

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

Text/Novel- *The Lemonade Wars* by Jacqueline Davies is the focus for MP4. Novel/text can be modified or substituted based on ELP level and the amount of texts read by student.

Online Resources for *Lemonade War*-

<https://www.scholastic.com/teachers/books/the-lemonade-war-by-jacqueline-davies/>

<http://www.jacquelinedavies.net/the-lemonade-war>

<https://www.youtube.com/watch?v=tUkXMZ0vtBE> (Lemonade War Ep 4)

[The Lemonade War Read Aloud by Chapter \(Reader Dad\)](#)

[Lemonade War Novel Study \(Sp/Eng\)](#)

[Lemonade War CH 1-3 Freebie](#)

[Lemonade War Reading Companion](#)

[Economic Words Vocabulary](#)

[Lemonade War Ch 7-8 Reading Comprehension Questions](#)

[Lemonade War Novel Study Freebie](#)

Theme- Economy, Community, Character building

Unit Essential Questions-

How does an author develop a character?

What does community mean?

What makes up an economy?

What is economic theory?

How do we use math in our daily lives?

What does a free market look like?

How does sibling rivalry affect relationships?

What is the difference between an internal and external conflict?

What ways do children communicate?

What strategies do people use to reach success?

Literary Focus-

Opinion Writing

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Persuasive Writing
Problem/Solution
Relationships
Inference
Generalization
Character Analysis
Story Elements
Sensory Details
Proverbs/Adages
Synonyms/Antonyms

Other Online Resources for Unit-

<https://www.ducksters.com/money/economics.php> (Economics)

<https://www.youtube.com/watch?v=B8G8sxnHX8c> (Kid's Guide to Money)

<https://www.brainpop.com/socialstudies/economics/money/> (Brain Pop Video on Money)

<https://study.com/academy/lesson/economics-lesson-for-kids-definition-terms.html> (Economy for kids)

<https://www.youtube.com/watch?v=8et0eqnL3uM> (Power of W.O.W!)

<https://www.youtube.com/watch?v=k9oVkJz85hU> (I Could Do That! Journeys Read Aloud)

<https://www.poemhunter.com/poem/if-you-forget-me/> (If You Forget Me by Pablo Neruda Read Aloud)

<https://www.brainpop.com/english/famousauthorsandbooks/pabloneruda/> (Brain Pop Video on Pablo Neruda)

<https://www.youtube.com/watch?v=GLpERlr2hGE> (Smart read by Shel Silverstein)

<https://jr.brainpop.com/health/feelings/conflictresolution/> (Brain Pop Jr. Conflict Resolution)

<https://jr.brainpop.com/socialstudies/communities/communityhelpers/> (Brain Pop Jr. Community Helpers)

[Frayer Model Vocabulary](#)

[Types of Conflict and POV Activities](#)

[Teaching Conflict in Literature study.com](#)

<https://www.youtube.com/watch?v=J73wkkf0WYo> (Learning Types of Conflict in Lit Using TV/Movie Clips)

[Internal vs External Conflict](#)

[Internal vs. External Conflict Graphic Organizer](#)

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Online Resources for all SLOs-

<https://www.englishcentral.com/browse/videos>
<https://www.esllibrary.com/>
<http://www.vocabulary.com>
<https://www.mobymax.com/>
<https://newsela.com/>
<https://www.spellingcity.com/>
<https://www.readworks.org>
<https://www.ixl.com>
<https://www.learningA-Z.com>
<https://www.litcharts.com/>
[https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#!\(sentence frames\)](https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#!(sentence%20frames))
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/1bCQRs-h7qmKKR3rG4ZmfPeAnLOZTAJgT/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.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

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(place an “X” before each law/statute if/when present within the curriculum map)										
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	

Amistad Law

Slavery: No Freedom, No Rights

Holocaust Law Climbing Higher, pg 157-200

LGBTQ and Disabilities Law

Diversity & Inclusion

Standards in Action: *Climate Change*

	Student Learning Objective (SLO)	Language Objective	Language Needed

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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 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	
Language Objectives	Retell events and details from informational texts at the grades 3-4 text level band in L1 and /or answer “who” and either/or questions with picture supports about what is explicitly stated in text appropriately leveled texts by producing single word answers, and pointing, repeating key words from text.	Explain answers to questions about what is explicitly stated in informational texts at the grades 3-4 text level band in L1 and/or retell story answering wh- questions about what is explicitly stated in informational text using short phrases to complete sentence frames, and using word wall supports.	Retell key events and details using template or sequence organizer in adapted grade level 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 with varying verb tenses and transition words with some content-based grade level vocabulary.	
Learning Supports	<u>Word Wall</u> Repeat Directions/Retell Story <u>L1 support</u> <u>Pictures/Photographs</u> <u>Gestures</u> <u>Partner Work</u> <u>Manipulatives</u>	<u>Word Wall</u> Repeat Directions/Retell Story <u>L1 support</u> <u>Sentence Frames</u> <u>Manipulatives</u> <u>Partner Work</u> <u>Pictures/Photographs</u>	<u>Word Wall</u> Templates <u>Triads or Small Groups</u> <u>Sentence Stems</u>	<u>Triads or Small Groups</u> Word Wall	Word Wall	

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Choice questions				
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	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.		<u>Summarize</u> text from events and elements of text using <i>summary 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.		<u>Identify and classify</u> main ideas and supporting details of text using <i>graphic organizer</i> .		LFC: Verb tenses, subject-verb agreement, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize and identify main idea of grade 3-4 level text in L1 and/or answer questions about theme of text and parts of summary using single word answers, yes/no and photographs/realia, and drawing pictures of events.	Summarize and identify main idea of grade 3-4 level text in L1 and/or answer wh- questions about main idea and parts of summary to answer in short phrases using sentence frames in summary graphic organizer, and/or draw pictures.	Summarize main events of text and identify main themes of text by answering in simple sentence structures using summary graphic organizer stems and word bank.	Summarize main events and identify main themes of grade 3-4 level text using summary graphic organizer in complete sentences with content-based vocabulary	Summarize main events and and identify main themes of grade 3-4 level text with graphic organizer using varying sentence structures and details.

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Learning Supports	Teacher model <u>Graphic Organizers</u> <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u> Cards that match word to picture	Teacher model <u>Graphic Organizers</u> <u>Word Bank</u> <u>Choice questions</u> <u>L1 support</u> <u>Partner Work</u>	Teacher model <u>Graphic Organizers</u> <u>Word Bank</u>	Teacher model Graphic Organizers	Graphic Organizer
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	Student Learning Objective (SLO)	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

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					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>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>

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			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
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, allusion, proverb, adage
	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

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	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>
Learning Supports	<p><u>Graphic Organizers</u> (Frayer Model with pictures, words)</p> <p>Picture Dictionary</p> <p>L1 Dictionary</p> <p><u>Word Bank</u></p> <p><u>Triads or Small Groups</u></p> <p><u>Illustrations/Diagrams/Drawings</u></p> <p><u>Gestures</u></p> <p><u>Choice questions</u></p>	<p><u>Graphic Organizers</u> (Frayer Model)</p> <p>Picture Dictionary</p> <p>L1 Dictionary</p> <p><u>Word Bank</u></p> <p><u>Triads or Small Groups</u></p> <p><u>Illustrations/Diagrams/Drawings</u></p> <p><u>Sentence Frames</u></p>	<p><u>Graphic Organizers</u> (Frayer Model)</p> <p><u>Word Bank</u></p> <p><u>Triads or Small Groups</u></p> <p>Sentence Stems</p>	<p><u>Graphic Organizers</u> (Frayer Model)</p> <p><u>Triads or Small Groups</u></p>	<p><u>Graphic Organizers</u> (Frayer Model)</p>

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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 opinion and persuasive texts <i>using scaffolded questions/guided class discussion</i> . <u>Compare and contrast</u> structural differences between informational and opinion/persuasive texts using <i>guided class discussion and Venn diagram</i> .		VU: chapter, heading, opinion, fact vs. opinion, debate
					LFC: Elements opinion and persuasive writing
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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. Compare and contrast parts of texts using Venn Diagram in L1 and/or rewrite simple words/phrases and draw pictures to complete Venn diagram.	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. 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.

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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>Partner Work</u>	Character <u>Web</u> <u>Word Bank</u> Dialog starters/sentence stems	<u>Web</u>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 6 NJSLS: RL.4.6 WIDA: 2 Reading Speaking Writing	Assess how point of view or purpose shapes the content and style of a text.	<u>Identify and explain</u> differences and similarities of first person versus third person narrations using Venn diagrams <i>and excerpts of varying texts.</i> <u>Collaborate and role-play</u> to represent point of view using <i>checklist, teacher modeling and group work.</i>	VU: first person, third person, perspective/point of view, role-play, scene LFC: comparatives, compare and contrast LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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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 narrations using simplified texts with illustrations, gestures to answer in yes/no, pointing and single word answers.</p> <p>Role-play using scene from leveled text in L1 and/or use leveled text to collaborate with others and answer in simple phrases/pointing/gestures.</p>	<p>Compare and contrast first person and third person in grade level texts L1 and/or identify elements of first and third person narrations using simplified texts with illustrations to answer in wh- questions in basic phrases using sentence frames.</p> <p>Role-play using scene from leveled text in L1 and/or use leveled text to collaborate with others and answer in basic phrases and pointing.</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>Role-play using scene from leveled text and/or student-created text to collaborate with other using 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>Role-play using student-created/chosen scene/text to collaborate with other using sentences and phrases of emerging complexity.</p>	<p>Compare and contrast first and third person narrations using Venn diagrams to answer in varied complex sentences.</p> <p>Role-play using student-created/chosen scene/text to collaborate with other using sentences and phrases of varied complexity.</p>
Learning Supports	<p>Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Word sort cards Check List</p>	<p>Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Check List Word and phrase sort cards</p>	<p>Venn diagrams Partner Work Word Wall Word Bank Sentence stems Check List Group work</p>	<p>Venn diagrams Word Bank Check List Group work</p>	<p>Venn Diagram Check List Group work</p>

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	Group work	Group work	
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 7 NJSL: RI.4.8 WIDA: 2 Reading Speaking	Explain how an author uses reasons and evidence to support particular points in a text.	<u>Identify</u> opinion and supporting evidence using <i>graphic organizer</i> . <u>Describe</u> how supporting facts/evidence make the opinion or writing stronger using <i>sentence stems and guided class discussion</i> .			VU: opinion, support
					LFC: opinion phrases, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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. Describe how supporting evidence supports opinion in L1 and/or use cloze sentences and illustrations to answer in single word phrases.	Identify and explain 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. Describe how supporting evidence supports opinion in L1 and/or use sentence frames and illustrations to answer in basic phrases.	Identify and explain main opinion and supporting evidence using domain-specific vocabulary in sentence frames and graphic organizer with word bank. Describe how supporting evidence supports opinion using sentence stem anchor charts and a word bank to write in complete sentences.	Identify and explain main opinion and supporting evidence using domain-specific vocabulary word bank and graphic organizer to answer in complete sentences. Describe how supporting evidence supports opinion using sentence stem anchor charts and a word bank to write in sentences of emerging complexity.	Identify and explain main opinion and supporting evidence using domain-specific vocabulary with graphic organizer to answer in varied complex sentences. Describe how supporting evidence supports opinion using sentence stem anchor charts to write in sentences of varying complexity.

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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
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	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

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Language Objectives	Identify and classify different purposes for texts in grade appropriate text in L1 and/or identify purposes of texts with illustrations, simplified texts to answer in single words, pointing, yes/no.	Identify and classify different purposes for texts in grade appropriate text in L1 and/or identify purposes of texts with illustrations, simplified texts to answer in basic phrases using sentence frames.	Identify and classify purposes of different texts with graphic organizers with word bank and sentence stems/dialogue starters to answer questions in basic sentences/phrases using some domain-specific language.	Identify and classify purposes of different texts with graphic organizers with word bank to answer questions in basic complete sentences using some domain-specific language.	Identify and classify purposes of different texts with graphic organizers to answer questions in varied complex complete sentences using some domain-specific language.
Learning Supports	<u>Native Language Discussion</u> <u>Partner Work</u> <u>Word Wall</u> Word Bank Text to speech Illustrations/Photos Gestures Repetition of Directions	<u>Native Language Discussion</u> <u>Partner Work</u> <u>Word Wall</u> Word Bank Record recitation of poetry <u>Sentence Frames/Dialogue Starters</u> Repetition of Directions	Graphic Organizer Word Bank Sentence Stems/Dialogue Starters <u>Partner Work</u> <u>Word Wall</u>	Graphic Organizer Word Bank Word Wall <u>Partner Work</u>	Graphic Organizer Word Wall
	Student Learning Objective (SLO)	Language Objective		Language Needed	
SLO: 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. 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>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> .		VU: genre, fiction, non-fiction, play, conflict, theme LFC: elements of a story, comparatives LC: Varies by ELP level	

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	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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

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	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.		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.

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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	
SLO: 11 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>		VU: Purpose, comprehension LFC: Sentence structure at ELP level LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<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 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>	

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

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Learning Supports	<u>Bilingual Dictionary</u> <u>L1 support</u> <u>Word Wall</u> Teacher model Checklist	<u>Bilingual Dictionary</u> <u>L1 support</u> <u>Word Wall</u> Checklist	<u>Bilingual Dictionary</u> <u>Word Wall</u> <u>Paraphrasing</u> Checklist	<u>Bilingual Dictionary</u> <u>Paraphrasing</u>	
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 NJSLs: W.4.1. WIDA: 2 Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		<u>Write</u> well-developed paragraphs using evidence to support argument using <i>argument stems/frames and graphic organizers</i> . <u>Write and develop</u> strong opinion using <i>opinion frames and checklist</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

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<p>Language Objectives</p>	<p>Write developed paragraph to express a personal opinion/argument connected to the author’s purpose in L1 and/or use sentence frame and complete cloze sentences with key single words with gesture and illustration support to support argument.</p> <p>Write strong opinion in L1 and/or use cloze sentences and illustrated word bank to write opinion.</p>	<p>Write 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 opinion in L1 and/or use sentence frames and word bank to write and develop strong opinion in complete sentences.</p>	<p>Write well-developed paragraph to express personal opinion using sentence stems and word bank to complete graphic organizer to support argument with evidence.</p> <p>Write and develop strong opinion using sentence stems and checklist with examples.</p>	<p>Write well-developed paragraphs to express personal opinion using word bank to complete graphic organizer to support argument with evidence in complete sentences with some content-based vocabulary.</p> <p>Write and develop strong opinion using sentence stems and checklist to write sentences in emerging complexity.</p>	<p>Write well-developed paragraphs to express personal opinion using graphic organizer to support argument with evidence in complete varied, complex sentences using content-based vocabulary.</p> <p>Write and develop strong opinion using sentence stems to write sentences of varying complexity.</p>
<p>Learning Supports</p>	<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>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 NJSLS: W.4.5 WIDA: 2 Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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>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> <u>Develop persuasive essay</u> surrounding topic of community/economy/character analysis using <i>graphic organizer, class discussion and other writing examples.</i>		VU: Peer editing, writing process, drafts, revising
					LFC: Sentence structure, verb forms, subject-verb agreement
					LC: Varies by ELP level paragraph form (indentation)
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using pictures/drawings and single key content-based vocabulary. Develop strong opinion and evidence to support your opinion in L1 and/or complete graphic	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 graphic organizer with sentence frames and	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 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 graphic organizer with word bank to write in sentences of emerging complexity.	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 graphic organizer to write in sentences of varying complexity.

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	organizer with cloze sentences and illustrated word bank to write single words.	illustrated word bank to write basic phrases.			
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		
SLO: 15 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

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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	

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 16 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> .	VU: Research, note-taking, supporting details, thesis, natural disasters
			LFC: Thesis structure, argument/research structure
			LC: Varies by ELP level

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	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> <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: 17 NJSLS: W.4.8 W.4.9	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	<u>Gather and classify</u> relevant information/details from multiple informational and literary sources to support	VU: Research, note-taking, supporting details, thesis, natural disasters, outline

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WIDA: 2-5 Writing	each source, and integrate the information while avoiding plagiarism.		research question/argument using <i>note taking techniques and graphic organizers</i> .		LFC: Thesis structure, outline
	Draw evidence from literary or informational texts to support analysis, reflection, and research.				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize and gather research in L1 and/or organize research writing key words to complete cloze sentences with illustrated word bank and modified text supports.	Organize and gather research in L1 and/or organize research using illustrated word bank and sentence frames to write basic phrases.	Organize and gather research from multiple sources/genres using graphic organizer with word bank to write in basic complete sentences.	Organize and gather research from multiple sources/genres using graphic organizer with word bank to write in sentences of emerging complexity.	Organize and gather research from multiple sources/genres using graphic organizer to write in sentences of varied complexity.
Learning Supports	Model responses Graphic Organizer Cloze sentences Illustrated <u>Word Bank</u> <u>Partner Work</u> <u>Pictures/Photographs</u> <u>L1 support</u>	Model responses Graphic Organizer Illustrated Word Bank Sentence Frames <u>Partner Work</u> <u>L1 support</u>	Model responses Graphic Organizer <u>Word Bank</u> <u>Partner Work</u> <u>Sentence stems</u>	Model responses Graphic Organizer Word bank	Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 NJSLS: W.4.10 L.4.1 L.4.2 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
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				LFC: Capitalization, punctuation, noun-verb agreement
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				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.

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Learning Supports	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>Pictures/Photographs</u> <u>L1 support</u>	Model responses Template <u>Word Bank</u> <u>Partner Work</u> <u>Illustrations/Diagrams/Drawings</u> <u>L1 support</u> <u>Sentence Frames</u>	Model responses Template <u>Word Bank</u> <u>Partner Work</u>	Model responses	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 19 NJSLS: SL.4.1.a, c 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.	<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> .	VU: Specific to text
	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>Create and discuss</u> topic specific questions using <i>discussion/question/comment stems by teacher led class discussion</i> .	LFC: Syntax in academic conversations, citing textual evidence, agree/disagree stems
		<u>Share and debate</u> opinions using <i>agree/disagree anchor charts, class-created academic questions, 4-square class discussion</i> .	LC: Varies by ELP level

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	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>
Learning Supports	<p>Group/pair work Role Play Cloze sentences Labeled word bank Illustrations/pictures Word Bank L1 support</p>	<p>Group/pair work Role Play Sentence frames Labeled word bank Word Bank L1 support</p>	<p>Group/pair work Role Play Sentence Stems Word Bank</p>	<p>Group/pair work Sentence stems</p>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 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.		Determine and define unknown terms or phrases using <i>Frayer method, cognates and reference materials.</i>		VU: Reference materials
	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

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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	Bilingual Dictionary Glossary L1 support Pictures Dictionary TPR Strategies Cognates	Bilingual Dictionary Glossary L1 support 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: 21 NJSL: L.4.5. b L.4.6	Recognize and explain the meaning of common idioms, adages, and proverbs Acquire and use accurately a range of general academic	<u>Identify and define</u> allusion, proverb and adage using <i>reference materials, illustrations and checklists.</i>	VU: alliteration, allusion, adages, proverbs

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WIDA: 2 Reading Writing	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.			<p><u>Classify and explain</u> common allusions, adages and proverbs using <i>paraphrasing, illustrations and modified examples</i>.</p> <p><u>Identify and create own examples</u> of alliteration using <i>teacher modeling and examples</i>.</p>		<p>LFC: compare/contrast, reference materials</p>
						<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	<p>Identify common allusions, proverbs and adages using labeled pictures, gestures and L1 support to explain with pictures, pointing and single or yes/no.</p> <p>Identify examples of alliteration using text to speech and cloze sentences with color-coded word banks.</p>	<p>Identify common allusions, proverbs and adages using labeled pictures, gestures and L1 support to explain in basic phrases using sentence frames.</p> <p>Identify examples of alliteration using videos. Then, create own examples using word bank.</p>	<p>Identify common allusions, proverbs and adages using labeled pictures and gestures to explain in basic complete sentences.</p> <p>Identify and create own examples of alliteration using matching and teacher modeling.</p>	<p>Identify common allusions, proverbs and adages using word bank and gestures to explain in complete sentences.</p> <p>Identify and create own examples of alliteration using word bank.</p>	<p>Identify common allusions, proverbs and adages to explain in phrases of varying complexity.</p> <p>Identify and create own examples of alliteration.</p>	

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Learning Supports	Labeled pictures/illustrations Word Bank Sentence frames Cloze sentences Anchor Charts Gestures L1 support	Labeled pictures/illustrations Word Bank Sentence frames Anchor Charts Gestures L1 support	Labeled pictures/illustrations Word Bank Anchor Charts Gestures	Word Bank Anchor Charts Gestures	Anchor Charts
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