

## ***Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020***

**\*REFER TO ESL PACING GUIDE & ELA UNIT FOR ADDITIONAL RESOURCES\***

**Text/Novel** – *Wonder* by Raquel J. Palacio

### ***Alternative Novel Suggestions:***

*ELP 1 – Bad Apple: A Tale of Friendship* by Edward Hemingway

*ELP 2 - The Invisible Boy* by Trudy Ludwig

*ELP 3 – We’re All Wonders* by R.J. Palacio

*ELP 4 - grade level novel (mentioned above)*

*ELP 5 - grade level novel (mentioned above)*

**Supporting Texts** – Varied according to ELP level of student(s)  
**(refer to pacing guide)**

### **Literary Focus**

- Author’s purpose
- Figurative Language
- Narrative writing process
- Build background knowledge and vocabulary
- Making predictions and inferences
- Analyze poetry
- Basic story/plot elements
- Vocabulary strategies
- Respond to literature
- Compare and contrast

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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Development of Characters and their traits  
Identifying theme  
Main Idea and Point of View  
Academic tiered vocabulary

### **Themes**

Friendship  
Family  
Kindness  
Appearances  
Courage  
Identity  
Suffering  
Isolation

### **Unit Essential Questions -**

1. How can a character's response to challenges help to determine the theme(s) of our novel?
2. What is the impact of the speaker's voice in our novel?
3. What is the impact of bullying? Peer pressure and fitting on students?
4. How do life-changing events reveal character?
5. What can we do to be more accepting of differences?
6. How does point of view influence a character's description of an event?
7. What are the elements of a narrative?
8. How do authors build characters? What clues do readers look for to draw inferences about characters?
9. What are different types of figurative language?
10. What is setting? How do authors incorporate setting into their narratives?
11. How do I summarize the plot of a story?
12. How do writers use figurative language to develop their ideas?
14. Why is it important to "choose to be kind"?

\*Essential questions can be modified for other novel titles.

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### **\*Online Resources that can be utilized with all SLO/Standards**

<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/>

### **Writing Resources**

#### **Research**

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1155/scaffold.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1155/scaffold.pdf)

#### **Expository/Informational**

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

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

#### **Narrative**

[https://learnzillion.com/lesson\\_plans/#/elaf%5Bgrade%5D=6th&f%5Btopic%5D=43](https://learnzillion.com/lesson_plans/#/elaf%5Bgrade%5D=6th&f%5Btopic%5D=43)

<http://www.time4writing.com/writing-resources/narrative-essays/>

#### **Argumentative**

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/argumentative\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html)

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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 in the Americas/ Europe and the Slave Trade-

### **Holocaust Law-**

Climbing Higher- (pg 157-200)

### **LGBTQ and Disabilities Law**

#### **Definitions-**

**Two Spirit and Not-traditional families.-**

**Transgender and Gender Non-Conforming-**

### **Diversity & Inclusion**

*I Am Omar -Exploring Identity-*

**Standards in Action: *Climate Change***

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> NJSLS: RL.5.1 WIDA: 2 Reading Speaking Listening  NJSLS: RI.5.1 WIDA: 3,4,5 Reading Speaking Listening	<b>Quote</b> accurately from a text, and <b>make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.		<u>Read texts closely</u> (questioning, determining importance, looking for patterns) to make meaning of what was read.  <u>Make personal connections</u> , make connections to other texts, and/or make global connections when relevant.  <u>Use quotes or references</u> from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.		<b>VU:</b> quotes, inferences, make connections, read “closely”
					<b>LFC:</b> use of quotation marks
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts in L1 and/or identify single words from direct quotes that connect to appropriately leveled explicit text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts L1 and/or identify direct quotes that connect to explicit text from appropriately leveled text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use simple related sentences with key content-based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from approaching grade level texts. Use complete sentences and some content-based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use detailed sentences of varying lengths with embedded clauses and content-based vocabulary.

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Learning Supports	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Words from quotes Template            Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Visual Aides  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Sentence strips            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Visual Aides  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Partner / Small Group Work            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word/Picture Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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<p><b>SLO: 2</b>                  NJSLS: RL.5.2                  WIDA: 2                  Reading                  Speaking                  Listening</p> <p>NJSLS: RI.5.2                  WIDA: 3,4,5                  Reading                  Speaking                  Listening</p>	<p>RL.5.2. <b>Determine the key details</b> in a story, drama or poem to identify the theme and to summarize the text.</p>		<p>RL.5.2:  <u>Identify</u> the key details in a text.</p>		<p><b>LFC:</b> theme, main idea, poems, summarize, analyze</p>	
	<p>RI.5.2. <b>Determine two or more main ideas</b> of a text and explain how they are supported by key details; summarize the text.</p>		<p><u>Analyze</u> the actions and thoughts of characters or speakers in texts, looking for patterns.</p> <p>Identify the theme of the text; Determine central message or theme.</p>		<p><b>VU:</b> Explanatory phrases and clauses (This happened because... when she....)</p>	
		<p>RI.5.2:  <u>Summarize</u> the key points of a text.</p> <p>Identify details to support the main idea.</p> <p>Identify at least two main ideas in informational texts.</p> <p><u>Explain</u> how the author supports main ideas in informational text with key details.</p>		<p><b>LC:</b> Varies by ELP level</p>		
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

Language Objectives	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem. Use single words to match pictures or answer yes/no or either/or questions.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem by using short phrases to complete sentence frames with matching pictures or answer wh- questions.	Identify the theme of an appropriate leveled poem by drawing conclusions from explicit and implicit text. Use key content-based vocabulary and simple related sentences, which may include errors that do not obscure meaning.	Identify the theme of an approaching grade level poem by drawing conclusions from explicit and implicit text. Use a complete sentence with some content-based vocabulary.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text. Use detailed sentences of varying lengths with content-based vocabulary.
Learning Supports	<p>Story Map/ Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p>	<p>Story Map/ Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word/Picture Wall            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Story Map/ Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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<p>Word/Picture Wall  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>				
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<b>SLO: 3</b> NJSLS: RL.5.3 WIDA: 2 Reading Speaking	<b>Select</b> two or more <b>characters, setting or events</b> in a story or drama and <b>compare and contrast</b> using specific details from the text.		<u>Compare and contrast</u> characters, the setting or the events in a story by referring to specific details from the text.		<b>VU:</b> same, different, character traits
					<b>LFC:</b> adjectives, comparison forms of adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content related single words in short phrases.	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using key, content based vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast characters, the setting or the events by referring to specific details from an adapted text using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Compare and contrast characters, the setting or the events by referring to specific details from the text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast characters, the setting or the events by referring to specific details from the grade level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word Wall	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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	<p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

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<b>SLO: 4</b> NJSLS: RL.5.4 WIDA: 2 Reading Speaking Listening  NJSLS: RI.5.4 WIDA: 3,4,5 Reading Speaking Listening	RL.5.4. <b>Determine the meaning of words and phrases</b> as they are used in a text, including <b>figurative language</b> such as metaphors and similes.		<u>Demonstrate</u> the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).		<b>VU:</b> figurative, connotative, academic word list, similes, metaphors
	RI.5.4. <b>Determine the meaning of general academic and domain specific words and phrases</b> in a text relevant to a grade 5 topic or subject area.		<u>Identify</u> metaphors and similes.		<b>LFC:</b> nouns, comparative adjectives, sentences with figurative language
			<u>Analyze</u> similes and metaphors in text and how it impacts the reader.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in phrases.	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases or short sentences.	Read and demonstrate understanding of words and phrases, including figurative language, from an adapted text using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a text within grades 4- 5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.

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Learning Supports	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference Material Word Wall Sentence Starter Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Reference Material Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Reference Material Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> NJSLS: RI.5.5 WIDA: 2 Reading Speaking	<b>Compare and contrast</b> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Compare and contrast the <u>structure of a text</u> .  Compare and contrast <u>two or more texts</u> .		<b>VU:</b> compare, contrast, events, ideas, concepts, cause/effect, problem/solution, sequence of events  <b>LFC:</b> verbs  <b>LC:</b> Varies by ELP level
	ELP 1		ELP 3		ELP 5
	ELP 2		ELP 4		
Language Objectives	Describe in L1, the sequence of events in a text, and compare and contrast structure of text; and/or in English, identify single words or icons to describe events and place the words or icons in sequential order or use the words to complete cloze sentences.	Describe in L1, the sequence of events in a text, and compare and contrast structure of text; and /or in English, identify short phrases to describe events and place the phrases in sequential order or use the phrases to complete sentence frames.	Describe the sequence of events in an appropriately leveled text and compare and contrast structure of the text. Use key content-based vocabulary in simple, related sentences to describe each event. The sentences may include errors but they do not obscure meaning.	Describe the sequence of events in an appropriately leveled text and compare and contrast structure of the text. Use detailed sentences of varying lengths with content-based grade level vocabulary.	Describe the sequence of events in an appropriately leveled text and compare and contrast structure of the text. Use detailed sentences of varying lengths with content-based grade level vocabulary.

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Reference materials (print and digital)            Pictures/Photographs            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Reference materials (print and digital)            Pictures/Photographs            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Reference materials (print and digital)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	<a href="#">22%20below.%20More%20items</a>  <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
	Student Learning Objective (SLO)	Language Objective		Language Needed
<b>SLO: 6</b> NJSLS: RL.5.6 WIDA: 2 Reading Speaking Listening  NJSLS: RI.5.6 WIDA: 3,4,5 Reading Speaking	RL.5.6. <b>Describe</b> how a narrator's or speaker's <b>point of view</b> influences how events are described.  RI.5.6. <b>Analyze</b> multiple accounts of the same event or topic, noting <b>important similarities and differences in the point of view</b> they represent.	RL.5.6:  <u>Identify</u> the narrator’s point of view.  <u>Explain</u> how the point of view impacts the events in the text.  RI.5.6:  <u>Discuss</u> the similarities and differences unique to the various perspectives presented in text.  <u>Give descriptions</u> about how the information is presented for each perspective.		<b>VU:</b> point of view, speaker, narrator  <b>LFC:</b> Subject – verb agreement  <b>LC:</b> Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.



## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	<p><a href="#">to monitor the</a> <a href="#">ir comprehension.</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> NJSLS: RI.5.8 WIDA: 2 Reading Speaking	<b>Explain</b> how an <b>author uses reasons and evidence</b> to support particular points in a text, identifying which reasons and evidence support which point(s).		<b>Explain</b> how an author uses evidence to support the central idea.		<b>VU:</b> evidence, central idea, details, purpose, reasons
					<b>LFC:</b> subject verb agreement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain, in L1, how an author uses evidence to support the central idea and/or in English, identify main ideas and details from an appropriately leveled text. Use single words and/or gestures to answer choice questions.	Explain, in L1, how an author uses evidence to support the central idea and/or in English, identify main ideas and details from an appropriately leveled text. Use short phrases with key content-based vocabulary to answer wh- questions.	Identify how an author uses details to support the central idea from an adapted text. Use with key content-based vocabulary in simple sentences, which may include errors that do not interfere with meaning.	Explain how an author uses evidence to support the central idea from a grade 5 text. Use complete sentences with some content-based grade level vocabulary.	Explain how an author uses evidence to support the central idea from grade-level text. Use detailed sentences of varying lengths with content-based grade level vocabulary.
Learning Supports	Word Wall Illustrated text Sentence Frames Gestures Choice questions Match pictures and words  Graphic Organizer	Word Wall Illustrated text Sentence Frames  Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Word Wall Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a>  <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 8</b> NJSLS: RF.5.3 WIDA: 2 Reading Speaking Listening	<b>Know and apply</b> grade-level <b>phonics</b> and word analysis skills in decoding words.	<u>Identify specific strategies</u> for decoding words in texts	<b>VU:</b> phonics, decode, syllables, roots, affixes  <b>LFC:</b> syllabication rules  <b>LC:</b> Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns.	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns and word morphology.	Decode double syllabic unknown words in adapted text by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 4-5 text level band by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 5 text in and out of context.
Learning Supports	Highlight patterns Word Wall Teacher created word pattern charts Pictures/Photographs <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Highlight patterns Word Wall Teacher created word pattern charts Word trees	Highlight patterns Word Wall Teacher created word pattern charts	Highlight patterns Teacher created word pattern charts	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

**Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 9</b> NJSLS: RF.5.4 WIDA: 2 Reading Speaking Listening	<b>Read with sufficient accuracy</b> and fluency to support comprehension.		Use <u>various strategies</u> to understand text and read with purpose.		<b>VU:</b> purpose
					<b>LFC:</b> sentence structure and specific vocabulary and/or context clues at ELP level, rhythm, cognates, synonyms
					<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 this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

Language Objectives	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read or listen to text with approximation and state or repeat the purpose and identify key words associated with pictures	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read leveled texts with approximation and demonstrate comprehension using short phrases.	Read adapted texts with fluency, approximation and expression and demonstrate comprehension using simple sentences and key content-based vocabulary.	Read texts at the grade 5 text level with fluency, expression and accuracy and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts fluency, accuracy and expression and demonstrate comprehension using detailed sentences of varying lengths and content-based vocabulary.
Learning Supports	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 10</b> NJSLS: W.5.1. W.5.1.A W.5.1.B W.5.1.C W.5.1.D WIDA: 1-5 Writing Reading Speaking Listening	W.5.1. <b>Write opinion</b> pieces on topics or texts, supporting a point of view with reasons and information.	<u>Distinguish fact from opinions.</u>  <u>Organize text</u> by using a specific organizational structure (e.g., cause/effect, chronological order).	<b>VU:</b> topic sentence, opinion, conclusion, facts, quote, logically order
	W.5.1.A. <b>Introduce a topic</b> or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<u>Group supporting details</u> to support the writer's purpose.  <u>Introduce a topic</u> or text clearly.	<b>LFC:</b> verb forms, quotations, citations, adverbs of time, manner, placement of transition words in a sentence, clauses
	W.5.1.B. <b>Provide logically ordered reasons</b> that are supported by facts and details from text(s), quote directly from text when appropriate.	<u>State an opinion</u> to be supported with evidence.  <u>Write a thesis</u> statement to focus the writing.	<b>LC:</b> Varies by ELP level
	W.5.1.C. <b>Link opinion and reasons</b> using words, phrases, and clauses (e.g., consequently, specifically).	<u>Organize ideas</u> into a specific structure in which ideas are logically grouped to support the writer's purpose.	
W.5.1.D. <b>Provide a conclusion</b>	<u>Logically order reasons</u> that are supported by facts and details.		

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

			<p><u>Quote</u> directly from text when appropriate.</p> <p><u>Link opinion and reasons</u> using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><u>Provide a conclusion</u> or section related to the opinion presented.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a paragraph that introduces explains, and concludes an opinion by finding the details that support the facts in L1 and/or using drawings and high frequency vocabulary in phrases that represent key ideas.	Write a paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts in L1 and/or using drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Write a paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts using key vocabulary in simple sentences with repetitive, grammatical structures that represent multiple, related ideas	Write an organized paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts using content vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word/Picture Wall Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Shared Writing Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p><b>L1 Supports:</b></p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word/Picture Wall Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word Wall</p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Post-its Teaching Modeling Shared Writing Check List</p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Post-its Teaching Modeling Shared Writing Check List</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Post-its Check List</p>
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Post-its Teaching Modeling Shared Writing Check List	Post-its Teaching Modeling Shared Writing Check List			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 11</b> NJSLS: W.5.2 W.5.2.A W.5.2.B W.5.2.C W.5.2.D W.5.2.E WIDA: 1-5	W.5.2. <b>Write informative/explanatory</b> texts to examine a topic and convey ideas and information clearly.  W.5.2.A. <b>Introduce a topic clearly</b> to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.	<u>Write a clear introduction</u> to an informative/explanatory text.  <u>Create a general observation</u> and focus when writing an informational/expository text.	<b>VU:</b> especially, consequently, furthermore, after all, chiefly, more specifically, Conclusion, vocabulary related to text, transition words appropriate for an oral presentation

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

Writing Reading Listening Speaking	W.5.2. B. <b>Develop the topic</b> with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			<u>Apply specific words</u> (e.g. especially, consequently, furthermore, etc.) to link ideas within and across categories of information.  <u>Express ideas orally</u> and in writing using precise language and domain specific vocabulary to explain a topic.  <u>Orally and in writing, present a concluding statement</u> related to the information or explanation read in a given text.	LFC: adverbs of time, manner placement of transition words in a sentence, clause, spoken use of first person singular in past and present, comparative forms of adjectives to express differences, first person singular, past tense, transition words
	W.5.2. C. <b>Link ideas</b> within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).				LC: Varies by ELP level
W.5.2. D. <b>Use precise language</b> and domain-specific vocabulary to inform about or explain the topic.					
W.5.2. E. <b>Provide a conclusion</b> related to the information of explanation presented.					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction to an informative /explanatory topic in L1 and/or organize pictures, drawings or high-frequency, content-related single words. Develop a given topic, including facts, definitions, specific details and quotes in L1 and/or using pictures, drawings, gestures and high-frequency vocabulary in phrases that represent key ideas	Write an introduction to an informative /explanatory topic and state an opinion in L1 and/or organize pictures, drawings or general, content-based phrases. Develop a given topic, including facts, definitions, specific details and quotes in L1 and/or using pictures, drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas. Apply specific words to link ideas within and across categories of information	Write an introduction to an informative /explanatory topic using key, content based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas. Develop a given topic, including facts, definitions, specific details and quotes using key vocabulary in simple sentences with repetitive grammatical structures that represent key ideas. Apply specific words to link ideas within and across categories of information	Write a clear introduction to an informative /explanatory topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures. Logically, develop a given topic, including facts, definitions, specific details and quotes using key vocabulary in expanded and some complex sentences with a variety of grammatical structures. Apply specific words to link ideas within and	Write a clear and coherent introduction to an informative /explanatory topic using content-based vocabulary in multiple, complex sentences with a variety of grammatical structures. Clearly and coherently develop a given topic, including facts, definitions, specific details and quotes using precise vocabulary in multiple, complex sentences with a variety of grammatical structures. Apply specific words to link ideas within and across categories of information using

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## **Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020**

	<p>Apply specific words to link ideas within and across categories of information using L1 and/or pictures, drawings, gestures and high-frequency vocabulary in phrases that represent key ideas. Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic in L1 and/or using single words from a leveled text. Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using high-frequency vocabulary in phrases that represent key ideas.</p>	<p>using L1 and/or pictures and key vocabulary in phrases and short sentences with formulaic structures that represent key ideas. Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic in L1 and/or using phrases from a leveled text. Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.</p>	<p>using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas. Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences. Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.</p>	<p>across categories of information using key vocabulary in expanded and some complex sentences with a variety of grammatical structures. Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences. Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.</p>	<p>precise vocabulary in multiple, complex sentences with a variety of grammatical structures. Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from a grade-level text using complex sentences with a variety of grammatical structures. Orally and in writing, present a concluding statement related to the information or explanation read in a given text using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentences%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentences%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Translator/ Dictionary            Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Post-its            Teaching Modeling            Shared Writing            Check List</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-arts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-arts-for-teaching-writing/</a></p> <p>Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Translator/ Dictionary            Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Post-its            Teaching Modeling            Shared Writing            Check List</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Translator/ Dictionary            Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word Wall            Post-its            Teaching Modeling            Shared Writing            Check List</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Post-its            Teaching Modeling            Shared Writing            Check List</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Post-its            Check List</p>
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**Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020**

	<p>Shared Writing Check List</p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 12</b> NJSLS: W.5.3 W.5.3.A W.5.3.B W.5.3.C W.5.3.D W.5.3.E WIDA: 1-5 Writing Reading Speaking Listening	W.5.3. <b>Write narratives</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<u>Write</u> the beginning of a narrative introducing a narrator and/or character.	<b>VU:</b> narrative, situation, establish, techniques, concrete, transitions, conclusion
	W.5.3.A <b>Orient the reader by establishing a situation</b> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<u>Describe</u> in writing the events and details in a story using narrative techniques of dialogue and description.	<b>LFC:</b> examples of high quality introductions, placement of transition words
	W.5.3.B <b>Use narrative techniques</b> , such as <b>dialogue</b> , description, and pacing, to develop experiences and events or show the responses of characters to situations.	<u>Sequence events</u> using different transitional words.  <u>Use concrete words</u> , phrases, and sensory details to describe experiences and specific events.  <u>Write a conclusion</u> after listening to a narrative of experiences or events.	<b>LC:</b> Varies by ELP level

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	<p>W.5.3.C <b>Use a variety of transitional words</b>, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.D. <b>Use concrete words</b> and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.E <b>Provide a conclusion</b> that follows from the narrated experiences or events.</p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.</p> <p>Sequence events using different transitional words and/or use single words in phrases that represent key ideas.</p> <p>Use high-frequency, concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using single words in phrases that represent key ideas.</p>	<p>Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story using phrases or short sentences with key content based vocabulary words.</p> <p>Sequence events using different transitional words in L1 and/or use phrases with formulaic structures that represent key ideas.</p> <p>Use concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using phrases and short sentences with formulaic structures.</p> <p>Write a conclusion after listening to a narrative of experiences or events using</p>	<p>Write the beginning of a narrative story to introduce narrator or character using key content based grade level vocabulary in simple sentences which may include errors that do not interfere with meaning.</p> <p>Sequence events using different transitional words in simple sentences with repetitive grammatical structures.</p> <p>Use concrete words, phrases, and sensory details to describe experiences and specific events using single sentences with repetitive grammatical structures</p> <p>Write a conclusion after listening to a narrative of experiences or events using</p>	<p>Write the beginning of a narrative story to introduce narrator or character using complete sentences with some content based grade level vocabulary.</p> <p>Sequence events using different transitional words in expanded and some complex sentences with a variety of grammatical structures.</p> <p>Use concrete words, phrases, and sensory details to describe experiences and specific events using expanded and some complex sentences with varying grammatical structures.</p>	<p>Write the beginning of a narrative story to introduce narrator or character using detailed sentences of varying lengths with content based grade level vocabulary.</p> <p>Sequence events using different transitional words in multiple, complex sentences with a variety of grammatical structures.</p> <p>Use precise, concrete words, phrases, and sensory details to describe experiences and specific events using multiple, complex sentences with a variety of grammatical structures.</p> <p>Write a conclusion after listening to a narrative of experiences or events using precise vocabulary in multiple,</p>

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<p><a href="https://app.oucoursesystem.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">https://app.oucoursesystem.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Anchor Writing Charts</p>	<p><a href="https://app.oucoursesystem.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">https://app.oucoursesystem.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://app.oucoursesystem.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">EGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>	<p><a href="https://app.oucoursesystem.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">4%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/>

**L1 Supports:**

Translator/ dictionary

Native Language

Explanations

Native Language

Discussions

Native Language Texts

<https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf>

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 13</b> NJSLS: W.5.4 WIDA: 2 Writing Speaking Listening	<b>Produce clear and coherent writing</b> in which the development and organization are appropriate to task, purpose, and audience.		<u>Produce writing</u> that is clear and understandable to the reader.  <u>Unpack writing tasks</u> (type of writing assignment).  <u>Unpack writing purpose</u> (the writer’s designated reason for writing).  <u>Focus the organization and development</u> of a topic to reflect the task and purpose.		<b>VU:</b> task, purpose, audience
					<b>LFC:</b> sentence level grammar and syntax
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce organized writing tasks that are clear and understandable to the purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Produce organized writing tasks that are clear and understandable to the purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	Produce organized writing tasks that are clear and understandable to the purpose and audience in simple sentences with key content based grade level vocabulary.	Produce organized writing tasks that are clear and understandable to the purpose and audience in complete sentences with some content based grade level vocabulary.	Produce organized writing tasks that are clear and understandable to the purpose and audience in detailed sentences of varying lengths with content based grade level vocabulary.

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

Learning Supports	<p>Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Model writing Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Model writing Shared writing Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<b>SLO: 14</b> NJSLs: W.5.5 WIDA: 1-5 Writing Speaking Listening	With guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach.			Practice <u>revising and editing</u> skills.  <u>Change word choice</u> and sentence structure in writing to strengthen the piece.  <u>Use a variety of graphic organizers</u> (story frames, story mountains, story maps) to assist with developing a plan for writing.  <u>Recognize spelling, grammar, and punctuation errors.</u>  <u>Employ strategies</u> for correcting errors with assistance (conferences, check sheets, peer editing).		<b>VU:</b> peer editing, writing process, drafts, revising
						<b>LFC:</b> sentence structure, verb forms, subject-verb agreement
						<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using pictures, drawings and high-frequency, content-related single words in phrases that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using drawings and general, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas	Improve and strengthen writing by applying the steps of the writing process using key, content based vocabulary in simple sentences with repetitive grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

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**Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020**

	<p><a href="#">%20clicking%20%22Ad d%20another%20line% 22%20below.%20More %20items</a></p> <p>Teacher Support</p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language              Explanations          Native Language              Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/edu cation/modelcurriculum /ela/ellscaffolding/L1Sup ports.pdf</a></p>	<p>Teacher Support</p>			
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 15</b> NJSLS: W.5.6 WIDA: 1-5 Writing Speaking Listening	With some guidance and support from adults and peers, <b>use technology</b> , including the Internet, <b>to produce and publish writing</b> as well as to interact and collaborate with others		<u>Use digital tools</u> to collaborate on written works.		<b>VU:</b> Collaborate, interact, publish
			<u>Ask for guidance</u> when appropriate		<b>LFC:</b> Subject verb agreement, embedded clause
			<u>Use technology for producing and publishing</u> writing, and collaborating with others.		
			<u>Demonstrate</u> keyboarding skills.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish written work to apply technology and collaborative skills and develop keyboarding skills using L1 and/or using illustrations or diagrams and key high-frequency words in phrase patterns.	Publish written work to apply technology and collaborative skills and develop keyboarding skills using L1 and/or by using selected vocabulary in key phrases and short sentences.	Publish written work to apply technology and collaborative skills and develop keyboarding skills by using key vocabulary in a series of simple, related sentences.	Publish written work to apply technology and collaborative skills and develop keyboarding skills using key vocabulary in expanded sentences with emerging complexity.	Publish written work to apply technology and collaborative skills and develop keyboarding skills using precise vocabulary in multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

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**Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020**

	<p><a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20-%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20-%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> NJSLS: W.5.10 WIDA: 1 -5 Writing Speaking Listening	<b>Write routinely over extended time</b> frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<u>Produce numerous pieces of writing</u> over various time frames.  <u>Develop skills</u> in research.  <u>Reflect</u> on the choices made while writing.  Reflect on and <u>revise writing</u>  <u>Develop a topic related</u> to the content area they are writing about to reflect task, audience, and purpose.		<b>VU:</b> time frame, research, revisions; content-based, grade-level vocabulary
					<b>LFC:</b> capitalization, punctuation, various verb forms
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences in L1 and/or produce single key words or drawings in response to appropriately leveled text for discipline specific tasks, purposes and audiences.	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences in L1 and/or produce writing in response to an appropriately leveled text, for discipline-specific tasks, purposes and audiences. Use key short phrases to complete sentence frames or match to illustrations.	Produce writing in response to adapted text for discipline-specific tasks, purposes and audiences. Use key content based grade level vocabulary in simple related sentences which may include errors that do not impede meaning.	Produce writing in response to a grade 4-5 text level band for discipline-specific tasks, purposes and audiences. Use complete sentences with some content based grade level vocabulary.	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences. Use detailed sentences of varying lengths and complexity with content based vocabulary.

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

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## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed	
<p><b>SLO: 17</b> NJSLS: SL.5.1 SL.5.1.A SL.5.1.B SL.5.1.C SL.5.1.D WIDA: 2</p>	<p>SL.5.1. <b>Engage effectively in a range of collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><u>Use previous knowledge</u> to expand discussions about a topic.</p> <p><u>Engage in conversations</u> about grade appropriate topics and texts.</p> <p><u>Participate</u> in a variety of rich, structured conversations.</p>	<p><b>VU:</b> take turns, speaking rules, directions, specific to text, teacher created roles, pose, clarify, reflect, paraphrase</p>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

Speaking Listening	<p>SL.5.1.A. <b>Explicitly draw on previously read text</b> or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. <b>Follow agreed-upon rules for discussions</b> and carry out assigned roles.</p> <p>SL.5.1.C. <b>Pose and respond</b> to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. <b>Review the key ideas</b> expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>			<p><u>Engage as part of a whole class</u>, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p><u>Engage in collaborative conversations</u> (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc.).</p>	<p><b>LFC:</b> grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns</p>
					<p><b>LC:</b> Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Formulate questions and talking points on specific topic in L1 and/or formulate “who and where” questions and talking points. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner in L1 and/or using single words. Identify and</p>	<p>Formulate questions and talking points on specific topic in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play. Listen to and share ideas and thoughts through conversation by taking turns speaking about with a partner using phrases. Identify and develop various roles and follow</p>	<p>Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner using simple sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group</p>	<p>Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content-based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complete sentences. Identify and</p>	<p>Formulate questions and talking points on specific topic using detailed sentences of varying lengths and complexity and content-based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complex sentences in extended discourse. Identify and develop various roles and</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded dialogues to identify various roles with single word responses.	agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other students’ dialogues to identify various roles and respond with short phrase responses.	discussions using simple sentences with key content based grade level vocabulary.	develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of emerging complexity vocabulary with content-related vocabulary.	follow agreed-upon rules in small and whole group discussions by using detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning Supports	Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Gestures Choice questions <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum">https://www.nj.gov/education/modelcurriculum</a>	Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>  <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions	Speaking protocol Triads or Small Groups Word Wall Word Bank Cue Cards Use of Simple Scripts Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Speaking protocol Triads or Small Groups Cue Cards Use of Simple Scripts Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Cue Cards Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	<a href="/ela/ellscaffolding/L1Supports.pdf">/ela/ellscaffolding/L1Supports.pdf</a>  Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>	Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> NJSLS: SL.5.2 WIDA: 2 Speaking Listening	<b>Summarize a written text</b> read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		After listening to an appropriate leveled text or information read aloud, <u>summarize the key concepts orally.</u>		<b>VU:</b> Summarize, media
					<b>LFC:</b> Past tense (summarize)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using key, content based vocabulary in simple sentences with repetitive grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using precise, content based vocabulary in multiple, complex sentences with a variety of grammatical structures.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Video Clips/ Films Notes Word Wall Teacher Modeling Word Cards <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Video Clips/ Films Notes Word Wall Teacher Modeling Phrase Cards <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Video Clips/ Films Notes Word Wall Teacher Modeling</p>	<p>Video Clips/ Films</p>	<p>Video Clips/ Films</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> NJSLS: SL.5.4 WIDA: 2 Speaking Reading	<b>Report on a topic or text</b> or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		<u>Give an oral presentation</u> on a given topic or text.		<b>VU:</b> presentation skills, eye contact, voice control, cue cards
					<b>LFC:</b> past tense, sentence patterns used in oral presentations, transitional words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Give an oral presentation on a given topic or text using L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	Give an oral presentation on a given topic or text using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Give an oral presentation on a given topic or text using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Give an oral presentation on a given topic or text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Give an oral presentation on a given topic or text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

**Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020**

<p>Learning Supports</p>	<p>Note Cards                      Word Wall  <b>L1 Supports:</b>                      Translator/ dictionary                      Native Language Explanations                      Native Language Discussions                      Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Note Cards                      Word Wall                      Sentence Frames  <b>L1 Supports:</b>                      Translator/ dictionary                      Native Language Explanations                      Native Language Discussions                      Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Note Cards                      Word Wall</p>	<p>Note Cards</p>	<p>Note Cards</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> NJSLS: L.5.1 L.5.1.A L.5.1.B WIDA: 2-5 Speaking Listening Writing	L.5.1. <b>Demonstrate command of the conventions</b> of Standard English grammar and usage when writing or speaking.		<u>Define conjunctions, prepositions, and interjections.</u>		<b>VU:</b> conjunction, preposition, interjection, verb tense
	L.5.1.A. <b>Explain the function of conjunctions, prepositions, and interjections</b> in general and their function in particular sentences.		<u>Identify</u> conjunctions, prepositions, and interjections in sentences.		<b>LFC:</b> Use of conjunctions, prepositions and perfect verb tenses
	L.5.1.B. <b>Form and use the perfect</b> (e.g., I had walked; I have walked; I will have walked) <b>verb tenses.</b>		<u>Explain</u> the purpose of conjunctions, prepositions, and interjections in sentences.  <u>Identify</u> the tense of verbs.  <u>Identify perfect verb</u> tenses in writing.  <u>Conjugate</u> verbs using the perfect verb tenses.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Form and use the perfect verb tenses when writing and speaking with phrases and by answering multiple-choice, questions.  Explain the function of conjunctions, prepositions, and interjections in particular sentences in L1 and/or use selected	Form and use the perfect verb tenses when writing and speaking using basic, vocabulary in phrases and short sentences created by the teacher  Explain the function of conjunctions, prepositions, and interjections in particular sentences in L1 and/or by organizing a list of words into those three categories.	Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of simple, related sentences.  Explain the function of conjunctions, prepositions, and interjections in particular sentences using key vocabulary in a series of simple, related sentences.	Form and use the perfect verb tenses when writing and speaking using key, vocabulary in a series of expanded and some complex sentences.  Explain the function of conjunctions, prepositions, and interjections by using key vocabulary in expanded sentences with emerging complexity.	Form and use the perfect verb tenses when writing and speaking using precise vocabulary in a series of complex sentences of varying lengths and structures  Explain the function of conjunctions, prepositions, and interjections using precise vocabulary in multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	vocabulary in controlled text.				
Learning Supports	<p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p> <p>Teacher Modeling Note Cards Word Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p> <p>Teacher Modeling Note Cards Word Wall Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Note Cards Word Wall Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>	<p>Note Cards Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>	<p>Note Cards Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<b>SLO: 21</b> NJSLS: L.5.2 L.5.2.A L.5.2.E WIDA: 1-5 Writing	L.5.2. <b>Demonstrate command of the conventions</b> of Standard English capitalization, punctuation, and spelling when writing.		Define and identify items in a series. Separate items in a series using appropriate punctuation.		<b>VU:</b> spell, accurate
	L.5.2.A. <b>Use punctuation</b> to separate items in a series.		<u>Spell grade-appropriate words</u> correctly.		<b>LFC:</b> apply punctuation and spelling rules
	L.5.2.E. <b>Spell grade-appropriate words</b> correctly, consulting references as needed.		<u>Use references</u> as needed to aid in spelling.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English punctuation and spelling conventions for high-frequency, content-related vocabulary.	Demonstrate command of English spelling conventions for general, content based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grade 5 complexity level.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
Learning Supports	Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Reference Material Teacher Modeling Note Cards Word Wall Spelling/Punctuation Rules <b>L1 Supports:</b> Translator/ dictionary Native Language	Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Reference Material Spelling/Punctuation Rules Teacher Modeling Note Cards Word Wall Sentence Frames <b>L1 Supports:</b> Translator/ dictionary	Note Cards Reference Material Word Wall Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Spelling/Punctuation Rules	Reference Material Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Spelling/Punctuation Rules	Reference Material Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Spelling/Punctuation Rules

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

	Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<b>SLO: 22</b> NJSLS: L.5.6 WIDA: 1-5 Writing Speaking Reading	<b>Acquire and use accurately</b> grade-appropriate general <b>academic and domain-specific words</b> and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		<u>Use 5th grade vocabulary</u> fluently when discussing academic or domain specific topics.		<b>VU:</b> academic, general, domain specific, content-based, grade level vocabulary  <b>LFC:</b> embedded clauses  <b>LC:</b> Varies by ELP level
			<u>Choose the most accurate word</u> when <u>describing contrast</u> , addition, or other relationships.		
			Choose the most accurate word <u>when discussing a particular topic</u> .		
		<u>Use knowledge of conjunctions</u> to broaden vocabulary.			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms when matching words with pictures.	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms in phrases and/or short sentences when writing or speaking.	Read and listen to acquire key general, academic and domain-specific words and phrases from adapted texts in order to produce these terms in writing and speech using simple,	Read and listen to acquire general, academic and domain-specific words and phrases from texts within grade 5 complexity level in order to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade appropriate general, academic and domain-specific words and phrases in order to produce these terms in clear and coherent writing / speech using multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Translator/ Dictionary            Personal Dictionary            Word/Picture Wall            Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>   <b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Translator/ Dictionary            Personal Dictionary            Word/Picture Wall            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Personal Dictionary            Word Wall</p>	<p>Personal Dictionary</p>	<p>Personal Dictionary</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ***Grade 5 - Unit 1 – ELA/ESL Scaffold- Revised 2020***

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.