

## ***Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020***

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

**Text/Novel** – ***Bud, Not Buddy*** by Christopher Paul Curtis

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

*ELP 1 – Those Shoes* by Maribeth Boelts

*ELP 2 - Two Homes* by Claire Masurel

*ELP 3 – Imagine* by Juan Felipe Herrera

*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)**

### **Themes:**

Compassion and Forgiveness

Maturity

Idea of home

Survival and Fear

Kindness

Perseverance

Poverty

Race

Lies and Deceit

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:**

Figurative Language  
Character Development  
Elements of Narrative Non-fiction  
Vocabulary Development  
Idioms  
Literary Analysis  
Literary Devices  
Tone  
Mood  
Foreshadowing  
Plot Analysis: Climax, Conflict etc.  
Supporting Claims with Evidence

### **Unit Essential Questions**

1. How do people formulate and use “rules” to lead better lives?
2. How do people communicate these “rules” to others?
3. How can compassionate actions help others?
4. How does the setting of the Great Depression influence the way the story unfolds?
5. Is lying always bad? Can lying sometimes be good?
6. Why is it important to show compassion and kindness toward others?
7. What is the importance of home? Do all homes look the same?
8. Does the way people portray themselves accurately reflect who they are?
9. How does figurative language and word choice affect the tone and meaning of a text?

\*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.esllibrary.com/>

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<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\\_ozautuEpKP5Y/edit#!](https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuEpKP5Y/edit#!) (sentence frames)

[https://www.commonlit.org/?acknowledge\\_unsupported\\_browser=true](https://www.commonlit.org/?acknowledge_unsupported_browser=true)

<https://kahoot.com/>

### **Writing Resources**

#### **Informative/ Explanatory**

<https://blog.thinkcerca.com/how-to-teach-informative-or-explanatory-writing>

#### **Argumentative**

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

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

**Amistad Law-**

Slavery in the Americas/ Europe and the Slave Trade-

**Holocaust Law-**

**LGBTQ and Disabilities Law**

Harvey Milk

**Diversity & Inclusion**

Learning for Justice-

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

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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

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<p>Learning Supports</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Words from quotes            Template            Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Visual Aides  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Sentence strips            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Visual Aides  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Partner / Small Group Work            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word/Picture Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 2</b>            NJSLS: RL.5.2            WIDA: 2            Reading            Speaking            Listening</p> <p>NJSLS: RI.5.2            WIDA: 3,4,5            Reading            Speaking            Listening</p>	<p>RL.5.2. <b>Determine the key details</b> in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>RL.5.2:   <u>Identify</u> the key details in a text.</p>	<p><b>LFC:</b> theme, main idea, poems, summarize, analyze</p>
	<p>RI.5.2. <b>Determine two or more main ideas</b> of a text and explain how they are supported by key details; summarize the text.</p>	<p><u>Analyze</u> the actions and thoughts of characters or speakers in texts, looking for patterns.</p> <p>Identify the theme of the text; Determine central message or theme.</p>	<p><b>VU:</b> Explanatory phrases and clauses (This happened because... when she....)</p>
		<p>RI.5.2:   <u>Summarize</u> the key points of a text.</p> <p>Identify details to support the main idea.</p> <p>Identify at least two main ideas in informational texts.</p> <p><u>Explain</u> how the author supports main ideas in informational text with key details.</p>	<p><b>LC:</b> Varies by ELP level</p>

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem. Use single words to match pictures or answer yes/no or either/or questions.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of an appropriately leveled poem by using short phrases to complete sentence frames with matching pictures or answer wh- questions.	Identify the theme of an appropriate leveled poem by drawing conclusions from explicit and implicit text. Use key content-based vocabulary and simple related sentences, which may include errors that do not obscure meaning.	Identify the theme of an approaching grade level poem by drawing conclusions from explicit and implicit text. Use a complete sentence with some content-based vocabulary.	Identify the theme of a grade level poem by drawing conclusions from explicit and implicit text. Use detailed sentences of varying lengths with content-based vocabulary.
Learning Supports	<p>Story Map/ Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by</a></p>	<p>Story Map/ Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word/Picture Wall            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Story Map/ Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	<p><a href="#">%20clicking%20%22Ad d%20another%20line% 22%20below.%20More %20items</a></p> <p>Word/Picture Wall  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> NJSLS: RL.5.3 WIDA: 2 Reading Speaking	<b>Select</b> two or more <b>characters, setting or events</b> in a story or drama and <b>compare and contrast</b> using specific details from the text.		<u>Compare and contrast</u> characters, the setting or the events in a story by referring to specific details from the text.		<b>VU:</b> same, different, character traits
					<b>LFC:</b> adjectives, comparison forms of adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content related single words in short phrases.	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using key, content based vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast characters, the setting or the events by referring to specific details from an adapted text using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Compare and contrast characters, the setting or the events by referring to specific details from the text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast characters, the setting or the events by referring to specific details from the grade level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Vocabulary Definitions &	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Vocabulary Definitions &	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word Wall	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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	<p>Vocabulary Definitions &amp; Pictures Word/Picture Wall Teacher modeling</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Word/Picture Wall Teacher modeling</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Word/Picture Wall Teacher modeling</p>		
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> NJSLS: RL.5.4 WIDA: 2 Reading Speaking Listening  NJSLS: RI.5.4 WIDA: 3,4,5 Reading Speaking Listening	<b>RL.5.4. Determine the meaning of words and phrases</b> as they are used in a text, including <b>figurative language</b> such as metaphors and similes.		<u>Demonstrate</u> the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).		<b>VU:</b> figurative, connotative, academic word list, similes, metaphors
	<b>RI.5.4. Determine the meaning of general academic and domain specific words and phrases</b> in a text relevant to a grade 5 topic or subject area.		<u>Identify</u> metaphors and similes.		<b>LFC:</b> nouns, comparative adjectives, sentences with figurative language
			<u>Analyze</u> similes and metaphors in text and how it impacts the reader.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in phrases.	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases or short sentences.	Read and demonstrate understanding of words and phrases, including figurative language, from an adapted text using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a text within grades 4- 5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.

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<p>Learning Supports</p>	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference Material Word Wall Sentence Starter Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Reference Material Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Reference Material Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> NJSL: RL.5.5 WIDA: 2 Reading Speaking  NJSL: RI.5.5 WIDA: 2 Reading Speaking	RL.5.5- <b>Explain how a series of chapters, scenes, or stanzas fits together</b> to provide the overall structure of a particular story, drama, or poem		Describe the sequence of events in a poem and <u>explain</u> how the sequence of stanzas contributes to the meaning of the text.		<b>VU:</b> compare, contrast, events, ideas, concepts, cause/effect, problem/solution, sequence of events, stanzas, sequences
	RI.5.5- <b>Compare and contrast</b> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Compare and contrast the <u>structure of a text</u> .		<b>LFC:</b> verbs, sentence structure
			Compare and contrast <u>two or more texts</u> .		<b>LC:</b> 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  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Reference materials (print and digital)            Pictures/Photographs            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Reference materials (print and digital)            Pictures/Photographs            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Reference materials (print and digital)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	<a href="#">22%20below.%20More%20items</a>  <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 6</b> NJSLS: RL.5.6 WIDA: 2 Reading Speaking Listening	RL.5.6. <b>Describe</b> how a narrator's or speaker's <b>point of view</b> 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.			<b>VU:</b> point of view, speaker, narrator  <b>LFC:</b> Subject – verb agreement  <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

<p>Language Objectives</p>	<p>Describe how the point of view of the author or narrator influences the description of events by using L1 and/or in English, by answering Yes/no or either/or questions or using single words to complete T-chart.</p>	<p>Describe how the point of view of the author or narrator influences the description of events in L1 and/or in English, by using short phrases to complete the T-chart or to answer questions.</p>	<p>Describe how the point of view of the author influences the description of events by answering simple analytical questions using adapted text. Use key content based grade level vocabulary in simple sentences which may include errors.</p>	<p>Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author’s point of view. Use complete sentences with some content based grade level vocabulary</p>	<p>Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author’s point of view. Use detailed sentences of varying lengths with content based vocabulary.</p>
<p>Learning Supports</p>	<p>Word Wall T-chart comparing POV/event (completed) Partner Work Choice Questions Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Think Aloud <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p>	<p>Word/Picture Wall T-chart comparing POV/event (partially completed) Sentence Strips Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Think Aloud <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p><b>L1 Supports:</b></p>	<p>Word Wall Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>T-chart comparing POV/event Think Aloud <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p>	<p>T-chart comparing POV/event Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Think Aloud <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p>	<p>T-chart comparing POV/event Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p>

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**Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language          Explanations          Native Language          Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Translator/ dictionary          Native Language          Explanations          Native Language          Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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

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Speaking Listening					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 <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Highlight patterns Word Wall Teacher created word pattern charts Word trees	Highlight patterns Word Wall Teacher created word pattern charts	Highlight patterns Teacher created word pattern charts	

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**Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 9</b> NJSLS: RF.5.4 WIDA: 2 Reading Speaking Listening	<b>Read with sufficient accuracy</b> and fluency to support comprehension.	Use <u>various strategies</u> to understand text and read with purpose.	<b>VU:</b> purpose
			<b>LFC:</b> sentence structure and specific vocabulary and/or context clues at ELP level, rhythm, cognates, synonyms

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	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	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language</p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language            Explanations            Native Language            Discussions</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Word/Picture Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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

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	<p>W.5.1.C. <b>Link opinion and reasons</b> using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.D. <b>Provide a conclusion</b></p>		<p><u>Organize ideas</u> into a specific structure in which ideas are logically grouped to support the writer's purpose.</p> <p><u>Logically order reasons</u> that are supported by facts and details.</p> <p><u>Quote</u> directly from text when appropriate.</p> <p><u>Link opinion and reasons</u> using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><u>Provide a conclusion</u> or section related to the opinion presented.</p>		<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word/Picture Wall Anchor Writing Charts <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a> Verb Tense Chart <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Shared Writing Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word/Picture Wall Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tense/">https://7esl.com/verb-tense/</a></p> <p>Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word Wall</p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a> Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Post-its Teaching Modeling Shared Writing Check List</p>	<p>Model introductions Shared writing model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a> Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Post-its Teaching Modeling Shared Writing Check List</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a> Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Post-its Check List</p>
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	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>          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
<p><b>SLO: 11</b>            NJSLS: W.5.2            W.5.2.A            W.5.2.B            W.5.2.C            W.5.2.D            W.5.2.E            WIDA: 1-5            Writing            Reading</p>	<p>W.5.2. <b>Write informative/explanatory</b> texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. <b>Introduce a topic clearly</b> to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p>	<p><u>Write a clear introduction</u> to an informative/explanatory text.</p> <p><u>Create a general observation</u> and focus when writing an informational/expository text.</p> <p><u>Apply specific words</u> (e.g. especially, consequently, furthermore, etc.) to link ideas within and across categories of information.</p>	<p><b>VU:</b> especially, consequently, furthermore, after all, chiefly, more specifically, Conclusion, vocabulary related to text, transition words appropriate for an oral presentation</p> <hr/> <p><b>LFC:</b> adverbs of time, manner placement of transition words in a sentence, clause, spoken</p>

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

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## **Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

	<p>Apply specific words to link ideas within and across categories of information using L1 and/or pictures, drawings, gestures and high-frequency vocabulary in phrases that represent key ideas. Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic in L1 and/or using single words from a leveled text. Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using high-frequency vocabulary in phrases that represent key ideas.</p>	<p>categories of information using L1 and/or pictures and key vocabulary in phrases and short sentences with formulaic structures that represent key ideas. Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic in L1 and/or using phrases from a leveled text. Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.</p>	<p>categories of information using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas. Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences. Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.</p>	<p>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. Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences. Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.</p>	<p>categories of information using precise vocabulary in multiple, complex sentences with a variety of grammatical structures. Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from a grade-level text using complex sentences with a variety of grammatical structures. Orally and in writing, present a concluding statement related to the information or explanation read in a given text using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

Learning Supports	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word/Picture Wall Post-its</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word/Picture Wall Post-its Teaching Modeling Shared Writing Check List</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures Word Wall Post-its Teaching Modeling Shared Writing Check List</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Post-its Teaching Modeling Shared Writing Check List</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Post-its Check List</p>
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	<p>Teaching Modeling Shared Writing Check List</p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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

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

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	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.	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.	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.	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	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.
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

<p><a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p> <p>Narrative Writing Diamond  <a href="https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Ad">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Ad</a></p>	<p><a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p> <p>Narrative Writing Diamond  <a href="https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts</p>	<p><a href="https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>	<p><a href="https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20">20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">EGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>
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**Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

	<p><a href="#">d%20another%20line%22%20below.%20More%20items</a></p> <p>Anchor Writing Charts  <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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**Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 13</b> NJSLS: W.5.4 WIDA: 2 Writing Speaking Listening	<b>Produce clear and coherent writing</b> in which the development and organization are appropriate to task, purpose, and audience.		<u>Produce writing</u> that is clear and understandable to the reader.  <u>Unpack writing tasks</u> (type of writing assignment).  <u>Unpack writing purpose</u> (the writer’s designated reason for writing).  <u>Focus the organization and development</u> of a topic to reflect the task and purpose.		<b>VU:</b> task, purpose, audience	
					<b>LFC:</b> sentence level grammar and syntax	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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.
Learning Supports	<p>Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Model writing Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Model writing Shared writing Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>

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**Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 14</b> NJSLS: W.5.5 WIDA: 1-5 Writing Speaking Listening	With guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach.		<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).		<b>VU:</b> peer editing, writing process, drafts, revising	
					<b>LFC:</b> sentence structure, verb forms, subject-verb agreement	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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.
Learning Supports	<p>Model writing Timeline Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Model writing Timeline Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Model writing Timeline Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Timeline Model writing Shared writing Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Timeline Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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**Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 15</b> NJSLS: W.5.6 WIDA: 1-5 Writing Speaking Listening	With some guidance and support from adults and peers, <b>use technology</b> , including the Internet, <b>to produce and publish writing</b> as well as to interact and collaborate with others		<u>Use digital tools</u> to collaborate on written works.  <u>Ask for guidance</u> when appropriate  <u>Use technology for producing and publishing writing</u> , and collaborating with others.  <u>Demonstrate</u> keyboarding skills.		<b>VU:</b> Collaborate, interact, publish	
					<b>LFC:</b> Subject verb agreement, embedded clause	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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.
Learning Supports	<p>Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Model writing Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Model writing Shared writing Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Technology Support</p>	<p>Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Technology Support</p> <p>Publishing Checklist</p>

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 16</b> NJSLS: W.5.7 WIDA: 1-5 Writing Speaking Listening	<b>Conduct short research projects</b> that use several sources to build knowledge through investigation of different perspectives of a topic.	<u>Research</u> a topic through investigation of the topic.  <u>Explore</u> a topic in greater detail by developing a research question that helps bring focus to the topic.  <u>Gather</u> information from multiple sources to support a topic.  <u>Select</u> relevant information from texts to support main ideas or claims.  <u>Group like ideas</u> to organize writing.	<b>VU:</b> Research, solve, inquiry; content based, grade-level vocabulary, source  <b>LFC:</b> Specific to writing task  <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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.
Learning Supports	<p>Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/</a></p>	<p>Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/</a></p>	<p>Model writing Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Model writing Shared writing Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/</a></p> <p>Transition Word List</p>	<p>Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchors-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	<p><a href="#">nchor-charts-for-teaching-writing/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p> <p>Technology Support</p> <p>Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Added%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Added%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language</p>	<p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p> <p>Technology Support</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Technology Support</p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p>	<p><a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Technology Support</p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p>	<p>Technology Support</p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p>
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 17</b> NJSLS: W.5.10 WIDA: 1 -5 Writing Speaking Listening	<b>Write routinely over extended time</b> frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<u>Produce numerous pieces of writing</u> over various time frames.  <u>Develop skills</u> in research.  <u>Reflect</u> on the choices made while writing.  Reflect on and <u>revise writing</u>  <u>Develop a topic related</u> to the content area they are writing about to reflect task, audience, and purpose.	<b>VU:</b> time frame, research, revisions; content-based, grade-level vocabulary  <b>LFC:</b> capitalization, punctuation, various verb forms  <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a>  Anchor Writing Charts</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>  Anchor Writing Charts</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>  Anchor Writing Charts</p>	<p>Model responses Teacher Feedback Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>  Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>	<p>Model responses  Teacher Feedback  Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>  Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a> Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
	Student Learning Objective (SLO)	Language Objective	Language Needed	
<p><b>SLO: 18</b></p> <p>NJSLS: SL.5.1</p> <p>SL.5.1.A</p> <p>SL.5.1.B</p> <p>SL.5.1.C</p> <p>SL.5.1.D</p> <p>WIDA: 2</p> <p>Speaking</p> <p>Listening</p>	<p>SL.5.1. <b>Engage effectively in a range of collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. <b>Explicitly draw on previously read text</b> or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. <b>Follow agreed-upon rules for discussions</b> and carry out assigned roles.</p>	<p><u>Use previous knowledge</u> to expand discussions about a topic.</p> <p><u>Engage in conversations</u> about grade appropriate topics and texts.</p> <p><u>Participate</u> in a variety of rich, structured conversations.</p> <p><u>Engage as part of a whole class</u>, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p><u>Engage in collaborative conversations</u> (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the</p>	<p><b>VU:</b> take turns, speaking rules, directions, specific to text, teacher created roles, pose, clarify, reflect, paraphrase</p> <p><b>LFC:</b> grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns</p>	

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	<p>SL.5.1.C. <b>Pose and respond</b> to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. <b>Review the key ideas</b> expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		<p>speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc.).</p>		<p><b>LC:</b> Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Formulate questions and talking points on specific topic in L1 and/or formulate “who and where” questions and talking points. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner in L1 and/or using single words. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded</p>	<p>Formulate questions and talking points on specific topic in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play. Listen to and share ideas and thoughts through conversation by taking turns speaking about with a partner using phrases. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other students’ dialogues to identify various roles and</p>	<p>Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner using simple sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions using simple sentences with key content based grade level vocabulary.</p>	<p>Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content-based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complete sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of emerging complexity</p>	<p>Formulate questions and talking points on specific topic using detailed sentences of varying lengths and complexity and content-based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complex sentences in extended discourse. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using detailed sentences of varying lengths</p>

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	dialogues to identify various roles with single word responses.	respond with short phrase responses.		vocabulary with content-related vocabulary.	and complexity and content based grade level vocabulary.
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</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20i">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20i</a></p>	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Cue Cards Use of Simple Scripts Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Speaking protocol Triads or Small Groups Cue Cards Use of Simple Scripts Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Cue Cards Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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

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	<a href="#">n%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 19</b> NJSLS: SL.5.4 WIDA: 2 Speaking Reading	<b>Report on a topic or text</b> or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<u>Give an oral presentation</u> on a given topic or text.	<b>VU:</b> presentation skills, eye contact, voice control, cue cards  <b>LFC:</b> past tense, sentence patterns used in oral presentations, transitional words  <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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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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.
Learning Supports	Note Cards Word Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Note Cards Word Wall Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Note Cards Word Wall	Note Cards	Note Cards

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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	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 20</b> NJSLS: SL.5.6 WIDA: 1-5 Speaking Listening	<b>Adapt speech to a variety of contexts and tasks</b> , using <b>formal English</b> 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.		<b>VU:</b> formal vs. informal English; content-based, grade-level vocabulary	
					<b>LFC:</b> Varies by ELP level	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by answering questions with selected vocabulary in key phrases.</p>	<p>Adapt social speech to a variety of contexts and tasks using formal English when appropriate using key vocabulary in simple, related sentences.</p>	<p>Adapt social speech to a variety of contexts and tasks, using formal English when appropriate using key vocabulary in expanded and some complex sentences.</p>	<p>Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Word Wall Video Clips and Films Technology/ Resources Visuals Cartoons <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Video Clips and Films Technology/ Resources Visuals Prompts Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Video Clips and Films Technology/ Resources Visuals</p>	<p>Video Clips and Films Technology/ Resources Visuals</p>	<p>Technology/ Resources</p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> NJSLS: L.5.1 L.5.1.A L.5.1.B WIDA: 2-5 Speaking Listening Writing	L.5.1. <b>Demonstrate command of the conventions</b> of Standard English grammar and usage when writing or speaking.		<u>Define</u> conjunctions, prepositions, and interjections.		<b>VU:</b> conjunction, preposition, interjection, verb tense
	L.5.1.A. <b>Explain the function of conjunctions,</b> prepositions, and interjections in general and their function in particular sentences.		<u>Identify</u> conjunctions, prepositions, and interjections in sentences.		<b>LFC:</b> Use of conjunctions, prepositions and perfect verb tenses
	L.5.1.B. <b>Form and use the perfect</b> (e.g., I had walked; I have walked; I will have walked) <b>verb tenses.</b>		<u>Explain</u> the purpose of conjunctions, prepositions, and interjections in sentences.  <u>Identify</u> the tense of verbs.  <u>Identify perfect verb</u> tenses in writing.  <u>Conjugate</u> verbs using the perfect verb tenses.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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>Form and use the perfect verb tenses when writing and speaking with phrases and by answering multiple-choice, questions.</p> <p>Explain the function of conjunctions, prepositions, and interjections in particular sentences in L1 and/or use selected vocabulary in controlled text.</p>	<p>Form and use the perfect verb tenses when writing and speaking using basic, vocabulary in phrases and short sentences created by the teacher</p> <p>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.</p>	<p>Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of simple, related sentences.</p> <p>Explain the function of conjunctions, prepositions, and interjections in particular sentences using key vocabulary in a series of simple, related sentences.</p>	<p>Form and use the perfect verb tenses when writing and speaking using key, vocabulary in a series of expanded and some complex sentences.</p> <p>Explain the function of conjunctions, prepositions, and interjections by using key vocabulary in expanded sentences with emerging complexity.</p>	<p>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</p> <p>Explain the function of conjunctions, prepositions, and interjections using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart</p>	<p>Note Cards Word Wall Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Note Cards Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Note Cards Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Pronoun Chart</p>

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	<p>Pronoun Chart  <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p> <p>Teacher Modeling            Note Cards            Word Wall  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p> <p>Teacher Modeling            Note Cards            Word Wall            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pronoun Chart  <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>	<p>Pronoun Chart  <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>	<p><a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>
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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> NJSLS: L.5.2 L.5.2.A L.5.2.E WIDA: 1-5 Writing	L.5.2. <b>Demonstrate command of the conventions</b> of Standard English capitalization, punctuation, and spelling when writing.		<u>Define and identify</u> items in a series. Separate items in a series using appropriate punctuation.		<b>VU:</b> spell, accurate
	L.5.2.A. <b>Use punctuation</b> to separate items in a series.		<u>Spell grade-appropriate words</u> correctly.		<b>LFC:</b> apply punctuation and spelling rules
	L.5.2.E. <b>Spell grade-appropriate words</b> correctly, consulting references as needed.		<u>Use references</u> as needed to aid in spelling.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English punctuation and spelling conventions for high-frequency, content-related vocabulary.	Demonstrate command of English spelling conventions for general, content based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grade 5 complexity level.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.

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Learning Supports	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Reference Material            Teacher Modeling            Note Cards            Word Wall            Spelling/Punctuation Rules</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Reference Material            Spelling/Punctuation Rules</p> <p>Teacher Modeling            Note Cards            Word Wall            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Note Cards            Reference Material</p> <p>Word Wall            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Spelling/Punctuation Rules</p>	<p>Reference Material</p> <p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Spelling/Punctuation Rules</p>	<p>Reference Material            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Spelling/Punctuation Rules</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b> NJSLS: L.5.3 L.5.3.A L.5.3.B WIDA: 1-5 Writing Speaking Reading	L.5.3. <b>Use knowledge of language</b> and its conventions when writing, speaking, reading, or listening.		<u>Write sentences</u> by combining, expanding, and reducing sentences for meaning and reader/listener interest.		<b>VU:</b> Combine, reduce, expand, Words with many meanings (polysemous) registers, dialects
	L.5.3.A <b>Expand, combine, and reduce sentences</b> for meaning, reader/listener interest, and style.		<u>Compare and contrast</u> the varieties of English used in stories, dramas and poems.		<b>LFC:</b> Punctuation, rules for combining clauses, transitional words, Sentence structure, elements of poetry/drama
	L.5.3.B <b>Compare and contrast</b> the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.				<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write simple sentences that indicate comprehension.	Expand sentences by increasing descriptive words and phrases.	Construct sentences that are more interesting, combine two	Increase linguistic complexity by constructing sentences that are longer	Construct sentences on grade level that combine and expand ideas and reduce those as

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	<p>Compare and contrast examples of language varieties and explain the similarities and differences using in L1 and/or match different words to the same picture, indicating use of registers and dialects.</p>	<p>Compare and contrast examples of language varieties and explain the similarities and differences in L1 and/or identify key grade-level words used in stories that indicate varieties of English and multiple meanings of words.</p>	<p>or more ideas/concepts and expand on previous ideas. Compare and contrast examples of different dialect/register and explain the similarities and differences using key, grade level vocabulary in a series of simple, related sentences.</p>	<p>and combine different concepts/ideas, using more content based and technical vocabulary. Compare and contrast examples of language varieties and explain the similarities and differences using key grade-level vocabulary in a series of expanded sentences with emerging complexity of grammatical structures</p>	<p>needed in order to maintain reader/listener interest over a period of time. Compare and contrast examples of language varieties and explain the similarities and differences using grade-level vocabulary in a series of complex sentences with varying lengths and grammatical structures.</p>
<p>Learning Supports</p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Technology Resources Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b></p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Sentence Frames Technology Resources Group/Partner Work <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Personal Dictionary Word Wall Technology Resources Group/Partner Work</p>	<p>Personal Dictionary Technology Resources Group/Partner Work</p>	<p>Personal Dictionary Technology Resources</p>

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

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## Grade 5 - Unit 3 – ELA/ESL Scaffold- Revised 2020

	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	content-based words and multiple meaning 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	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.	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.	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.
Learning Supports	Translator/ Dictionary Personal Dictionary Word/Picture Wall Technology Resources Reference Material Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>	Translator/ Dictionary Personal Dictionary Word/Picture Wall Sentence Frames Technology Resources Reference Material Group/Partner Work <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Personal Dictionary Word Wall Technology Resources Group/Partner Work Reference Material Think Aloud <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a>	Personal Dictionary Technology Resources Group/Partner Work Reference Material Think Aloud <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a>	Personal Dictionary Technology Resources Reference Material

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><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%20eavesdropping%20on,doin%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%20eavesdropping%20on,doin%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<p><b>SLO: 25</b>            NJSLS: L.5.6            WIDA: 1-5 Writing Speaking Reading</p>	<p><b>Acquire and use accurately</b> grade-appropriate general <b>academic and domain-specific words</b> and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><u>Use 5th grade vocabulary</u> fluently when discussing academic or domain specific topics.</p>	<p><b>VU:</b> academic, general, domain specific, content-based, grade level vocabulary</p>		
		<p><u>Choose the most accurate word</u> when <u>describing contrast</u>, addition, or other relationships.</p>	<p><b>LFC:</b> embedded clauses</p>		
		<p>Choose the most accurate word <u>when discussing a particular topic</u>.</p> <p><u>Use knowledge of conjunctions</u> to broaden vocabulary.</p>	<p><b>LC:</b> Varies by ELP level</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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,</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>  <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations</p>	<p>Translator/ Dictionary Personal Dictionary Word/Picture Wall Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Personal Dictionary Word Wall</p>	<p>Personal Dictionary</p>	<p>Personal Dictionary</p>

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	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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