

## ***ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020***

**Text/Novel-** *Tale of Despereaux* by Katie DiCamillo is the focus for MP3. Novel/text can be modified or substituted based on ELP level and the amount of texts read by students.

### **Online Resources for *Tale of Despereaux*-**

<https://www.dailymotion.com/video/x36111q> (Animated Movie Part 1)

[Read Aloud Channel YouTube](#)

<https://www.katedicamillo.com/books/tale.html>

[Read Along Guide Activities](#)

[https://drive.google.com/file/d/1yFBaD8jOra-u9W6dg3nle7h\\_PnccGLnF/view?usp=sharing](https://drive.google.com/file/d/1yFBaD8jOra-u9W6dg3nle7h_PnccGLnF/view?usp=sharing) (Novel Study Ch 1-3)

<https://drive.google.com/file/d/1v94GtAfYCHJYPiB7y3b41veQRiI3i0T2/view?usp=sharing> (Themes)

[https://drive.google.com/file/d/1Wqbfy\\_0JDNk-qOILV-NsHki4-CgdaXMk/view?usp=sharing](https://drive.google.com/file/d/1Wqbfy_0JDNk-qOILV-NsHki4-CgdaXMk/view?usp=sharing) (Character Trait Tracker)

<https://drive.google.com/file/d/1lvIRHLDIOfn62zWDSe4jesGC8I95tlw/view?usp=sharing> (Narration Graphic Organizer)

**Theme-** Fairy Tales, Fantasy, Heroism, Fables

### **Unit Essential Questions-**

How does an author develop a character?

What are the elements of a fairy tale?

What are the qualities of a hero/heroine?

What does heroism mean to you?

What does it mean to conform?

What is symbolism?

What are the symbols of heroism?

### **Literary Focus-**

Opinion Writing

Persuasive Writing

Fact vs. Opinion

Alliteration

Allusion

Proverbs/Adages

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ***ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020***

Symbolism  
Characterization  
Fantasy  
Fables  
Themes

### **Other Online Resources for Unit-**

<https://www.k5learning.com/vocabulary-worksheets/fourth-grade-4/proverb>

<https://www.k5learning.com/vocabulary-worksheets/fourth-grade-4/proverb-idiom>

<https://www.biglearners.com/?blKey=showWSPDFOnPage&wsCatCode=0f9a0cb9a6ca920a44cde7c41d9c7b8d>

<https://www.youtube.com/watch?v=0PcGFn2zSxc>

<https://study.com/academy/lesson/adages-lesson-for-kids.html>

<https://mrnussbaum.com/adages-and-idioms-interactive-village>

<https://nj.pbslearningmedia.org/resource/ela-lesson-23-grades-4-5/ela-lesson-23-common-idioms-adages-and-proverbs/>

<https://study.com/academy/lesson/identifying-allusions-lesson-for-kids.html> (What is an Allusion?)

<https://www.youtube.com/watch?v=FLE7-02DX-c> (What is an Allusion?)

<https://www.englishcentral.com/video/21884> (What Does It Mean to be a Hero?)

[Owen and Mzee Read Aloud Journeys Lesson 24](#)

[Hercules' Quest Read Aloud Journeys Lesson 18](#)

[Rip Van Winkle Quizziz](#)

[The Fisherman and his Wife with pictures](#)

[The Fisherman and his Wife Read Aloud](#)

<https://www.englishcentral.com/video/11416> (The Tortoise and the Hare Fable)

<https://drive.google.com/file/d/1ZXQ5BfAIZktFWLXGIhDEhZ866FUkbiry/view?usp=sharing> (Fable Tortoise and the Hare)

<https://drive.google.com/file/d/1cPuac2l9UI-tkhtVhbHaQArqllrtaiLN/view?usp=sharing> (Qué es una Fábula? Spanish)

### **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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ***ELA – Grade 4 - Unit 3 - 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#!](https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#!) (sentence frames)  
[https://www.commonlit.org/?acknowledge\\_unsupported\\_browser=true](https://www.commonlit.org/?acknowledge_unsupported_browser=true)  
<https://kahoot.com/>  
<https://www.tes.com/lessons/search?q=tale+of+desperaux>  
<https://www.vocabulary.com/lists/search?query=tale+of+desperaux>

### **Writing Online Resources-**

<http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html>  
<http://www.readwritethink.org/files/resources/interactives/compcontrast/>  
[https://drive.google.com/file/d/1u34aLJLlkU3\\_POfZXIFb571VOb4jL1k/view](https://drive.google.com/file/d/1u34aLJLlkU3_POfZXIFb571VOb4jL1k/view)  
<https://drive.google.com/file/d/1bCQRs-h7qmKKR3rG4ZmfPeAnLQZTAJgT/view?usp=sharing>  
<https://drive.google.com/file/d/146Zka-6B0fl67tAoC4nnYoPr46zcLIWi/view?usp=sharing>  
<https://www.englishcentral.com/video/21876> (Asking for an Opinion Video)  
<https://www.englishcentral.com/video/11122> (Giving and Responding to Opinions)  
<https://www.englishcentral.com/video/20570> (Giving your 'Two Cents')  
<https://www.youtube.com/watch?v=KEK2oGBSsHk> (Opinion Writing Videos- Ep 1-4)  
<https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-opinion-writing/>  
[https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/persuasive\\_writers\\_remember\\_their\\_oreos\\_1\\_1.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/persuasive_writers_remember_their_oreos_1_1.pdf)  
[https://drive.google.com/file/d/1MBo1i3ezju3RhRBA6UN0\\_JNU8zIksGSI/view?usp=sharing](https://drive.google.com/file/d/1MBo1i3ezju3RhRBA6UN0_JNU8zIksGSI/view?usp=sharing) (Write Your Own Fable)

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

(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 Up, pg 100-155

**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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> 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>		<b>VU:</b> Explain, Retell events and information
					<b>LFC:</b> Verb tense, subject verb agreement, Transition Words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell events and details from informational texts at the grades 3-4 text level band in L1 and /or answer “who” and either/or questions with picture supports about what is explicitly stated in text appropriately leveled texts by producing single word answers, and pointing, repeating keywords from text.	Explain answers to questions about what is explicitly stated in informational texts at the grades 3-4 text level band in L1 and/or retell story answering wh- questions about what is explicitly stated in informational text using short phrases to complete sentence frames, and using word wall supports.	Retell key events and details using template or sequence organizer in adapted grade level informational texts by answering simple questions from the text, based on content based grade level vocabulary.  Explain important event using word wall and/or sentence stem supports	Retell and explain answers to questions about what is explicitly stated in informational texts at the grades 3-4 text level band by producing complete sentences using various transition words and content-based grade level vocabulary.	Retell and explain answers to questions about what is explicitly stated in grade level informational texts by producing detailed sentences of varying verb tenses and transition words with some content-based grade level vocabulary.

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

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

Learning Supports	<u>Word Wall</u> Repeat Directions/Retell Story <u>L1 support</u> <u>Pictures/Photographs</u> <u>Gestures</u> <u>Partner Work</u> <u>Manipulatives</u> <u>Choice questions</u>	<u>Word Wall</u> Repeat Directions/Retell Story <u>L1 support</u> <u>Sentence Frames</u> <u>Manipulatives</u> <u>Partner Work</u> <u>Pictures/Photographs</u>	<u>Word Wall</u> Templates <u>Triads or Small Groups</u> <u>Sentence Stems</u>	<u>Triads or Small Groups</u> Word Wall	Word Wall
-------------------	---	---	---	--	-----------

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> 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> .		<b>VU:</b> 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> .		<b>LFC:</b> Verb tenses, subject-verb agreement, transition words
					<b>LC:</b> 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.
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

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 3</b> 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.	<b>VU:</b> 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	<u>Retell and explain</u> events of historical text using <i>timeline and teacher modeling</i> .	<b>LFC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

	on specific information in the text.				
					<b>LC:</b> 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>Explain events using timeline in L1 and/or using pictures/drawings and single phrase answers to complete modified timeline with pictures and single words.</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 and basic phrases to complete modified timeline in basic phrases.</p>	<p>Identify and classify inside and outside character traits using word bank to complete character web in basic, related phrases using content-based vocabulary.</p> <p>Draw inferences from character details to answer questions in basic sentence structures using sentence stems.</p> <p>Explain and retell sequence of events using timeline with word bank and sentence stems to complete with</p>	<p>Identify and classify inside and outside character traits to answer questions to complete character web in varying sentence styles using some academic content-based vocabulary.</p> <p>Draw inferences from character details to answer questions in complete sentences using sentence stems.</p> <p>Explain and retell sequence of events using timeline with word bank to complete</p>	<p>Identify and classify inside and outside character traits to answer questions to complete character web in varying sentence styles using academic content-based vocabulary.</p> <p>Draw inferences from character details to answer questions in varying sentence styles.</p> <p>Explain and retell sequence of events using timeline to complete in sentences various complexities.</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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

			basic complete sentences.	in sentences of emerging complexity.	
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

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 4</b> NJSLS: RL.4.4 RI.4.4	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> .	<b>VU:</b> Figurative language, tone, definition, allusion, proverb, adage

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

WIDA: 2 Reading Speaking	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.			Define and explain key words and phrases from the text using <i>picture dictionaries/L1 dictionaries and Frayer model</i> .		LFC: Modal (would, could, might), compound tenses (would, have, been)
						LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	<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 (allusion, proverbs, adages) 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 (allusion, proverbs, adages) 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 (allusion, proverbs, adages) 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 (allusion, proverbs, adages) 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 (allusion, proverbs, adages) 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - 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
--	----------------------------------	--------------------	-----------------

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

<b>SLO: 5</b> <b>NJSLS:</b> <b>RL.4.5</b> <b>WIDA: 2</b> <b>Reading</b> <b>Speaking</b>	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 opinion and persuasive texts <i>using scaffolded questions/ guided class discussion.</i>		<b>VU:</b> chapter, heading, opinion, fact vs. opinion, debate
			<u>Compare and contrast</u> structural differences between informational and opinion/persuasive texts <i>using guided class discussion and Venn diagram.</i>		<b>LFC:</b> Elements opinion and persuasive writing
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Identify and explain parts of informational text and poetry text in grade 3-4 level L1 and/or identify parts of informational and poetic text using diagrams, repetition of words, pointing, yes/no or single word answers.  Compare and contrast parts of texts using Venn Diagram in L1 and/or rewrite simple words/phrases and draw pictures to complete a Venn diagram.	Identify and explain parts of informational text and poetry text in grade 3-4 level texts in L1 and/or identify parts of informational and poetic text answering wh- questions with basic phrases, pointing and drawing pictures.  Compare and contrast parts of texts using Venn Diagram in L1 and/or write simple words/phrases using word bank.	Classify and explain parts of informational and poetry text answering questions using sentence stems.  Compare and contrast parts of texts using Venn Diagram with word bank, classifying texts using basic sentence structures.	Classify and explain parts of informational and poetry text answering questions in basic sentence structures.  Compare and contrast parts of texts using Venn Diagram classifying texts using basic sentence structures.	Classify and explain parts of informational and poetry text answering questions in varied complex sentence structures.  Compare and contrast parts of texts using Venn Diagram classifying texts using varied complex sentence structures.

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - 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/Drawings</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>	
-------------------	---	---	--	------------	--

	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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

<b>SLO: 6</b> NJSLS: RL.4.6 WIDA: 2 Reading Speaking Writing	Assess how point of view or purpose shapes the content and style of a text.		<u>Identify and explain</u> differences and similarities of first person versus third person narratives using Venn diagrams <i>and excerpts of varying texts.</i>  <u>Describe</u> the perspective of fantasy text using <i>checklist and sentence stems.</i>		<b>VU:</b> first person, third person, perspective/point of view
					<b>LFC:</b> comparatives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast first person and third person in grade level texts L1 and/or identify elements of first and third person narratives using simplified texts with illustrations, gestures to answer in yes/no, pointing and single word answers.  Describe perspective of story in L1 and/or use pictures and gestures to answer yes/no questions about perspective of narration of fantasy text.	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.  Describe perspective of story in L1 and/or use labeled pictures and cloze sentences to describe perspective of narration.	Compare and contrast first and third person narrations using Venn diagrams with word bank to answer using sentence stems and basic complete sentences.  Describe perspective of fantasy text using sentence frames and word bank to write in basic sentences.	Compare and contrast first and third person narrations using Venn diagrams with word bank to answer in basic complete sentences.  Describe the perspective of fantasy text using sentence stems to write sentences of emerging complexity.	Compare and contrast first and third person narrations using Venn diagrams to answer in varied complex sentences.  Describe perspective of fantasy text in 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - 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
<b>SLO: 7</b> NJSL: RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<u>Identify</u> opinion and supporting evidence using a graphic organizer.	<b>VU:</b> opinion, 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

WIDA: 2 Reading Speaking					Describe how supporting facts/evidence make the opinion or writing stronger using <i>sentence stems and guided class discussion</i> .	LFC: opinion phrases, transitional phrases
						LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	<p>Identify and explain main opinion 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.</p> <p>Describe how supporting evidence supports opinion in L1 and/or use cloze sentences and illustrations to answer in single word phrases.</p>	<p>Identify and explain the main opinion and supporting evidence of grade level text in L1 and/or answer simplified questions with pictures and gesture reinforcements to provide basic phrase answers.</p> <p>Describe how supporting evidence supports opinion in L1 and/or use sentence frames and illustrations to answer in basic phrases.</p>	<p>Identify and explain main opinion and supporting evidence using domain-specific vocabulary in sentence frames and graphic organizer with word bank.</p> <p>Describe how supporting evidence supports opinion using sentence stem anchor charts and a word bank to write in complete sentences.</p>	<p>Identify and explain main opinion and supporting evidence using domain-specific vocabulary word bank and graphic organizer to answer in complete sentences.</p> <p>Describe how supporting evidence supports opinion using sentence stem anchor charts and a word bank to write in sentences of emerging complexity.</p>	<p>Identify and explain main opinion and supporting evidence using domain-specific vocabulary with graphic organizer to answer in varied complex sentences.</p> <p>Describe how supporting evidence supports opinion using sentence stem anchor charts 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

Learning Supports	<u>Graphic Organizer</u> (completed) <u>Partner Work</u> <u>Word Wall</u> <u>L1 support</u> <u>Illustrations/Diagrams/D</u> <u>rawings</u> Realia Illustrations Gestures	<u>Partner Work</u> <u>Graphic Organizer</u> (partially completed) <u>Word Wall</u> <u>L1 support</u> <u>Sentence Frames</u> Gestures Pictures	<u>Partner Work</u> <u>Word Wall</u> Word Bank <u>Graphic Organizer</u> <u>Sentence stems</u>	<u>Graphic Organizer</u> Word Bank Word Wall Partner Work	Graphic Organizer  Word Wall
-------------------	---	---	---	--	------------------------------------

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

<b>SLO: 8</b> 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.		Discuss and classify different purposes for texts with similar themes/topics using <i>graphic organizer and scaffolded questions in guided class discussion</i> .		<b>VU:</b> Persuade, Inform, Entertain Details to support main idea
					<b>LFC:</b> Compound sentences, comparatives, conjunctions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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.

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

<b>Learning Supports</b>	<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</u> <u>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	
<b>SLO: 9</b> 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.  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.  By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, 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> .  <u>Classify and discuss</u> various text genres using <i>anchor charts, graphic organizers and guided classroom discussion</i> .		<b>VU:</b> genre, fiction, non-fiction, play, conflict, theme  <b>LFC:</b> elements of a story, comparatives  <b>LC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - 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 Question cards with pictures	Discussion in L1 Group/Pair Work Role Play Word Wall Word Bank Text-to-speech Gestures Question cards/Sentence Frames	Gestures Sentence frames Word Bank Word Wall Group/Pair Work	Word Bank Word Wall Pair work	Word Wall

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b> 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.		Apply 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
Language Objectives	Apply phonics and syllabication rules to decode high frequency multisyllabic words in with pictures and teacher modeling/repetition.	Apply phonics and syllabication rules to decode common multisyllabic words in context with teacher modeling/repetition of appropriately leveled text.	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.

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

Learning Supports	<u>Adapted Text</u> Guided practice Word pattern charts Syllabication rules ( <u>Poster</u> ) Letter tiles <u>Illustrations/Diagrams/Drawings</u> <u>Total Physical Response</u> <u>Partner Work</u> <u>L1 support</u> High frequency word lists	<u>Adapted Text</u> Guided practice Word pattern charts Syllabication rules ( <u>Poster</u> ) Letter tiles <u>Illustrations/Diagrams/Drawings</u> <u>Total Physical Response</u> <u>Partner Work</u> <u>L1 support</u>	<u>Adapted Text</u> Guided practice Word pattern charts Syllabication rules <u>Poster</u>	<u>Adapted Text</u> Word pattern charts Syllabication rules ( <u>Poster</u> )	
	Student Learning Objective (SLO)	Language Objective		Language Needed	
<b>SLO: 11</b> NJSLS: RF.4.4.a.b WIDA: 2 Reading Speaking	Read grade-level text with purpose and understanding.  Read prose and poetry with fluency and expression	<u>Read</u> grade level texts with purpose, expression and comprehension <i>using prior knowledge, scaffolded graphic organizers, and technology.</i>		<b>VU:</b> Purpose, comprehension <hr/> <b>LFC:</b> Sentence structure at ELP level <hr/> <b>LC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## **ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content-based vocabulary.</p>
<p>Learning Supports</p>	<p><u>Graphic Organizers</u> (completed) <u>Word Wall</u> <u>L1 support</u> <u>Partner Work</u> <u>Pictures/Photographs</u></p>	<p><u>Graphic Organizers</u> (partially completed) <u>Word Wall</u> <u>L1 support</u> <u>Partner Work</u></p>	<p><u>Graphic Organizers</u> Template <u>Word Wall</u></p>	<p><u>Graphic Organizers</u></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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 12</b> 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>		<b>VU:</b> Content clues, self-correct
					<b>LFC:</b> Sentence structure with context clues, cognates, synonym, homophones/homonyms
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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.

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

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
<b>SLO: 13</b> 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> .  <u>Write and develop</u> strong opinions using <i>opinion frames and checklist</i> .		<b>VU:</b> Vocabulary, opinion, author’s purpose, opening statement, point of view, thesis  <b>LFC:</b> Introductory statements expressing opinions, thesis statement  <b>LC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

Language Objectives	<p>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.</p> <p>Write strong opinions in L1 and/or use cloze sentences and illustrated word bank to write opinions.</p>	<p>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.</p> <p>Write strong opinions in L1 and/or use sentence frames and word bank to write and develop strong opinions in complete sentences.</p>	<p>Write well-developed paragraphs to express personal opinion using sentence stems and word bank to complete a graphic organizer to support argument with evidence.</p> <p>Write and develop a strong opinion using sentence stems and checklist with examples.</p>	<p>Write well-developed paragraphs to express personal opinion using word bank to complete a graphic organizer to support arguments with evidence in complete sentences with some content-based vocabulary.</p> <p>Write and develop strong opinions using sentence stems and checklist to write sentences in emerging complexity.</p>	<p>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.</p> <p>Write and develop strong opinions using sentence stems to write sentences of varying complexity.</p>
Learning Supports	<p>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 Text to speech</p>	<p>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></p>	<p>Teacher model Sentence stems Shared writing <u>Graphic Organizers</u> <u>Partner Work</u> <u>Word Wall</u> <u>Checklist</u> <u>Examples</u></p>	<p>Teacher model <u>Graphic Organizers</u> Word Bank Sentence stems Checklist</p>	<p>Graphic Organizer  Sentence stems</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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14</b> 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>		<b>VU:</b> 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.		<u>Develop persuasive essay</u> surrounding topic of fairy tales/character analysis using <i>graphic organizer, class discussion and other writing examples.</i>		<b>LFC:</b> Sentence structure, verb forms, subject-verb agreement
					<b>LC:</b> Varies by ELP level paragraph form (indentation)
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using pictures/drawings and single key content-based vocabulary.  Develop strong opinion and evidence to support	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.  Develop strong opinion and evidence to support your opinion in L1 and/or complete a graphic organizer	Write a clear and coherent composition applying the steps of the writing process with simple sentences and key content-based grade level vocabulary.  Develop strong opinion and evidence to support your opinion using a graphic organizer with sentence stems and word bank to write in complete sentences.	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.  Develop strong opinion and evidence to support your opinion using a graphic organizer with word bank to write in	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.  Develop strong opinion and evidence to support your opinion using a graphic organizer to write in 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	your opinion in L1 and/or complete graphic organizer with cloze sentences and illustrated word bank to write single words.	with sentence frames and illustrated word bank to write basic phrases.		sentences of emerging complexity.	
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>	Graphic Organizer

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 15</b> 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.	<b>VU:</b> discussion, google classroom, question, collaborate
			<b>LFC:</b> Agree/disagree statements, paragraph format (indentations)
			<b>LC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use technology to write and respond to others in L1 and/or use translation and audio tools to produce basic phrases to respond and answer questions in online forum with cloze sentences.	Use technology to write and respond to others in L1 and/or use translation and audio tools to produce basic phrases to respond and answer questions in online forum with sentence stem support.	Use technology to write and respond to others to produce basic phrases and respond and answer questions in online forum with word bank and sentence stem support.	Use technology to write and respond to others to produce sentences of emerging complexity and respond and answer questions in online forum with word bank support.	Use technology to write and respond to others to produce sentences of varied complexity and respond and answer questions in online forum.
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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> 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 fairy tales/heroism using <i>guided discussion and question and note-taking techniques</i> .		<b>VU:</b> Research, note-taking, supporting details, thesis, natural disasters
					<b>LFC:</b> Thesis structure, argument/research structure
					<b>LC:</b> 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.
Learning Supports	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>Pictures/Photographs</u>	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>L1 support</u>	Model responses Templates <u>Word Bank</u> <u>Partner Work</u> <u>Sentence stems</u>	Model responses Templates Word bank	Templates

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

L1 support	Sentence Frames			
------------	-----------------	--	--	--

	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 17</b> 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> .			<b>VU:</b> Research, note-taking, supporting details, thesis, natural disasters, outline  <b>LFC:</b> Thesis structure, outline  <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize and gather research in L1 and/or organize research writing key words to complete cloze sentences with illustrated word bank and modified text supports.	Organize and gather research in L1 and/or organize research using illustrated word bank and sentence frames to write basic phrases.	Organize and gather research from multiple sources/genres using a graphic organizer with word bank to write in basic complete sentences.	Organize and gather research from multiple sources/genres using a 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - 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
<b>SLO: 18</b> 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>	<b>VU:</b> Purposes of writing, reflection
			<b>LFC:</b> Capitalization, punctuation, noun-verb agreement
			<b>LC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	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.
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
<b>SLO: 19</b> NJSLs: SL.4.1.a, c	Explicitly draw on previously read text or material and other information known about the topic to explore	<u>Support responses and discussion</u> with specific quotes and information using <i>teacher model, class discussion and citing support discussion stem anchor charts</i> .	<b>VU:</b> Specific to 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

WIDA: 2-5 Speaking Listening	ideas under discussion.  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		<p><u>Create and discuss</u> topic specific questions using <i>discussion/question/comment stems by teacher led class discussion.</i></p> <p><u>Share and debate</u> opinions using <i>agree/disagree anchor charts, class-created academic questions, 4-square class discussion.</i></p>		<p><b>LFC:</b> Syntax in academic conversations, citing textual evidence, agree/disagree stems</p>
					<p><b>LC:</b> Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	
Language Objectives	<p>Use direct quotes and specific information to support discussion/argument in L1 and/or restate key words and show illustrations to support discussion.</p> <p>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.</p>	<p>Use direct quotes and specific information to support discussion/argument in L1 and/or identify main ideas with modified questions.</p> <p>Form questions and roles of class discussion in L1 and/or use sentence frames labeled word banks to answer and pose basic phrases.</p>	<p>Use anchor chart sentence frames to repeat key phrases of direct quotes from multiple sources to speak in basic complete sentences.</p> <p>Form questions and roles of class discussion using sentence stems and word banks to answer in basic phrases/sentences.</p>	<p>Use specific details and direct quotes from multiple sources to complete sentence stems in complete sentences using some target vocabulary.</p> <p>Form questions and roles of class discussion using sentence stems to answer in sentences of emerging complexity.</p>	<p>Use specific details and paraphrased quotes from multiple sources to support discussion in complex, logical sentences using target vocabulary language.</p> <p>Form questions and roles of class discussion to answer in sentences of 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

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

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 20</b> 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 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.	<u>Determine and define</u> unknown terms or phrases using <i>Frayer method, cognates and reference materials.</i>	<b>VU:</b> Reference materials <b>LFC:</b> Grammar, syntax and punctuation <b>LC:</b> 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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

	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 Frayer model.	Determine and define unknown words and phrases using TPR strategies and ELL friendly English definitions and sentence stems to complete Frayer model.	Determine and define unknown words and phrases using TPR strategies and English reference sources to complete Frayer model.	Determine and define unknown words and phrases using English reference sources to complete Frayer model.
Learning Supports	<u>Bilingual Dictionary</u> <u>Glossary</u> <u>L1 support</u> <u>Pictures Dictionary</u> <u>TPR Strategies</u> <u>Cognates</u>	<u>Bilingual Dictionary</u> <u>Glossary</u> <u>L1 support</u> TPR Strategies Frayer Model	Frayer Model Sentence Stems Student friendly definition (modified) TPR Strategies	TPR Strategies Frayer Model English Reference Sources (glossary, dictionary, thesaurus)	Frayer Model  English Reference Sources (glossary, dictionary, thesaurus)

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> NJSLS: L.4.5. B L.4.6 WIDA: 2 Reading Writing	Recognize and explain the meaning of common idioms, adages, and proverbs		<u>Identify and define</u> allusion, proverb and adage using <i>reference materials, illustrations and checklists</i> .		<b>VU:</b> alliteration, allusion, adages, proverbs
	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.		<u>Classify and explain</u> common allusions, adages and proverbs using <i>paraphrasing, illustrations and modified examples</i> .		<b>LFC:</b> compare/contrast, reference materials
			<u>Identify and create own examples</u> of alliteration using <i>teacher modeling and examples</i> .		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify common allusions, proverbs and adages using labeled pictures, gestures and L1 support to explain with pictures, pointing and single or yes/no.  Identify examples of alliteration using text to	Identify common allusions, proverbs and adages using labeled pictures, gestures and L1 support to explain in basic phrases using sentence frames.  Identify examples of alliteration using videos.	Identify common allusions, proverbs and adages using labeled pictures and gestures to explain in basic complete sentences.  Identify and create own examples of alliteration using matching and teacher modeling.	Identify common allusions, proverbs and adages using word bank and gestures to explain in complete sentences.  Identify and create own examples of alliteration using word bank.	Identify common allusions, proverbs and adages to explain in phrases of varying complexity.  Identify and create own examples of alliteration.

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA – Grade 4 - Unit 3 - ELL Scaffold – UPDATED 2020**

	speech and cloze sentences with color-coded word banks.	Then, create own examples using word bank.			
Learning Supports	Labeled pictures/illustrations Word Bank Sentence frames Cloze sentences Anchor Charts Gestures L1 support	Labeled pictures/illustrations Word Bank Sentence frames Anchor Charts Gestures L1 support	Labeled pictures/illustrations Word Bank Anchor Charts Gestures	Word Bank Anchor Charts Gestures	Anchor Charts

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 Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.