

Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

REFER TO ESL PACING GUIDE & ELA UNIT FOR ADDITIONAL RESOURCES

Text/Novel – *Call It Courage* by Armstrong Sperry
My Side of the Mountain by Jean Craighead George

Alternative Novel Suggestions:

ELP 1 – Snook Alone by Marilyn Nelson

ELP 2 - I Survived: The attacks of September 11, 2001 by Lauren Tarshis

ELP 3 – Castaways: Stories of Survival by Gerald Hausman

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)

Call It Courage by Armstrong Sperry

Themes

Survival

Fear

Courage

Acceptance in Society

Honor and Courage

Resilience

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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Literary Focus

Setting
Point of view
Language and Meaning
Structure
Summarize
Plot Development
Theme
Vocabulary Development
Main Idea
Verbs
Strategies to Master Short Answer Questions
Structure and Elements of Novel
Characters point of view
Symbolism

Unit Essential Questions

1. In what ways can courage be tested?
2. How can we overcome our fears and prove ourselves courageous?
3. Does being afraid make you seem like a coward?
4. How can a natural disaster impact your life?
5. How do readers use multiple literary elements to understand theme and the impact of point of view?
6. Why are organization (sequence, transitions, and conclusion), collaboration, and technology important elements of the writing process?
7. How do writers use textual evidence to show their understanding of the topic and support their response?

*Essential questions can be modified for other novel titles.

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My Side of the Mountain by Jean Craighead George

Literary Focus

Setting
Conflict
Imagery
Elements of style
Cause and Effect
Proper Grammar
Central Idea
Theme
Character development
Elements of plot

Themes

Survival
Connecting emotionally to the nature
Independence
Identity
Resourcefulness
Determination
Solitude vs. society
Fortitude and perseverance

Unit Essential Questions

- How does your environment affect your ability to survive?
- What does a person need to know and do to survive in the wilderness?
- How could a child (adolescent) be able to survive in the woods without adult assistance?
- How can humans survive in an environment without any other human contact?
- How is it possible for someone to live alone without being lonely?
- What are the advantages and disadvantages of being self- sufficient?

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- How do the customs and lifestyles of a civilized world affect the outcomes of one trying to live in nature?
- How can literary works help us find balance and compare the individual and society?
- How have American writers explored the balance between civilization and nature?

*Essential questions can be modified for other novel titles.

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

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

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

<http://www.vocabulary.com>

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

<https://newsela.com/>

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

<https://www.readworks.org>

<https://www.ixl.com>

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

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

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

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

<https://kahoot.com/>

Writing Resources

Research

http://www.readwritethink.org/files/resources/lesson_images/lesson1155/scaffold.pdf

Expository/Informational

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

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

Narrative

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https://learnzillion.com/lesson_plans/#/ela%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

(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- Stepping Across the Grades, pg 203-223

LGBTQ and Disabilities Law

Early Colonial Gender Roles-

Diversity & Inclusion

Learning for Justice-

Standards in Action: *Climate Change*

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.5.1 WIDA: 2 Reading Speaking Listening NJSLS: RI.5.1 WIDA: 3,4,5 Reading Speaking Listening	Quote accurately from a text, and make relevant connections 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.		VU: quotes, inferences, make connections, read “closely”
					LFC: use of quotation marks
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Words from quotes Template Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Sentence strips Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 2 NJSLS: RL.5.2 WIDA: 2 Reading Speaking Listening	RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RL.5.2: <u>Identify</u> the key details in a text. <u>Analyze</u> the actions and thoughts of characters or speakers in texts, looking for patterns. Identify the theme of the text; Determine central message or theme.	LFC: theme, main idea, poems, summarize, analyze VU: Explanatory phrases and clauses (This happened because... when she....) LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Identify 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Story Map/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Cloze Sentences 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%</p>	<p>Story Map/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word/Picture Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Story Map/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	22%20below.%20More%20items Word/Picture Wall 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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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 3 NJSLS: RL.5.3 WIDA: 2 Reading Speaking	Select two or more characters, setting or events in a story or drama and compare and contrast 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.	VU: same, different, character traits LFC: adjectives, comparison forms of adjectives LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 NJSLS: RL.5.4 WIDA: 2 Reading Speaking Listening NJSLS: RI.5.4 WIDA: 3,4,5 Reading Speaking Listening	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language 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).		VU: figurative, connotative, academic word list, similes, metaphors
	RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.		<u>Identify</u> metaphors and similes.		LFC: nouns, comparative adjectives, sentences with figurative language
			<u>Analyze</u> similes and metaphors in text and how it impacts the reader.		LC: 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 https://literarydevices.net/figurative-language/</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language https://literarydevices.net/figurative-language/</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Reference Material Word Wall Sentence Starter Figurative language https://literarydevices.net/figurative-language/</p>	<p>Reference Material Figurative language https://literarydevices.net/figurative-language/</p>	<p>Reference Material Figurative language https://literarydevices.net/figurative-language/</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 NJSL: RL.5.5 WIDA: 2 Reading Speaking	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem		<u>Describe</u> the sequence of events in a poem and <u>explain</u> how the sequence of stanzas contributes to the meaning of the text.		VU: stanzas, sequences
					LFC: sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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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<p>Learning Supports</p>	<p>Think Aloud 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.</p> <p>Word Wall Reference materials (print and digital) Pictures/Photographs Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Cloze Sentences 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%</p>	<p>Think Aloud 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.</p> <p>Word Wall Reference materials (print and digital) Pictures/Photographs Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud 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.</p> <p>Word Wall Reference materials (print and digital) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud 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.</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud 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.</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 6 NJSLS: RL.5.6 WIDA: 2 Reading Speaking Listening	RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	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.			VU: point of view, speaker, narrator LFC: Subject – verb agreement LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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	<p>20to%20monitor%20the%20ir%20comprehension.</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 NJSLS: RL.5.7 WIDA: 2 Reading Speaking	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		<u>Analyze</u> how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text.		VU: meaning, tone, beauty, message, underlying theme
					LFC: past tense, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty in L1 and/or use pictures, graphs and/or high frequency, content related single words in phrases that represent key ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty in L1 and/or use pictures, graphs and/or common, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of an adapted text using key, content-based vocabulary in simple sentences with repetitive structures that represent multiple, related ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of text within grade 5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of a grade level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.

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

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

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SLO: 9 NJSLS: RF.5.4 WIDA: 2 Reading Speaking Listening	Read with sufficient accuracy and fluency to support comprehension.		Use <u>various strategies</u> to understand text and read with purpose.		VU: purpose
					LFC: sentence structure and specific vocabulary and/or context clues at ELP level, rhythm, cognates, synonyms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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	Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Vocabulary Definitions &	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Vocabulary Definitions & Pictures	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	<p>Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Pictures Word/Picture Wall</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>http://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/visualizations/picturesphotographs.pdf</p>	Word/Picture Wall		
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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.

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SLO: 10 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. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<u>Distinguish fact from opinions.</u>				VU: topic sentence, opinion, conclusion, facts, quote, logically order
	W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<u>Organize text</u> by using a specific organizational structure (e.g., cause/effect, chronological order). <u>Group supporting details</u> to support the writer's purpose. <u>Introduce a topic</u> or text clearly.				LFC: verb forms, quotations, citations, adverbs of time, manner, placement of transition words in a sentence, clauses
	W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1.D. Provide a conclusion	<u>State an opinion</u> to be supported with evidence. <u>Write a thesis</u> statement to focus the writing. <u>Organize ideas</u> into a specific structure in which ideas are logically grouped to support the writer's purpose. <u>Logically order reasons</u> that are supported by facts and details. <u>Quote</u> directly from text when appropriate. <u>Link opinion and reasons</u> using words, phrases, and clauses (e.g., consequently, specifically). <u>Provide a conclusion</u> or section related to the opinion presented.				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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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.
Learning Supports	<p>Model introductions Shared writing model Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Anchor Writing Charts https://7esl.com/verb-tenses/ Shared Writing Anchor Writing Charts</p>	<p>Model introductions Shared writing model Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>Model introductions Shared writing model Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word Wall Verb Tense Chart https://7esl.com/verb-tenses/ Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>Model introductions Shared writing model Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/ Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Post-its Teaching Modeling Shared Writing Check List</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/ Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Post-its Check List</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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	<p>https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Post-its Teaching Modeling Shared Writing Check List</p>	<p>Verb Tense Chart https://7esl.com/verb-tense/s/ Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Post-its Teaching Modeling Shared Writing Check List</p>	<p>Post-its Teaching Modeling Shared Writing Check List</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 11 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 Writing Reading Listening Speaking	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<u>Write a clear introduction</u> to an informative/explanatory text.	VU: especially, consequently, furthermore, after all, chiefly, more specifically, Conclusion, vocabulary related to text, transition words appropriate for an oral presentation		
	W.5.2.A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.	<u>Create a general observation</u> and focus when writing an informational/expository 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. B. Develop the topic 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.	LC: Varies by ELP level		
W.5.2. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	<u>Express ideas orally</u> and in writing using precise language and domain specific vocabulary to explain a topic.	W.5.2. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.5.2. E. Provide a conclusion related to the information of explanation presented.	<u>Orally and in writing, present a concluding statement</u> related to the information or explanation read in a given text.				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	<p>Write an introduction to an informative /explanatory topic in L1 and/or organize pictures, drawings or high-frequency, content-related single words.</p> <p>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</p> <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.</p> <p>Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic in L1 and/or using single</p>	<p>Write an introduction to an informative /explanatory topic and state an opinion in L1 and/or organize pictures, drawings or general, content-based phrases.</p> <p>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.</p> <p>Apply specific words to link ideas within and across categories of information using L1 and/or pictures and key vocabulary in phrases and short sentences with formulaic structures that represent key ideas.</p> <p>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.</p> <p>Orally and in writing, present a concluding statement related to the</p>	<p>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.</p> <p>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.</p> <p>Apply specific words to link ideas within and across categories of information using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.</p> <p>Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences.</p> <p>Orally and in writing, present a concluding statement related to the information or explanation read in a given</p>	<p>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.</p> <p>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.</p> <p>Apply specific words to link ideas within and across categories of information using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.</p> <p>Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences.</p> <p>Orally and in writing, present a concluding</p>	<p>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.</p> <p>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.</p> <p>Apply specific words to link ideas within and across categories of information using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.</p> <p>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.</p> <p>Orally and in writing, present a concluding statement related to the information or</p>
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	<p>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>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>text using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.</p>	<p>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>explanation read in a given text using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
Learning Supports	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>Cloze Sentences 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</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word Wall</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Post-its Teaching Modeling Shared Writing Check List</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Post-its Check List</p>

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	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Post-its Teaching Modeling Shared Writing Check List</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum</p>	<p>Word/Picture Wall Post-its Teaching Modeling Shared Writing Check List</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Post-its Teaching Modeling Shared Writing Check List</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 12 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	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>Write</u> the beginning of a narrative introducing a narrator and/or character.</p> <p><u>Describe</u> in writing the events and details in a story using narrative techniques of dialogue and description.</p> <p><u>Sequence events</u> using different transitional words.</p> <p><u>Use concrete words</u>, phrases, and sensory details to describe experiences and specific events.</p> <p><u>Write a conclusion</u> after listening to a narrative of experiences or events.</p>	<p>VU: narrative, situation, establish, techniques, concrete, transitions, conclusion</p> <hr/> <p>LFC: examples of high quality introductions, placement of transition words</p> <hr/> <p>LC: Varies by ELP level</p>		
	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.

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<p>Language Objectives</p>	<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. Sequence events using different transitional words and/or use single words in phrases that represent key ideas. 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. Write a conclusion after listening to a narrative of experiences or events using L 1 and/or high-frequency vocabulary 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. Sequence events using different transitional words in L1 and/or use phrases with formulaic structures that represent key ideas. 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. Write a conclusion after listening to a narrative of experiences or events using L1 and/or general vocabulary in phrases and short sentences formulaic structures.</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. Sequence events using different transitional words in simple sentences with repetitive grammatical structures. Use concrete words, phrases, and sensory details to describe experiences and specific events using single sentences with repetitive grammatical structures Write a conclusion after listening to a narrative of experiences or events using key vocabulary in simple sentences with repetitive grammatical structures.</p>	<p>Write the beginning of a narrative story to introduce narrator or character using complete sentences with some content based grade level vocabulary. Sequence events using different transitional words in expanded and some complex sentences with a variety of grammatical structures. Use concrete words, phrases, and sensory details to describe experiences and specific events using expanded and some complex sentences with varying grammatical structures. Write a conclusion after listening to a narrative of experiences or events using key vocabulary in expanded and some complex sentences with a variety of 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. Sequence events using different transitional words in multiple, complex sentences with a variety of grammatical structures. Use precise, concrete words, phrases, and sensory details to describe experiences and specific events using multiple, complex sentences with a variety of grammatical structures. Write a conclusion after listening to a narrative of experiences or events using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
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Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

SLO: 13 NJSLS: W.5.4 WIDA: 2 Writing Speaking Listening	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				Produce <u>writing</u> that is clear and understandable to the reader.	VU: task, purpose, audience
					<u>Unpack writing tasks</u> (type of writing assignment).	LFC: sentence level grammar and syntax
					<u>Unpack writing purpose</u> (the writer’s designated reason for writing).	LC: 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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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 14 NJSLS: W.5.5 WIDA: 1-5 Writing Speaking Listening	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		<u>Practice revising and editing skills.</u> <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).		VU: peer editing, writing process, drafts, revising
					LFC: sentence structure, verb forms, subject-verb agreement
					LC: 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.

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Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

	<p>nce%20Worksheets.,by%20clicking%20%22Ad%20another%20line%22%20below.%20More%20items</p> <p>Teacher Support</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Teacher Support</p>			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 NJSLS: W.5.6 WIDA: 1-5 Writing Speaking Listening	With some guidance and support from adults and peers, use technology , including the Internet, to produce and publish writing as well as to interact and collaborate with others		<u>Use digital tools</u> to collaborate on written works. <u>Ask for guidance</u> when appropriate <u>Use technology for producing and publishing</u> writing, and collaborating with others. <u>Demonstrate</u> keyboarding skills.		VU: Collaborate, interact, publish
					LFC: Subject verb agreement, embedded clause
					LC: 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.

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	<p>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</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 NJSLS: W.5.7 WIDA: 1-5 Writing Speaking Listening	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.		<u>Research a topic</u> through investigation of the topic. <u>Explore a topic</u> in greater detail by developing a research question that helps bring focus to the topic. <u>Gather information</u> from multiple sources to support a topic. <u>Select relevant information</u> from texts to support main ideas or claims. <u>Group like ideas</u> to organize writing.		VU: Research, solve, inquiry; content based, grade-level vocabulary, source
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use high frequency, content related single words in phrases that represent key ideas.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.

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Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 NJCLS: W.5.10 WIDA: 1 -5 Writing Speaking Listening	Write routinely over extended time 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.		VU: time frame, research, revisions; content-based, grade-level vocabulary
					LFC: capitalization, punctuation, various verb forms
					LC: 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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<p>Learning Supports</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Sentence Frames</p> <p>L1 Supports:</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Model responses Teacher Feedback</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>
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	<p>Cloze Sentences 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</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
	Student Learning Objective (SLO)	Language Objective		Language Needed	
SLO: 18	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	<u>Use previous knowledge</u> to expand discussions about a topic.		VU: take turns, speaking rules, directions, specific to text,	

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NJSLS: SL.5.1 SL.5.1.A SL.5.1.B SL.5.1.C SL.5.1.D WIDA: 2 Speaking Listening	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		<u>Engage in conversations</u> about grade appropriate topics and texts.		teacher created roles, pose, clarify, reflect, paraphrase
	SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		<u>Participate</u> in a variety of rich, structured conversations.		LFC: grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns
	SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.		<u>Engage as part of a whole class</u> , in small groups, and with a partner, sharing the roles of participant, leader, and observer.		
SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		<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.).		LC: Varies by ELP level	
SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	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 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.	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 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.	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 discussions using simple sentences with key content based grade level vocabulary.	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 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.	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 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.
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Grade 5 - Unit 2 – ELA/ESL Scaffold- Revised 2020

Learning Supports	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Gestures Choice questions L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Cloze Sentences 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</p>	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Cue Cards Use of Simple Scripts Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Speaking protocol Triads or Small Groups Cue Cards Use of Simple Scripts Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Cue Cards Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 NJSLS: SL.5.2 WIDA: 2 Speaking Listening	Summarize a written text 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>		VU: Summarize, media
					LFC: Past tense (summarize)
					LC: 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.

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Learning Supports	<p>Video Clips/ Films Notes Word Wall Teacher Modeling Word Cards L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Video Clips/ Films Notes Word Wall Teacher Modeling Phrase Cards L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 NJSLS: SL.5.4 WIDA: 2 Speaking Reading	Report on a topic or text 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.		VU: presentation skills, eye contact, voice control, cue cards
					LFC: past tense, sentence patterns used in oral presentations, transitional words
					LC: 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.

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<p>Learning Supports</p>	<p>Note Cards Word Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Note Cards Word Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Note Cards Word Wall</p>	<p>Note Cards</p>	<p>Note Cards</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 21 NJSL: SL.5.6 WIDA: 1-5 Speaking Listening	Adapt speech to a variety of contexts and tasks , using formal English when appropriate to task and situation (see grade 5 Language standards 1 and 3 here for specific expectations).		<u>Speak</u> for a variety of purposes. <u>Distinguish</u> between formal and informal discourse. <u>Adapt</u> speech to a variety of contexts and tasks.		VU: formal vs. informal English; content-based, grade-level vocabulary	
					LFC: Varies by ELP level	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by watching a very short video that exhibits formal English and draw the people talking in Cartoons with bubbles.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by answering questions with selected vocabulary in key phrases.	Adapt social speech to a variety of contexts and tasks using formal English when appropriate using key vocabulary in simple, related sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate using key vocabulary in expanded and some complex sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by using precise vocabulary in multiple, complex sentences.	

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Learning Supports	<p>Word Wall Video Clips and Films Technology/ Resources Visuals Cartoons L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Video Clips and Films Technology/ Resources Visuals Prompts Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Video Clips and Films Technology/ Resources Visuals</p>	<p>Video Clips and Films Technology/ Resources Visuals</p>	Technology/ Resources
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 NJSL: L.5.1 L.5.1.A L.5.1.B WIDA: 2-5 Speaking Listening Writing	L.5.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		<u>Define conjunctions, prepositions, and interjections.</u>		VU: conjunction, preposition, interjection, verb tense
	L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		<u>Identify</u> conjunctions, prepositions, and interjections in sentences.		LFC: Use of conjunctions, prepositions and perfect verb tenses
	L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		<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.		LC: 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.

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

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	<p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 23 NJSLS: L.5.2 L.5.2.A L.5.2.E WIDA: 1-5 Writing	L.5.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		Define and identify items in a series. Separate items in a series using appropriate punctuation.		VU: spell, accurate
	L.5.2.A. Use punctuation to separate items in a series.		<u>Spell grade-appropriate words</u> correctly.		LFC: apply punctuation and spelling rules
	L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.		<u>Use references</u> as needed to aid in spelling.		LC: 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 https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Reference Material Teacher Modeling Note Cards Word Wall Spelling/Punctuation Rules L1 Supports: Translator/ dictionary	Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Reference Material Spelling/Punctuation Rules Teacher Modeling Note Cards Word Wall Sentence Frames L1 Supports:	Note Cards Reference Material Word Wall Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Spelling/Punctuation Rules	Reference Material Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Spelling/Punctuation Rules	Reference Material Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Spelling/Punctuation Rules

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	Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	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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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 24 NJSLS: L.5.4 L.5.4.A L.5.4.B WIDA: 1-5 Writing Speaking	L.5.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.		<u>Decipher the meanings of words</u> and phrases by using sentence context.		VU: Context clues, definition, restatement, example, reference materials LFC: Present tense, definition genre LC: Varies by ELP level
	L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		<u>Identify the purpose</u> and use of glossaries and dictionaries.		
	L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.		<u>Determine the structure</u> of glossaries and dictionaries. <u>Use both print and digital glossaries</u> and dictionaries to define and clarify words.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine and clarify meaning of unknown, words, multiple meaning words and phrases through context clues in L1 and/or high frequency, content related single words using sentence level context clues in English. Consult reference materials to check spelling of high frequency grade 5 words.	Determine and clarify meaning of unknown, content-based words and phrases through context clues in L1 and/or common, content-based words and phrases using sentence level context clues in English. Consult reference materials to check spelling of high frequency grade 5 words.	Determine and clarify the meaning of unknown, key, and multiple meaning content-based words or phrases using sentence and paragraph level context clues in adapted content Grade 5 text. Consult reference materials to check spelling of high frequency Grade 5 words.	Determine and clarify the meaning of unknown, content based words, multiple meaning words and phrases using sentence and paragraph level context clues in texts. Consult reference materials to check spelling of high frequency Grade 5 words.	Determine and clarify the meaning of unknown and multiple meaning words and phrases, using sentence and paragraph level, context clues in reading and content areas. Consult reference materials to check spelling of high frequency Grade 5 words.

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Learning Supports	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Reference Material Think Aloud 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.</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Sentence Frames Reference Material Think Aloud 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.</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word Wall Reference Material</p> <p>Think Aloud 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.</p>	<p>Reference Material</p> <p>Think Aloud 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.</p>	<p>Reference Material</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 NJSLS: L.5.6 WIDA: 1-5 Writing Speaking Reading	Acquire and use accurately grade-appropriate general academic and domain-specific words 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.		VU: academic, general, domain specific, content-based, grade level vocabulary LFC: embedded clauses LC: 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.

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<p>Learning Supports</p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Cloze Sentences 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</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Personal Dictionary Word Wall</p>	<p>Personal Dictionary</p>	<p>Personal Dictionary</p>
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