wall</i> .	VU: Topic sentence, graphics, quotations, citations LFC: Introductory statements, Headings, captions, quotations, citations 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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Language Objectives	<p>Introduce and compose topic sentences and paragraphs in complex sentences in L1 and/or use modified texts and cloze sentences to complete topic sentences with word wall support.</p> <p>Format headings, titles, quotations and graphics in L1 and/or use matching/word bank to format sources/headings with various examples and diagrams.</p>	<p>Introduce and compose topic sentences and paragraphs in complex sentences in L1 and/or use modified texts and sentence stems to complete topic sentences with word wall support.</p> <p>Format headings, titles, quotations and graphics in L1 and/or use matching/word bank to format sources/headings with various examples and diagrams.</p>	<p>Introduce topics and paragraphs using sentence stems and word wall support to create topic sentences in basic complete sentences.</p> <p>Format headings, titles, quotations and graphics with word bank and sentence frames to complete diagram for basic sources/graphics.</p>	<p>Introduce topics and paragraphs using sentence stems and word wall support to create topic sentences in sentences emerging complexity.</p> <p>Format headings, titles, quotations and graphics with word bank to complete diagram of emerging complexity.</p>	<p>Introduce topics and paragraphs using sentence stems to create topic sentences in sentences of varying complexity.</p> <p>Organize information from multiple text and graphic sources in a graphic organizer to write sentences in varying complexity.</p> <p>Format headings, titles, quotations and graphics to complete diagrams of varying complexity.</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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Learning Supports	L1 Support Illustrations/Pictures Graphic Organizer Teacher Modeling Group/Pairwork Cloze sentences Word Wall Illustrated diagram Word Bank	L1 Support Illustrations/Pictures Graphic Organizer Teacher modeling Group/pairwork Sentence stems Word wall Diagram Word Bank	Graphic Organizer Teacher modeling Group/Pairwork Sentence stems Word wall Diagram Word Bank	Graphic Organizer Teacher modeling Group/Pairwork Sentence stems Diagram Word Bank	Graphic Organizer Teacher modeling Diagram
-------------------	---	--	--	---	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 15 NJSLS: W.4.2.b WIDA ELDS: 2-5 Writing	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing. <i>Note: When NJSLS is W (Writing), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>	<u>Gather</u> information from multiple sources using <i>technology and note-taking chart</i> . <u>Organize</u> information, quotations, graphics and other sources using <i>graphic organizer, teacher modeling and L1 support</i> .	VU: Topic, facts, concrete details, sources LFC: Quotations, citations 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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Organize information from multiple text and graphic sources in L1 and/or use illustrated and modified source to classify information in partially completed graphic organizer with cloze sentences.</p> <p>Gather information from multiple sources in L1 and/or using modified sources to use technology and charts to complete pre-made notes with cloze sentences and word bank to write single words.</p>	<p>Organize information from multiple text and graphic sources in L1 and/or use illustrated and modified source to classify information in partially completed graphic organizer with sentence stems.</p> <p>Gather information from multiple sources in L1 and/or using modified sources to use technology and charts to complete pre-made notes with cloze sentences and word bank to write in basic phrases.</p>	<p>Organize information from multiple text and graphic sources in a graphic organizer using sentence stems and word wall to write basic phrases/sentences.</p> <p>Gather information from multiple sources using modified sources to use technology and charts to complete pre-made notes with sentence frames and word bank to write in basic sentences.</p>	<p>Organize information from multiple text and graphic sources in a graphic organizer using sentence stems to write sentences of emerging complexity.</p> <p>Gather information from multiple sources using modified sources to use technology and charts to complete pre-made notes with sentence stems and word bank to write in sentences of emerging complexity.</p>	<p>Organize information from multiple text and graphic sources in a graphic organizer to write sentences in varying complexity.</p> <p>Gather information from multiple sources using modified sources to use technology and charts to complete pre-made notes to write in sentences of varying complexity.</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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Learning Supports	Graphic organizer Teacher modeling Note organizer Illustrations Realia Picture dictionary Word bank Word wall Cloze sentences Word cards/question cards L1 support	Graphic organizer Teacher modeling Note organizer Cloze sentences Illustrations Word Bank Word Wall Sentence stems L1 Support	Graphic organizer Teacher modeling Note organizer Sentence frames Word bank Pairwork Word Wall	Graphic organizer Teacher modeling Note organizer Sentence stems Word bank Pairwork	Graphic organizer Teacher modeling Note organizer
-------------------	--	---	--	--	---

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 16 NJSLS: W.4.2.c WIDA ELDS: 2-5 Writing	Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).	<u>Organize ideas/information</u> from notes in well-developed paragraphs using <i>sentence frames and graphic organizers</i> .	VU: Topic sentence, Transition words, supporting ideas/details

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

					<p><u>Classify/identify</u> topic sentences and supporting details using <i>checklist and teacher modeling</i>.</p> <p>LFC: Verb forms, compound sentences, conjunctions</p> <p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose well-developed paragraphs organizing notes and using transitional phrases and conjunctions in complex sentences in L1 and/or use cloze sentences and illustrated word bank to complete the graphic organizer.	Compose well-developed paragraphs organizing notes and using transitional phrases and conjunctions in complex sentences in L1 and/or use sentence frames and word bank to complete the graphic organizer.	Compose well developed paragraph organizing notes and transitional phrases/conjunctions using sentence frames with word bank to write basic complete sentences in graphic organizer	Compose well developed paragraph organizing notes and transitional phrases/conjunctions using sentence stems with word bank to write sentences of emerging complexity in graphic organizer	Compose well developed paragraph organizing notes and transitional phrases/conjunctions using word bank to write sentences of varying complexity in graphic organizer

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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> .	<p>VU: Explain, Retell events and information</p> <p>LFC: Verb tense, subject verb agreement, Transition Words</p> <p>LC: Varies by ELP level</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Learning Supports	L1 Support Word Bank Graphic Organizer Cloze sentences Illustrated word bank Picture dictionary Teacher modeling Realia/illustrations Word Cards	L1 Support Pictures/Illustrations Sentence Frames Pair work Word cards Teacher Modeling Word Bank Graphic Organizer	Word Bank Graphic Organizer Word Bank Sentence frames Pair work Teacher modeling	Word Bank Graphic Organizer Sentence frames Teacher modeling	Word Bank Graphic Organizer
-------------------	--	--	---	---	--------------------------------

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 17 NJSLs: W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>Identify and define</u> target vocabulary using <i>modified reference sources, Total Physical Response and Frayer Model for vocabulary.</i>	VU: Target words, dictionary, synonyms, paraphrase

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLs: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

WIDA ELDS: 2-5 Writing					<u>Paraphrase</u> target vocabulary definitions using <i>illustrations, synonyms and other context clues.</i>	LFC: Paraphrase, compound sentences
					<u>Create own examples</u> of target vocabulary words using <i>illustrated sentences/Frayer model.</i>	LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Follow TPR and Frayer model in L1 and/or complete partially done Frayer model with picture dictionary and bilingual reference sources. Create own examples of target vocabulary in complex sentences in L1 and/or use words to complete cloze sentences and matching with illustrations.	Follow TPR and Frayer model in L1 and/or complete the partially done Frayer model with bilingual reference sources. Create own examples of target vocabulary in complex sentences in L1 and/or use phrases to complete sentence frames and matching with illustrations.	Follow TPR and Frayer model with sentence frames and word bank to write in basic phrases. Create own examples of target vocabulary using sentence frames with word bank of target words to write in basic complete sentences.	Follow TPR and Frayer model with sentence stems and word bank to write in sentences of emerging complexity. Create own examples of target vocabulary using sentence frames to write in sentences of	Follow TPR and Frayer model to write in sentences of varying complexity. Create own examples of target vocabulary by writing sentences of varying complexity.	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

				emerging complexity.	
Learning Supports	Frayer Model (partially completed/illustrated) Bilingual Reference Sources Picture Dictionary L1 Support Group work Teacher modeling Cloze sentences Matching	Frayer Model (partially completed) Bilingual Reference Sources L1 Support Group work Teacher modeling Sentence frames Matching	Frayer Model Bilingual Reference Sources Group work Teacher modeling Sentence frames Word Bank	Frayer Model Bilingual Reference Sources Group work Teacher modeling Sentence frames	TPR Frayer Model

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 18 NJSLS: W.4.2.e	Provide a conclusion related to the information or explanation presented.	<u>Write and organize</u> logical conclusions using <i>graphic organizer and teacher modeling</i> .	VU: Conclusion, explanation

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

WIDA ELDS: 2-5 Writing	<p><i>Note: When NJSLS is W (Writing), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i></p>				LFC: Transitional phrases (conclusion)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and organize important information and details to create conclusions in complex sentences in L1 and/or use cloze sentences and word bank to write basic phrases in conclusion writing graphic organizer.	Write and organize important information and details to create conclusions in complex sentences in L1 and/or use sentence frames and word bank to write basic phrases in conclusion writing graphic organizer.	Write and organize important information and details to create conclusions using sentence frames and word bank to complete graphic organizers in basic complete sentences.	Write and organize important information and details to create conclusions using sentence frames and word bank to complete graphic organizers in sentences of emerging complexity using some target vocabulary.	Write and organize important information and details to create conclusions using word bank to complete graphic organizers in sentences of varying complexity using target vocabulary when appropriate.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Learning Supports	Word Bank Graphic Organizer L1 Support Cloze sentences Shared writing Illustrations/gestures Teaching modeling	Word Bank Graphic Organizer L1 Support Sentence frames Shared writing Gestures Teaching modeling	Word Bank Graphic Organizer Sentence frames Shared writing Teaching modeling	Word Bank Graphic Organizer Sentence stems Teacher modeling	Word Bank Graphic Organizer Teacher modeling
-------------------	--	--	--	--	--

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 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
	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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 NJSLS: W.4.6 WIDA: 2 Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		<u>Use technology</u> 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: Agree/disagree statements, paragraph format (indentations)
					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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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.
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	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 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 ideas and changes 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
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.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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: 22 NJSLS: 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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
			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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	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.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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
-------------------	--	--	--	---	-------------------

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 23 NJSLS: W.4.10 WIDA: 2-5 Writing	Complete short 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 writing tasks routinely, with purpose of informing, 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: Purposes of writing, reflection
			LFC: Capitalization, punctuation, noun-verb agreement

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Complete informational 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 informational 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 informational 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 informational 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.	Complete informational writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using detailed sentences of varying lengths and complexity and 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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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	
-------------------	--	---	--	-----------------	--

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 24 NJSLS: SL.4.1.a WIDA: 2-5 Speaking Listening	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	Support responses and discussion with specific quotes and information using <i>teacher model, class discussion and citing support discussion stem anchor charts.</i>	VU: Specific to text LFC: Grammar, syntax in academic conversations LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Language Objectives	Use direct quotes and specific information to support discussion/argument in L1 and/or restate key words and show illustrations to support discussion.	Use direct quotes and specific information to support discussion/argument in L1 and/or identify main ideas with modified questions.	Use anchor chart sentence frames to repeat key phrases of direct quotes from multiple sources to speak in basic complete sentences.	Use specific details and direct quotes from multiple sources to complete sentence stems in complete sentences using some target vocabulary.	Use specific details and paraphrased quotes from multiple sources to support discussion in complex, logical sentences using target vocabulary language.
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	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 NJSLS: SL.4.1.c, b WIDA: 2-5 Speaking Listening	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.		<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>		VU: Specific to text
	Follow agreed-upon rules for discussions and carry out assigned roles.		<u>Create and discuss</u> topic specific questions using <i>discussion/question/comment stems by teacher led class discussion.</i>		LFC: Grammar, syntax in academic conversations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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	

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 NJSLS: SL.4.2 WIDA ELDS: Speaking Listening	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<u>Paraphrase</u> presented oral information through the <i>use of visuals, technology (recordings and other media) and text.</i>		VU: Paraphrase
					LFC: Academic conversations
					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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Language Objectives	Paraphrase information presented in diverse media in L1 and/or repeat key, high-frequency words and phrases that relate to information read aloud.	Paraphrase information presented in diverse media in L1 and/or state information presented using general, content-based vocabulary in key phrases or short sentences.	Paraphrase information presented in diverse media using simple sentences with repetitive structures and key, content-based vocabulary.	Paraphrase information presented in diverse media using expanded sentences with varying grammatical structures and content-based vocabulary.	Paraphrase information presented in diverse media using complex sentences of varying grammatical structures with content-based, grade-level vocabulary.
Learning Supports	Video Clips/Films Triads or Small Groups Word/picture Wall L1 support Word cards Teacher modeling	Video Clips/Films Triads or Small Groups Word/picture Wall L1 support Phrase cards Teacher modeling	Video Clips/Films Triads or Small Groups Word Wall Teacher modeling	Video Clips/Films	Video Clips/Films

	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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

SLO: 27 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.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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	
-------------------	---	---	---	------------------------------	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 28 NJSLS: L.4.4 L.4.6 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. Acquire and use accurately a range of general academic	<u>Determine and define</u> unknown terms or phrases using <i>Frayer method, cognates and reference materials.</i>	VU: Reference materials
			LFC: Grammar, syntax and punctuation
			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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
	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 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.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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)
-------------------	---	---	--	---	---

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 29 NJSLS: L.4.5. b L.4.6 WIDA: 2 Reading	Recognize and explain the meaning of common idioms, adages, and proverbs	<u>Classify and explain</u> common idioms and hyperboles using <i>paraphrasing and illustrations</i> .	VU: idioms, hyperboles
	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college	<u>Identify the differences</u> between idioms and hyperboles using <i>Venn diagrams and checklist</i> .	LFC: contrast
			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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

Writing	and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
	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	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

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

L1 support				
------------	--	--	--	--

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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		
			LFC: Verb tense, subject verb agreement, Transition Words		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 NJSLS: L.4.5.c L.4.6 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).		<u>Identify</u> antonyms and synonyms through <i>the use of reference materials such as thesaurus, dictionaries, pictures and word walls.</i>		VU: Synonyms and antonyms
	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				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 antonyms and synonyms from grade level text.

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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
					LFC: Verb tense, subject verb agreement, Transition Words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

ELA – Grade 4 - Unit 2 - ELL Scaffold – UPDATED 2020

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
-------------------	---	--	--	--------------------------	-------------------

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 before the whole group, so Turn and T

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 1 NJSLS: RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	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 LFC: Verb tense, subject verb agreement, Transition Words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5