

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

REFER TO ESL PACING GUIDE & ELA UNIT FOR ADDITIONAL RESOURCES

Text/Novel – *The Lion, the Witch and the Wardrobe* by C.S. Lewis

Alternative Novel Suggestions:

ELP 1 – No One and The Popcorn Dragon by Julie Wight

ELP 2 - Tales of The Forth Grade Nothing by Judy Blume

ELP 3 – The War That Saved My Life by Kimberly Brubaker Bradley

ELP 4 - grade level novel (mentioned above)

ELP 5 - grade level novel (mentioned above)

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

Literary Focus

Development of Fantastical Characters and Settings
How Author’s Use This Development to Teach Life Lessons

Themes

Good vs. Evil
Value of Courage

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 4 – ELA/ESL Scaffold- Revised 2020

Adventure
Forgiveness
Honesty

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

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

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

<http://www.vocabulary.com>

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

<https://newsela.com/>

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

<https://www.readworks.org>

<https://www.ixl.com>

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

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

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

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

<https://kahoot.com/>

Writing Resources

Narrative

https://learnzillion.com/lesson_plans/#/ela%5Bgrade%5D=6th&f%5Btopic%5D=43http://www.time4writing.com/writing-resources/narrative-essays/

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 4 – ELA/ESL Scaffold- Revised 2020

(place an “X” before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	
---	---	---	---	---	---	---	--	---	---	--

Amistad Law

Slavery in the Americas/ Europe and the Slave Trade-

Holocaust Law-

LGBTQ and Disabilities Law

Diversity & Inclusion

Standards in Action: *Climate Change*

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.5.1 WIDA: 2 Reading Speaking	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	Read texts <u>closely</u> (questioning, determining importance, looking for patterns) to make meaning of what was read.	VU: quotes, inferences, make connections, read “closely”
		<u>Make personal connections</u> , make connections to other texts, and/or make global connections when relevant.	LFC: use of quotation marks

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 4 – ELA/ESL Scaffold- Revised 2020

Listening NJSLS: RI.5.1 WIDA: 3,4,5 Reading Speaking Listening					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts in L1 and/or identify single words from direct quotes that connect to appropriately leveled explicit text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts L1 and/or identify direct quotes that connect to explicit text from appropriately leveled text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use simple related sentences with key content-based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from approaching grade level texts. Use complete sentences and some content-based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use detailed sentences of varying lengths with embedded clauses and content-based vocabulary.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Words from quotes Template Partner / Small Group Work	Sentence strips Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall	Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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 4 – ELA/ESL Scaffold- Revised 2020

	<p>Vocabulary Definitions & Pictures</p> <p>Word/Picture Wall</p> <p>Visual Aides</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Visual Aides</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
--	---	---	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 2</p> <p>NJSLS: RL.5.2</p> <p>WIDA: 2</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p>	<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>RL.5.2:</p> <p><u>Identify</u> the key details in a text.</p>	<p>LFC: theme, main idea, poems, summarize, analyze</p>
	<p>RI.5.2. Determine two or more main ideas 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>VU: Explanatory phrases and clauses (This happened because... when she....)</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

<p>NJSLS: RI.5.2 WIDA: 3,4,5 Reading Speaking Listening</p>					<p>Identify the theme of the text; Determine central message or theme.</p> <p>RI.5.2:</p> <p><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>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

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

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 4 – ELA/ESL Scaffold- Revised 2020

	22%20below.%20More%20items Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
--	---	--	--	--	--

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

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 4 – ELA/ESL Scaffold- Revised 2020

SLO: 3 NJSLS: RL.5.3 WIDA: 2 Reading Speaking	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.		<u>Compare and contrast</u> characters, the setting or the events in a story by referring to specific details from the text.		VU: same, different, character traits
					LFC: adjectives, comparison forms of adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf Vocabulary Definitions & Pictures Word/Picture Wall Word/Picture Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Vocabulary Definitions & Pictures Word/Picture Wall Teacher modeling	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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 4 – ELA/ESL Scaffold- Revised 2020

	<p>Teacher modeling</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
--	---	---	--	--	--

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

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

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 4 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language https://literarydevices.net/figurative-language/</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Reference Material Word Wall Sentence Frames Visuals Figurative language https://literarydevices.net/figurative-language/</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Reference Material Word Wall Sentence Starter Figurative language https://literarydevices.net/figurative-language/</p>	<p>Reference Material Figurative language https://literarydevices.net/figurative-language/</p>	<p>Reference Material Figurative language https://literarydevices.net/figurative-language/</p>
--------------------------	--	--	--	---	---

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 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 NJSLS: RI.5.5 WIDA: 2 Reading Speaking	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Compare and contrast the <u>structure of a text</u> . Compare and contrast <u>two or more texts</u> .		VU: compare, contrast, events, ideas, concepts, cause/effect, problem/solution, sequence of events
					LFC: verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe in L1, the sequence of events in a text, and compare and contrast structure of text; and/or in English, identify single words or icons to describe events and place the words or icons in sequential order or use the words to complete cloze sentences.	Describe in L1, the sequence of events in a text, and compare and contrast structure of text; and /or in English, identify short phrases to describe events and place the phrases in sequential order or use the phrases to complete sentence frames.	Describe the sequence of events in an appropriately leveled text and compare and contrast structure of the text. Use key content-based vocabulary in simple, related sentences to describe each event. The sentences may include errors but they do not obscure meaning.	Describe the sequence of events in an appropriately leveled text and compare and contrast structure of the text. Use detailed sentences of varying lengths with content-based grade level vocabulary.	Describe the sequence of events in an appropriately leveled text and compare and contrast structure of the text. Use detailed sentences of varying lengths with content-based grade level vocabulary.

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 4 – ELA/ESL Scaffold- Revised 2020

<p>Learning Supports</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Word Wall Reference materials (print and digital) Pictures/Photographs Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Word Wall Reference materials (print and digital) Pictures/Photographs Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Word Wall Reference materials (print and digital) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
--------------------------	---	--	---	---	---

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 4 – ELA/ESL Scaffold- Revised 2020

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

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	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.	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	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.
Learning Supports	<p>Word Wall T-chart comparing POV/event (completed) Partner Work Choice Questions Point of View https://literarydevices.net/point-of-view/</p> <p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20have%20been%20described%20as%20%22eaves</p>	<p>Word/Picture Wall T-chart comparing POV/event (partially completed) Sentence Strips Point of View https://literarydevices.net/point-of-view/</p> <p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monito</p>	<p>Word Wall Point of View https://literarydevices.net/point-of-view/</p> <p>T-chart comparing POV/event Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monito</p>	<p>T-chart comparing POV/event Point of View https://literarydevices.net/point-of-view/</p> <p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monito</p>	<p>T-chart comparing POV/event Point of View https://literarydevices.net/point-of-view/</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	<p>dropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>g%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>		<p>r%20their%20comprehension.</p>	
--	---	---	--	---	--

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 NJSLS: RI.5.8 WIDA: 2 Reading Speaking	Explain how an author uses reasons and evidence 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.		VU: evidence, central idea, details, purpose, reasons
					LFC: subject verb agreement
					LC: 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.

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 4 – ELA/ESL Scaffold- Revised 2020

Learning Supports	<p>Word Wall Illustrated text Sentence Frames Gestures Choice questions Match pictures and words</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word Wall Illustrated text Sentence Frames</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word Wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
-------------------	--	---	--	--	--

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 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 NJSLS: RF.5.3 WIDA: 2 Reading Speaking Listening	Know and apply grade-level phonics and word analysis skills in decoding words.		<u>Identify specific strategies</u> for decoding words in texts		VU: phonics, decode, syllables, roots, affixes
					LFC: syllabication rules
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns.	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns and word morphology.	Decode double syllabic unknown words in adapted text by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 4-5 text level band by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 5 text in and out of context.
Learning Supports	Highlight patterns Word Wall Teacher created word pattern charts Pictures/Photographs L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Highlight patterns Word Wall Teacher created word pattern charts Word trees	Highlight patterns Word Wall Teacher created word pattern charts	Highlight patterns Teacher created word pattern charts	

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 4 – ELA/ESL Scaffold- Revised 2020

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

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

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 4 – ELA/ESL Scaffold- Revised 2020

SLO: 9 NJSLS: RF.5.4 WIDA: 2 Reading Speaking Listening	Read with sufficient accuracy and fluency to support comprehension.		Use <u>various strategies</u> to understand text and read with purpose.		VU: purpose
					LFC: sentence structure and specific vocabulary and/or context clues at ELP level, rhythm, cognates, synonyms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read or listen to text with approximation and state or repeat the purpose and identify key words associated with pictures	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read leveled texts with approximation and demonstrate comprehension using short phrases.	Read adapted texts with fluency, approximation and expression and demonstrate comprehension using simple sentences and key content-based vocabulary.	Read texts at the grade 5 text level with fluency, expression and accuracy and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts fluency, accuracy and expression and demonstrate comprehension using detailed sentences of varying lengths and content-based vocabulary.
Learning Supports	Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Vocabulary Definitions &	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Vocabulary Definitions & Pictures	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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 4 – ELA/ESL Scaffold- Revised 2020

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

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 10 NJSLS: W.5.3 W.5.3.A W.5.3.B	W.5.3. Write narratives 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.	VU: narrative, situation, establish, techniques, concrete, transitions, conclusion

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 4 – ELA/ESL Scaffold- Revised 2020

W.5.3.C W.5.3.D W.5.3.E WIDA: 1-5 Writing Reading Speaking Listening	W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		Describe in writing the events and details in a story using narrative techniques of dialogue and description. Sequence events using different transitional words.		LFC: examples of high quality introductions, placement of transition words
	W.5.3.B Use narrative techniques , such as dialogue , description, and pacing, to develop experiences and events or show the responses of characters to situations.		Use <u>concrete words</u> , phrases, and sensory details to describe experiences and specific events. Write a <u>conclusion</u> after listening to a narrative of experiences or events.		LC: Varies by ELP level
	W.5.3.C Use a variety of transitional words , phrases, and clauses to manage the sequence of events.				
	W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.				
	W.5.3.E Provide a conclusion that follows from the narrated experiences or events.				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words. Sequence events using different transitional words and/or use single	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story using phrases or short sentences with key content based vocabulary words. Sequence events using different transitional words in L1 and/or use phrases with formulaic structures that represent key ideas.	Write the beginning of a narrative story to introduce narrator or character using key content based grade level vocabulary in simple sentences which may include errors that do not interfere with meaning. Sequence events using different transitional words in simple sentences with	Write the beginning of a narrative story to introduce narrator or character using complete sentences with some content based grade level vocabulary. Sequence events using different transitional words in expanded and some complex sentences	Write the beginning of a narrative story to introduce narrator or character using detailed sentences of varying lengths with content based grade level vocabulary. Sequence events using different transitional words in multiple, complex sentences with a variety of grammatical structures.

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 4 – ELA/ESL Scaffold- Revised 2020

	<p>words in phrases that represent key ideas. Use high-frequency, concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using single words in phrases that represent key ideas. Write a conclusion after listening to a narrative of experiences or events using L 1 and/or high-frequency vocabulary in phrases that represent key ideas.</p>	<p>Use concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using phrases and short sentences with formulaic structures. Write a conclusion after listening to a narrative of experiences or events using L1 and/or general vocabulary in phrases and short sentences formulaic structures.</p>	<p>repetitive grammatical structures. Use concrete words, phrases, and sensory details to describe experiences and specific events using single sentences with repetitive grammatical structures. Write a conclusion after listening to a narrative of experiences or events using key vocabulary in simple sentences with repetitive grammatical structures.</p>	<p>with a variety of grammatical structures. Use concrete words, phrases, and sensory details to describe experiences and specific events using expanded and some complex sentences with varying grammatical structures. Write a conclusion after listening to a narrative of experiences or events using key vocabulary in expanded and some complex sentences with a variety of grammatical structures</p>	<p>Use precise, concrete words, phrases, and sensory details to describe experiences and specific events using multiple, complex sentences with a variety of grammatical structures. Write a conclusion after listening to a narrative of experiences or events using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
<p>Learning Supports</p>	<p>Post-its Teaching Modeling Shared Writing Check List Reference Sheet Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Sentence Starters</p>	<p>Post-its Teaching Modeling Shared Writing Check List Reference Sheet Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Word/Picture Wall Sentence Frames</p>	<p>Post-its Teaching Modeling Shared Writing Check List Reference Sheet Translator/ Dictionary Partner / Small Group Work Word Wall Verb Tense Chart https://7esl.com/verb-tenses/ Transition</p>	<p>Post-its Check List Reference Sheet Translator/ Dictionary Verb Tense Chart https://7esl.com/verb-tenses/ Transition Words/Phrases Reference Sheet</p>	<p>Post-its Check List Reference Sheet Translator/ Dictionary Verb Tense Chart https://7esl.com/verb-tenses/ Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

<p>Verb Tense Chart https://7esl.com/verb-tenses/</p> <p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/</p> <p>Narrative Writing Diamond https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Cloze Sentences</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/</p> <p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/</p> <p>Narrative Writing Diamond https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>Words/Phrases Reference Sheet https://7esl.com/transition-words/</p> <p>Narrative Writing Diamond https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>https://7esl.com/transition-words/</p> <p>Narrative Writing Diamond https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>Narrative Writing Diamond https://app.ondcoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20uspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>
--	--	---	---	--

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 4 – ELA/ESL Scaffold- Revised 2020

	<p>https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
--	--	--	--	--	--

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 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 11 NJSLS: W.5.4 WIDA: 2 Writing Speaking Listening	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<u>Produce writing</u> that is clear and understandable to the reader.	VU: task, purpose, audience
		<u>Unpack writing tasks</u> (type of writing assignment).	LFC: sentence level grammar and syntax
		<u>Unpack writing purpose</u> (the writer’s designated reason for writing).	LC: Varies by ELP level
		<u>Focus the organization and development</u> of a topic to reflect the task and purpose.	

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 4 – ELA/ESL Scaffold- Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce organized writing tasks that are clear and understandable to the purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Produce organized writing tasks that are clear and understandable to the purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	Produce organized writing tasks that are clear and understandable to the purpose and audience in simple sentences with key content based grade level vocabulary.	Produce organized writing tasks that are clear and understandable to the purpose and audience in complete sentences with some content based grade level vocabulary.	Produce organized writing tasks that are clear and understandable to the purpose and audience in detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	<p>Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List</p>	<p>Model writing Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List</p>	<p>Model writing Shared writing Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>	<p>Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>

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 4 – ELA/ESL Scaffold- Revised 2020

	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p>		
--	--	--	--	--	--

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 NJSLS: W.5.5 WIDA: 1-5 Writing Speaking Listening	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		<u>Practice revising and editing skills.</u> <u>Change word choice</u> and sentence structure in writing to strengthen the piece. <u>Use a variety of graphic organizers</u> (story frames, story mountains, story maps) to assist with developing a plan for writing. <u>Recognize spelling, grammar, and punctuation errors.</u> <u>Employ strategies</u> for correcting errors with assistance (conferences, check sheets, peer editing).		VU: peer editing, writing process, drafts, revising
					LFC: sentence structure, verb forms, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

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 4 – ELA/ESL Scaffold- Revised 2020

	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Teacher Support L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Teacher Support</p>	<p>Teacher Support</p>		
--	--	--	------------------------	--	--

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 NJSLS: W.5.6 WIDA: 1-5 Writing Speaking Listening	With some guidance and support from adults and peers, use technology , including the Internet, to produce and publish writing as well as to interact and collaborate with others		<u>Use digital tools</u> to collaborate on written works. <u>Ask for guidance</u> when appropriate <u>Use technology for producing and publishing</u> writing, and collaborating with others. <u>Demonstrate</u> keyboarding skills.		VU: Collaborate, interact, publish
					LFC: Subject verb agreement, embedded clause
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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 4 – ELA/ESL Scaffold- Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>Publish written work to apply technology and collaborative skills and develop keyboarding skills by using key vocabulary in a series of simple, related sentences.</p>	<p>Publish written work to apply technology and collaborative skills and develop keyboarding skills using key vocabulary in expanded sentences with emerging complexity.</p>	<p>Publish written work to apply technology and collaborative skills and develop keyboarding skills using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Model writing Shared writing Word Wall Word Bank Completed Outline Pictures/Photographs Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Transition Word List</p>	<p>Model writing Shared writing Word Wall Word Bank Outline (parts completed) Pictures/Photographs Sentence Frames Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Transition Word List</p>	<p>Model writing Shared writing Word Wall Word Bank Outline Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>	<p>Model writing Shared writing Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002 Technology Support</p>	<p>Reference materials Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002 Technology Support Publishing Checklist</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Technology Support Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Technology Support</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Technology Support</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>
--	---	---	---	---	--

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

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

	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 14 NJSLS: W.5.10 WIDA: 1 -5 Writing Speaking Listening	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<u>Produce numerous pieces of writing</u> over various time frames. <u>Develop skills</u> in research. <u>Reflect</u> on the choices made while writing. Reflect on and <u>revise writing</u> <u>Develop a topic related</u> to the content area they are writing about to reflect task, audience, and purpose.			VU: time frame, research, revisions; content-based, grade-level vocabulary LFC: capitalization, punctuation, various verb forms LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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 4 – 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p>	<p>Model responses Teacher Feedback Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	<p>https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations</p>	<p>https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Sentence Frames</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>or-charts-for-teaching-writing/</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>
--	--	--	--	--	---

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
	Student Learning Objective (SLO)	Language Objective	Language Needed	
SLO: 15 NJSLS: SL.5.1 SL.5.1.A SL.5.1.B SL.5.1.C SL.5.1.D WIDA: 2 Speaking Listening	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><u>Use previous knowledge</u> to expand discussions about a topic.</p> <p><u>Engage in conversations</u> about grade appropriate topics and texts.</p>	<p>VU: take turns, speaking rules, directions, specific to text, teacher created roles, pose, clarify, reflect, paraphrase</p>	
	<p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</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>LFC: grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns</p>	
	<p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><u>Engage in collaborative conversations</u> (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc.).</p>	<p>LC: Varies by ELP level</p>	

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Formulate questions and talking points on specific topic in L1 and/or formulate “who and where” questions and talking points. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner in L1 and/or using single words. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded dialogues to identify various roles with single word responses.	Formulate questions and talking points on specific topic in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play. Listen to and share ideas and thoughts through conversation by taking turns speaking about with a partner using phrases. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other students’ dialogues to identify various roles and respond with short phrase responses.	Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner using simple sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions using simple sentences with key content based grade level vocabulary.	Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content-based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complete sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of emerging complexity vocabulary with content-related vocabulary.	Formulate questions and talking points on specific topic using detailed sentences of varying lengths and complexity and content-based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complex sentences in extended discourse. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using detailed sentences of varying lengths and complexity and content based grade level vocabulary.

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 4 – ELA/ESL Scaffold- Revised 2020

Learning Supports	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Gestures Choice questions L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%</p>	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Picture cards Word Bank Cue Cards Use of Simple Scripts Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Speaking protocol Triads or Small Groups Word Wall Word Bank Cue Cards Use of Simple Scripts Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Speaking protocol Triads or Small Groups Cue Cards Use of Simple Scripts Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Cue Cards Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
-------------------	--	--	---	---	--

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 4 – ELA/ESL Scaffold- Revised 2020

	22%20below.%20More%20items				
--	--	--	--	--	--

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

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 4 – ELA/ESL Scaffold- Revised 2020

SLO: 16 NJSLS: SL.5.2 WIDA: 2 Speaking Listening	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		After listening to an appropriate leveled text or information read aloud, <u>summarize the key concepts orally.</u>		VU: Summarize, media
					LFC: Past tense (summarize)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using key, content based vocabulary in simple sentences with repetitive grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using precise, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using precise, content based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Video Clips/ Films Notes Word Wall Teacher Modeling Word Cards L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	Video Clips/ Films Notes Word Wall Teacher Modeling Phrase Cards L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	Video Clips/ Films Notes Word Wall Teacher Modeling	Video Clips/ Films	Video Clips/ Films

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 4 – ELA/ESL Scaffold- Revised 2020

	Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 17 NJSLS: SL.5.4 WIDA: 2 Speaking Reading	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<u>Give an oral presentation</u> on a given topic or text.	VU: presentation skills, eye contact, voice control, cue cards
			LFC: past tense, sentence patterns used in oral

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 4 – ELA/ESL Scaffold- Revised 2020

					presentations, transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Give an oral presentation on a given topic or text using L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	Give an oral presentation on a given topic or text using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Give an oral presentation on a given topic or text using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Give an oral presentation on a given topic or text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Give an oral presentation on a given topic or text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Note Cards Word Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Note Cards Word Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	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.

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

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

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 18 NJSLS: L.5.1 L.5.1.A L.5.1.B WIDA: 2-5 Speaking Listening Writing	L.5.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<u>Define</u> conjunctions, prepositions, and interjections.	VU: conjunction, preposition, interjection, verb tense
	L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<u>Identify</u> conjunctions, prepositions, and interjections in sentences. <u>Explain</u> the purpose of conjunctions, prepositions, and interjections in sentences.	LFC: Use of conjunctions, prepositions and perfect verb tenses
	L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<u>Identify</u> the tense of verbs. <u>Identify perfect verb</u> tenses in writing.	LC: Varies by ELP level

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	<u>Conjugate</u> verbs using the perfect verb tenses.				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<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>
Learning Supports	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/</p>	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Verb Tense Chart https://7esl.com/verb-tense/s/</p> <p>Transition Word List</p>	<p>Note Cards Word Wall Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/</p>	<p>Note Cards Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/</p>	<p>Note Cards Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/</p> <p>Transition Word List</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p> <p>Teacher Modeling Note Cards Word Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p> <p>Teacher Modeling Note Cards Word Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p>
--	--	--	--	--	--

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 19 NJSLS: L.5.2 L.5.2.A L.5.2.E WIDA: 1-5 Writing	L.5.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. L.5.2.A. Use punctuation to separate items in a series. L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.		<u>Define and identify</u> items in a series. Separate items in a series using appropriate punctuation. <u>Spell grade-appropriate words</u> correctly. <u>Use references</u> as needed to aid in spelling.		VU: spell, accurate	
					LFC: apply punctuation and spelling rules	
					LC: 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 4 – ELA/ESL Scaffold- Revised 2020

Language Objectives	Demonstrate command of English punctuation and spelling conventions for high-frequency, content-related vocabulary.	Demonstrate command of English spelling conventions for general, content based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grade 5 complexity level.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
Learning Supports	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Reference Material Teacher Modeling Note Cards Word Wall Spelling/Punctuation Rules</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Reference Material Spelling/Punctuation Rules</p> <p>Teacher Modeling Note Cards Word Wall Sentence Frames</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Note Cards Reference Material</p> <p>Word Wall Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Spelling/Punctuation Rules</p>	<p>Reference Material</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Spelling/Punctuation Rules</p>	<p>Reference Material Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Spelling/Punctuation Rules</p>

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 20 NJSLS: L.5.6 WIDA: 1-5 Writing Speaking Reading	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<u>Use 5th grade vocabulary</u> fluently when discussing academic or domain specific topics.	VU: academic, general, domain specific, content-based, grade level vocabulary
		<u>Choose the most accurate word</u> when <u>describing contrast</u> , addition, or other relationships. Choose the most accurate word <u>when discussing a particular topic</u> .	LFC: embedded clauses
		<u>Use knowledge of conjunctions</u> to broaden vocabulary.	LC: Varies by ELP level

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

Grade 5 - Unit 4 – ELA/ESL Scaffold- Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms when matching words with pictures.	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms in phrases and/or short sentences when writing or speaking.	Read and listen to acquire key general, academic and domain-specific words and phrases from adapted texts in order to produce these terms in writing and speech using simple,	Read and listen to acquire general, academic and domain-specific words and phrases from texts within grade 5 complexity level in order to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade appropriate general, academic and domain-specific words and phrases in order to produce these terms in clear and coherent writing / speech using multiple, complex sentences.
Learning Supports	Translator/ Dictionary Personal Dictionary Word/Picture Wall Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items L1 Supports: Translator/ dictionary	Translator/ Dictionary Personal Dictionary Word/Picture Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Personal Dictionary Word Wall	Personal Dictionary	Personal Dictionary

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 4 – ELA/ESL Scaffold- Revised 2020

	Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
--	---	--	--	--	--

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.