

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

**\*REFER TO ESL PACING GUIDE & ELA UNIT 1 FOR ADDITIONAL RESOURCES\***

**Text/Novel** – *Maniac Magee* by Jerry Spinelli or a level based novel depending on the ELP level of the student(s)

### **Alternative Novel Suggestions**

ELP 1 – *Ruby Bridges Goes to School: My True Story* (Scholastic Reader, Level 2) – Ruby Bridges

ELP 2 - *Wonder* – R.J. Palacio

ELP 3 - *The Underground Railroad Adventure of Allen Jay, Antislavery Activist* – Marlene Targ Brill

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**

Figurative/descriptive language

Elements of style

Conflict

Imagery

Setting

Theme

Character development

Elements of plot

### **Themes**

Segregation

Legend

Abandonment

Neglect

Delinquency

Challenging society's norms

Family

Prejudice

Bullying

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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### **Unit Essential Questions**

- How can we avoid prejudging and learn to become compassionate?
- How do internal and external conflicts shape our identity and our environment?
- Do the actions of others influence our own actions?
- Why does being an “outsider” come with so many challenges?
- Do delinquency and neglect necessarily dictate how a person learns?

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

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

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

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

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

[https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad\\_ozautuFpKP5Y/edit#!](https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#!) (sentence frames)

<http://www.vocabulary.com>

### **Writing Resources:**

#### **Research**

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

#### **Expository/Informational**

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

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

### Narrative

[https://learnzillion.com/lesson\\_plans/#/ela/grade/6th/f/topic/43](https://learnzillion.com/lesson_plans/#/ela/grade/6th/f/topic/43)

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

(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>	

### School Climate

Survey -

Comparison Chart -  
weather vs. climate

Edible Greenhouse Gas Models

Climate Change Word Search

### Amistad Law

Students research a famous African American and present information, with visuals to class.

Students can research the Amistad Law to understand the basis of it and why it is important to implement it into the classroom.

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Africa's Rich History -

### **Diversity & Inclusion**

### **LGBTQ- Inclusive Lessons**

**Connecting With Intersectionality Through 'Alvin Alley'**

**Expanding Character Traits Through 'Better Nate Than Ever'**

### **Anti-Racist Lessons**

### **Social/Emotional Learning**

### **Holocaust Law:**

Write a Biography\Memoir:

Research Holocaust survivors and compose a Biography\Memoir on that person.

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 1</b>  NJSLS: RL.6.1 WIDA: 2 Reading Speaking Listening  NJSLS: RI.6.1 WIDA: 3,4 or 5 (content based)	<b>Cite textual evidence</b> and <b>make relevant connections</b> to support <b>analysis</b> of the text.	<u>Define</u> and <u>cite textual evidence</u> ; <u>Analyze</u> using evidence from the text; <u>Make inferences</u> from the text; <u>Use evidence</u> from the text to make and check <u>predictions</u> when reading; <u>Make connections</u> (to self, text, world) when relevant; <u>Gather evidence</u> from the text to <u>support inferences</u> or explicit meaning.	<b>VU:</b> infer, sources, textual evidence, analyze, inference  <b>LFC:</b> quotations, direct and reported speech sentence structure  <b>LC:</b> varies by ELP level

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Reading Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze text and orally identify supportive textual evidence in L1 and/or by matching phrase citations from adapted text to visual or audio representations of the text.	Analyze text and orally identify supportive textual evidence in L1 and/or by matching sentence citations from appropriately leveled text to visual or audio representations of the text.	Analyze text and orally identify supportive textual evidence from adapted literature, using audio representation of the text, in addition to text.	Analyze text and orally identify supportive textual evidence from literature using audio representation of the grade level text in addition to the text.	Analyze text and orally identify supportive textual evidence from grade level literature.
Learning Supports	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work Phrase Citations Vocabulary Definitions &amp; Pictures Word/Picture Wall Audio/ Visual of Text Bold Faced/ Highlighted</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work Sentence Citations Vocabulary Definitions &amp; Pictures Word/Picture Wall Audio/ Visual of Text Bold Faced/ Highlighted Words/Phrases <b>L1 Supports:</b></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small / Whole Group Work Vocabulary Definitions &amp; Pictures Audio of Text Bold Faced/ Highlighted Words/Phrases Translator/ Dictionary</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Audio of Text Bold Faced/ Highlighted Words/Phrases</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>One-Pager <a href="https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	<p>Words/Phrases</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			<p><a href="#">20sketches%20o...%20More%20</a></p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 2</b></p> <p>NJSLS: RL.6.2</p> <p>WIDA: 2</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p> <p>NJSLS: RI.6.2</p> <p>WIDA: 3, 4, 5</p> <p>Reading</p>	<p><b>RL. 6.2 - Determine a theme or central idea</b> of a text and <b>explain</b> how it is conveyed through details to <b>provide a summary</b> of a text distinct from personal opinions or judgments.</p> <p><b>RI. 6.2 - Determine a central idea</b> of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><u>Define and explain the theme or central idea; write a summary</u> using facts from the text; <u>Identify and use</u> knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text.</p>	<p><b>VU:</b> theme, fact, opinion, summary, central idea</p>
			<p><b>LFC:</b> complex sentences using relative clauses <i>i.e.</i> who, that which</p>
			<p><b>LC:</b> Varies by ELP level</p>

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Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally explain the central idea and key details from grade level literature in L1 and/or identify the central idea of an appropriately leveled text and summarize by matching phrase citations to visual or audio representations.	Orally explain and summarize the central idea and key details from grade-level literature in L1 and/or identify the central idea and key details from grade level literature by matching sentence citations from appropriately leveled text to visual or audio representations of text.	Orally explain and summarization of the central idea and key details from adapted grade level literature. Use key content-based vocabulary in simple, related sentences, which may include errors, which do not interfere with meaning.	Orally explain and summarization of the central idea and key details from grade level literature. Use complete sentences of varying lengths and emerging complexity with some content-based vocabulary	Orally explain and summarize the central idea and key details from grade level literature. Use detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Partner / Small Group Work</p> <p>Phrase Citations</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Bold Faced/ Highlighted</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work</p> <p>Phrase Citations</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Bold Faced/ Highlighted</p> <p>Words/Phrases</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work</p> <p>Audio/ Visual of Text</p> <p>Bold Faced/ Highlighted</p> <p>Words/Phrases</p> <p>Marking the text</p> <p>Use of Post-its</p> <p>Translator/ Dictionary</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small / Whole Group Work</p> <p>Audio of Text</p> <p>Marking the text</p> <p>Use of Post-its</p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Marking the text</p> <p>Use of Post-Its</p> <p>One-Pager <a href="https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,I">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,I</a></p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 3</b></p> <p>NJSLS: RL.6.3            WIDA: 2            Reading            Speaking            Listening</p> <p>NJSLS: RI.6.3            WIDA: 3,4,5            Reading</p>	<p><b>RL.6.3 - Describe</b> how a particular story’s <b>plot unfolds</b> in a series of episodes in grade-level text(s).</p> <p><b>RI.6.3 - Analyze</b> in detail how a key <b>individual, event, or idea</b> is introduced, illustrated, and elaborated in a text.</p>	<p><u>Analyze the plot</u> of a story; <u>recognize character development</u>; <u>Examine</u> how key individuals, events, or ideas are presented through the text; <u>Analyze</u> why the author made a specific <u>word choice</u>; <u>Analyze</u> the <u>impact of the word choice</u> on the reader; <u>Evaluate</u> the effectiveness of the <u>author’s word choice</u>.</p>	<p><b>VU:</b> plot, character, episodes, development, analyse, examine, word choice, evaluate, traits, events</p> <p><b>LFC:</b> describe people, places, things, sentence structure, adjectives, sequential phrases</p> <p><b>LC:</b> varies by ELP level</p>

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Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Describe how the story's plot unfolds in grade level literature in L1; and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text.</p> <p>Read and analyze how a key individual, event, or idea is developed from an informational text in L1; and/or by matching phrase citations from a leveled text to visual representation.</p>	<p>Describe how the story's plot unfolds in grade level literature in L1; and/or sequence the plot by sorting content-related visuals with short sentences from appropriately leveled text in English.</p> <p>Read and analyze how a key individual, event, or idea is developed from an informational text in L1; and/or by matching sentence citations from leveled texts to visual representations of text</p>	<p>Describe and sequence how the story's plot unfolds from grade level literature. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.</p> <p>Read and analyze how a key individual, event, or idea is developed from an adapted informational text. Use key content-based vocabulary in simple, related sentences.</p>	<p>Describe and sequence how the story's plot unfolds from grade level literature in complete sentences of varying lengths and emerging complexity with some content-based vocabulary.</p> <p>Read and analyze how a key individual, event, or idea is developed from informational text within the grade 6-complexity level. Use complete sentences of varying lengths and emerging complexity with content-based vocabulary.</p>	<p>Describe and sequence how the story's plot unfolds in a series of episodes in grade-level literature. Use detailed sentences of varying lengths and complexity with content-based vocabulary.</p> <p>Read and analyze how a key individual, event, or idea is developed from grade-level text. Use detailed sentences of varying lengths and complexity with content-based vocabulary.</p>

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b>  NJSLS: RL.6.4 WIDA: 2 Reading Speaking Listening  NJSLS: RI.6.4 WIDA: 3, 4, 5 Reading Speaking Listening	<b>RL.6.4 - Determine the meaning of words and phrases</b> as they are used in a text, including <b>analyzing</b> the impact of a specific word choice on <b>tone</b> .		<u>Define words and phrases</u> in text; <u>Decode figurative language</u> and <u>connotative meanings</u> ; <u>Determine</u> the meaning of words, figurative language, connotative and denotative meanings of words and the meaning of content specific vocabulary through context.		<b>VU:</b> connotative, decode, literary terms, tone, content specific, context, figurative language, denotative, technical
	<b>RI.6.4 - Determine the meaning of words and phrases</b> as they are used in a text, <b>including figurative, connotative and technical meanings</b> ( <i>i.e.</i> , “organization” connotes a sense of neatness).				<b>LFC:</b> idiomatic expressions, sentences with figurative and connotative language; subject verb agreement
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Match a single word or picture that matches tone from appropriately leveled text.	Read to determine the figurative and connotative meanings of words and phrases from literature in L1 and/or choose phrases that match tone from appropriately leveled text by sorting known words and phrases and using those phrases to complete sentence frames.	Read to determine the figurative and connotative meanings of words and phrases from literature. Define and analyze word choice, as it relates to tone in an adapted grade level text. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read to determine the figurative and connotative meanings of words and phrases from grade level literature. Define and analyze word choice, as it relates to tone in a grade level literature. Use complete sentences of varying lengths and emerging complexity with	Read to determine the figurative and connotative meanings of words and phrases from grade level literature. Define and analyze word choice as it relates to tone used in a grade level literature. Use detailed sentences of varying lengths and complexity with content-based vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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				some content-based vocabulary.	
Learning Supports	<p>Highlight/ Mark the text</p> <p>Visuals of figurative Language</p> <p>Word/ Picture/ Definition notebook</p> <p>Audio of Text</p> <p>Think Aloud</p> <p><a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Choral Reading</p> <p><a href="https://www.readingrockets.org/strategies/choral_reading">https://www.readingrockets.org/strategies/choral_reading</a></p> <p>Picture association</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p>	<p>Highlight/ Mark the text</p> <p>Visuals of figurative Language</p> <p>Word/ Picture/ Definition notebook</p> <p>Audio of Text</p> <p>Sentence Frames</p> <p><a href="https://sites.google.com/a/appletreeinstitute.org/laf/home/language-acquisition/ell-support/sentence-frames#:~:text=Sentence%20framing%20involves%20taking%20a,with%20the%20new%20vocabulary%20words.">https://sites.google.com/a/appletreeinstitute.org/laf/home/language-acquisition/ell-support/sentence-frames#:~:text=Sentence%20framing%20involves%20taking%20a,with%20the%20new%20vocabulary%20words.</a></p> <p>Think Aloud</p> <p><a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Choral Reading</p>	<p>Think Aloud</p> <p><a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Choral Reading</p> <p><a href="https://www.readingrockets.org/strategies/choral_reading">https://www.readingrockets.org/strategies/choral_reading</a></p> <p>Translator/ Dictionary</p> <p>Highlight/Mark the text</p> <p>Visuals of figurative Language</p> <p>Post-its</p>	<p>Think Aloud</p> <p><a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Translator/ Dictionary</p> <p>Highlight/Mark the text</p> <p>Visuals of figurative Language</p> <p>Post-its</p>	<p>Translator/ Dictionary</p> <p>Post-its</p> <p>Highlight/ Mark Text</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	<p>Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.readingrockets.org/strategies/choral_reading">https://www.readingrockets.org/strategies/choral_reading</a>            Picture association            L1 Supports:            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b>  NJSLS: RL.6.5 WIDA: 2 Reading Speaking Listening  NJSLS: RI.6.5 WIDA: 3,4,5 Reading Speaking Listening	<b>RL.6.5 - Analyze</b> how a <b>particular sentence, chapter, scene, or stanza</b> fits into the overall structure of a text and contributes to the <b>development of the theme, setting, or plot.</b>		Relate the text to <u>determine story elements</u> ; <u>Identify</u> text structure in nonfiction; <u>Distinguish between</u> different text structures; <u>Identify</u> part to whole and whole to part relationships; <u>Observe</u> how the individual components of the text add to the development of the theme, setting, and plot; <u>Analyze</u> why the author included a specific section (chapter, scene, or stanza, etc.) of the text; <u>Analyze</u> the <u>impact</u> the specific section (chapter, scene, or stanza, etc.) has on you, the reader.		<b>VU:</b> theme, literary analysis, scene, stanza, theme, setting, plot, element, structure, chapter, topic sentence, main idea, supporting details, concluding sentence
	<b>RI.6.5. - Analyze</b> how a <b>particular sentence, paragraph, chapter, or section</b> fits into the overall structure of a text and contributes to the <b>development of the ideas.</b>				<b>LFC:</b> subject verb agreement, embedded clauses; transition words and clauses
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in L1 and/or analyze words and discuss how they connect to the overall structure of the text.  Read and analyze how a sentence, paragraph,	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot from the literature in L1 and/or analyze words and phrases in one sentence to understand the structure of the text.	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in grade level literature, using key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning. Read and analyze how a sentence, paragraph, chapter,	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in grade level literature, using complete sentences of varying lengths and evidence of emerging complexity with some content-based vocabulary.	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in grade level literature, using detailed sentences of varying lengths and complexity with content-based vocabulary.  Read and analyze how a sentence, paragraph, chapter,

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	chapter, or section fits text structure and development in informational text in L1 and/or English using single words, pictures and outline.	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development in informational text in L1 and/or English using single words, pictures and outline.	or section fits text structure and development of grade level informational text, using key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development in informational text, using complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	or section fits text structure and development in informational text, using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	<p>Think-aloud Partner work Visual aids Outline (completed) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think-aloud Partner / small group work Visual aids Outline (partial) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think-aloud Partner / small group work Outline (partial) Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think-aloud Outline Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Outline Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	<a href="#">hicOrganizersWorksheets.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 6</b> NJSLS: RL.6.6	<b>RL.6.6 - Explain</b> how an <b>author develops</b> the <b>point of view</b> of the narrator or speaker in a text.	<u>Determine point of view</u> ; <u>Identify author's point of view and purpose</u> ; <u>Identify author's bias</u> ; <u>Determine</u> how the <u>author's word choice</u> helps develop the narrator or	<b>VU:</b> point of view, narrator, purpose, bias, evaluate

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WIDA: 2 Reading Speaking Listening  NJSLS: RI.6.6 WIDA: 2 Reading Speaking Listening	<b>RI.6.6</b> - Determine an <b>author’s point of view or purpose</b> of the text and explain how it is conveyed in the text.		speaker’s point of view; <u>Evaluate</u> the effectiveness of the author’s choice in point of view.		<b>LFC:</b> adverbs of manner; declarative sentences
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read or listen to text and orally explain how an author develops the point of view of the narrator or speaker through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals.	Read or listen to text and orally explain how an author develops the point of view of the narrator or speaker through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view.	Read and orally explain how an author develops the point of view of the narrator or speaker in an adapted literature text through tone and actions. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read and orally explain how an author develops the point of view of the narrator or speaker in a grade level literature text through tone and actions. Use complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read and explain how an author or speaker develops the point of view of the narrator in a grade level literature text through tone of words and actions. Use detailed sentences of varying lengths and complexity with content-based vocabulary.

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Learning Supports	<p>Think-aloud Partner work Visual aids Outline (completed) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Choice questions</p>	<p>Think-aloud Partner / small group work Visual aids Outline (completed) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Choice Questions</p>	<p>Small group work Think-aloud Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Small / whole group work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> NJSLS: RL.6.7 WIDA: 2 Reading Speaking  NJSLS: RI.6.7 WIDA: 2 Reading Speaking Listening	<b>RL.6.7 - Compare and contrast</b> the experience of <b>reading</b> a story to <b>listening</b> to or <b>viewing</b> an audio, video, or <b>live version</b> of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Define <u>compare</u> and <u>contrast</u> ; <u>Evaluate</u> two forms of literature; <u>Connect ideas</u> about the same topic from different media sources (books, videos, music, audio, internet).		<b>VU:</b> compare, contrast, audio, visual, live version, perceive, media, internet
	<b>RI.6.7 - Integrate</b> information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				<b>LFC:</b> comparative and superlative adjectives; conjunctions; adverbs
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Orally use short simple sentences with key content-based vocabulary to compare and contrast the audio version to the written version of the literature text.	Orally use complete constructed sentences with some content-based vocabulary to compare and contrast the audio version to the written version of the literature text.	Orally use detailed sentences of varying lengths and complexity with content-based vocabulary to compare and contrast the experience of reading the literature versus multi-media version.

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Learning Supports	Partner work Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Word/ Picture Wall Venn Diagram	Partner work Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Word/ Picture Wall Venn Diagram Sentence strips	Partner / group work Audio aids Word/ Picture Wall Venn Diagram	Audio aids Venn Diagram	Audio aids Venn Diagram
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 8</b> NJSLS: RI.6.8 WIDA: 2, 3,4 5 Reading Speaking Listening	Trace and <b>evaluate</b> the <b>argument</b> and specific <b>claims</b> in a text, <b>distinguishing</b> claims that are supported by <b>reasons</b> and <b>evidence</b> from claims that are not.	Use <u>evidence</u> from a text to <u>determine</u> if an argument is <u>accurate</u> .	<b>VU:</b> accurate, evidence, determine, argument, distinguishing,
			<b>LFC:</b> pronouns, standard conventions of English: capitalization, punctuation and capitalization.
			<b>LC:</b> varies by ELP level

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe specific claims and their evidence in an informational text in L1 and/or match single words to pictures; or answer yes/ or either/or questions.	Describe specific claims and their evidence in an informational text in L1 and/or use short phrases to answer questions.	Describe specific claims and their evidence in an informational text; orally use short simple sentences with key content-based vocabulary.	Describe specific claims and their evidence in an informational text; orally use complete constructed sentences with some content-based vocabulary.	Describe specific claims and their evidence in an informational text, orally use detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	Partner work Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Word/ Picture Wall	Partner work Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Word/ Picture Wall Graphic Organizer	Partner / group work Audio aids Word/ Picture Wall Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	<p>Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 9</b></p> <p>NJSLS: RL.6.9</p> <p>WIDA: 2, 4, 5</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p> <p>NJSLS: RI.6.9</p> <p>WIDA: 2, 4, 5</p> <p>Reading</p> <p>Speaking</p>	<p><b>RL.6.9 - Compare</b> and <b>contrast</b> texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories)</p> <p><b>RI.6.9 - Compare</b> and <b>contrast</b> one author’s presentation of <b>events</b> with that of another author (e.g., a memoir written by and a biography on the same person).</p>	<p>Define <u>genre</u>; <u>Determine elements</u> of different genres; Compare and contrast work from different authors.</p>	<p><b>VU:</b> genres, elements, compare, contrast, events</p>
			<p><b>LFC:</b> pronouns: subjective, objective, possessive</p>
			<p><b>LC:</b> varies by ELP level</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the experience of reading different forms of literature texts in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading different forms of literature texts in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Compare and contrast the experience of reading different genres of literature texts; Orally use short simple sentences with key content-based vocabulary to compare and contrast the different genres of literature; complete Venn Diagram.	Compare and contrast the experience of reading different genres of literature texts; Orally use complete constructed sentences with key content-based vocabulary to compare and contrast the different genres of literature; complete Venn Diagram.	Orally use detailed sentences of varying lengths and complexity with content-based vocabulary to compare and contrast the experience of reading an informational text versus multi-media version.
Learning Supports	Partner work Pronoun chart Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum">https://www.nj.gov/education/modelcurriculum</a>	Partner work Pronoun chart Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Partner / group work Audio aids Venn Diagram Pronoun chart	Audio aids Venn Diagram Pronoun chart	Venn Diagram Pronoun chart

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	<a href="/ela/ellscaffolding/L1Supports.pdf">/ela/ellscaffolding/L1Supports.pdf</a> Word/ Picture Wall Venn Diagram	Word/ Picture Wall Venn Diagram			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 10</b> NJSLS: W.6.1.a.b. WIDA ELDS: 2 Writing	<b>Write arguments to introduce and support claims with clear reasons and relevant evidence</b> , using credible <b>sources</b> and demonstrating an <b>understanding</b> of the <b>topic</b> or text.	<u>Write arguments to introduce and support claims with clear reasons and relevant evidence.</u>	<b>VU:</b> argument, opinion, topic, text, claims, reasons, evidence, <b>LFC:</b> first person singular. “I think...I believe that.” <b>LC:</b> varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high frequency, content-related single words in phrases with formulaic structures.	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or complete pattern sentences; use extended sentence starters; connect simple sentences.	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in simple short paragraphs with repetitive grammatical structures that represent multiple, related ideas.	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences in multi-paragraph essay, with a variety of grammatical structures.	Write arguments to introduce and support claims with clear reasons and relevant evidence using precise, content-based vocabulary in multiple, complex sentences in multi-paragraph essay, with a variety of grammatical structures.
Learning Supports	Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum">https://www.nj.gov/education/modelcurriculum</a>	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Teacher Modeling Visual Aides Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	<a href="/ela/ellscaffolding/L1Supports.pdf">/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 11</b> NJSLS: W.6.1.c.d. WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, <b>use words, phrases, and clauses to clarify the relationships</b> among claim(s) and reasons; <b>establish and maintain a formal style.</b>	<u>Use words or phrases to clarify relationships; establish and maintain a formal style.</u>	<b>VU:</b> opinion, topic, text, establish, maintain, formal style, clauses, phrases
			<b>LFC:</b> first person singular. "I think...I believe that."
			<b>LC:</b> varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high frequency, content-related single words in phrases with formulaic structures.	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or complete pattern sentences; use extended sentence starters; connect simple sentences.	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in simple short paragraphs with repetitive grammatical structures that represent multiple, related ideas.	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences in multi-paragraph essay, with a variety of grammatical structures.	Write arguments to introduce and support claims with clear reasons and relevant evidence using precise, content-based vocabulary in multiple, complex sentences in multi-paragraph essay, with a variety of grammatical structures.
Learning Supports	Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum">https://www.nj.gov/education/modelcurriculum</a>	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Teacher Modeling Visual Aides Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	<a href="/ela/ellscaffolding/L1Supports.pdf">/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 12</b> NJSLS: W.6.1e. WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, <b>providing a concluding statement or section</b> that follows from the argument presented.	<u>Compose a conclusion statement or section</u> that follows the argument presented in the essay.	<b>VU:</b> opinion, topic, text, conclusion, statement, section		
			<b>LFC:</b> first person singular. "I think...I believe that."		
			<b>LC:</b> varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high frequency, content-related single words in phrases with formulaic structures.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or complete pattern sentences; use extended sentence starters; connect simple sentences.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in simple short paragraphs with repetitive grammatical structures that represent multiple, related ideas.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences in multi-paragraph essay, with a variety of grammatical structures.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence using precise, content-based vocabulary in multiple, complex sentences in multi-paragraph essay, with a variety of grammatical structures.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum">https://www.nj.gov/education/modelcurriculum</a></p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Visual Aides Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	<a href="#">/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 13</b> NJSLS: W.6.2 WIDA ELDS: 1-5 Writing Reading	Write <b>informative/explanatory</b> texts to <b>examine a topic</b> and <b>convey ideas</b> , through the selection of relevant content.	<u>Select relevant content to write</u> an informative/explanatory text.	<b>VU:</b> relevant, informative, explanatory, examine, topic, convey, ideas		
			<b>LFC:</b> explanatory sentences		
			<b>LC:</b> varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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<p>Language Objectives</p>	<p>Select relevant content to produce a clear and coherent informative writing piece in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Select relevant content to produce a clear and coherent informative writing piece in L1 and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.</p>	<p>Select relevant content to produce an informative writing piece using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.</p>	<p>Select relevant content to produce an organized informative writing piece using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Select relevant content to produce a clear and coherent informative writing piece using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Sentence Starter Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Visual Aides Highlight/ mark text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Highlight/ mark text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Highlight/ mark text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 14</b>  NJSLS: W.6.2.a WIDA ELDS: 1-5 Writing	<b>Introduce a topic and organize ideas</b> using text structure/features when useful to aiding comprehension.	<u>Introduce a topic and organize ideas using text structure.</u>	<b>VU:</b> topic, ideas, organize  <b>LFC:</b> explanatory sentence structures  <b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>Compose informative/explanatory texts in L1 and/or produce single words or drawings that represent key ideas with phrase patterns and general content-related vocabulary.</p>	<p>Compose informative/explanatory texts in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Compose informative/explanatory texts by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Compose organized informative/explanatory texts by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Compose clear and coherent informative/explanatory texts using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Visual Aides Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 15</b>  NJSLS: W.6.2.b WIDA ELDS: 1-5 Writing	Develop the topic with <b>relevant facts, definitions, concrete details, quotations</b> , or other information and examples.	<u>Develop and organize</u> the topic for writing with relevant facts, definitions, concrete details, and quotations.	<b>VU:</b> fact, opinion, supporting details, main idea, definitions, quotations  <b>LFC:</b> sentences with transitional phrases and conjunctions  <b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3
		ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations in L1 and/or produce single words that represent key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, and quotations by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze sentence <a href="https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#">https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!#</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Visual Aides Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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		<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 16</b>  NJSLS: W.6.2.c WIDA ELDS: 1-5 Writing	Use appropriate <b>transitions</b> to clarify the <b>relationships among ideas and concepts</b> .	<u>Demonstrate the relationship among ideas and concepts</u> by using transitional words and phrases.	<b>VU:</b> transitional words, phrases, ideas, concepts  <b>LFC:</b> prepositional phrases, verb forms  <b>LC:</b> varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases in L1 and/or use single words that represent and transition between key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases in L1 and/or use phrases and short sentences that represent and transition between key ideas using formulaic patterns and general, content-based vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transitional Word List Visual Aides Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Transitional Word List Visual Aides Word/Picture Wall Sentence Starter <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Transitional Word List Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Transitional Word List Visual Aides Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 17</b>  NJSLS: W.6.2.d WIDA ELDS: 1-5 Writing	When writing informative/explanatory text, use <b>precise language/vocabulary to inform</b> about or explain the topic.	Use <u>precise language and vocabulary to inform</u> about or explain a topic.	<b>VU:</b> precise, inform, topic  <b>LFC:</b> adjectives, adverbs  <b>LC:</b> varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Use precise language to inform about or explain a topic in L1 and/or use precise single words that represent key ideas using phrase patterns and general content-related vocabulary.	Use precise language to inform about or explain a topic in L1 and/or use phrases and short sentences with precise language using formulaic sentence patterns and general, content-based vocabulary.	Use precise language to inform about or explain a topic using simple sentences with repetitive structures and key, content-based vocabulary.	Use precise language to inform about or explain a topic by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Use precise language to inform about or explain a topic using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Teacher Modeling Transitional Word List Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher Modeling Word/Picture Wall Transitional Word List Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher Modeling Word/Picture Wall Transitional Word List Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Teacher Modeling Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> NJSLS: W.6.2.e WIDA ELDS: 1-5 Writing	<b>Write informative/explanatory texts</b> to examine a topic and convey ideas, through the analysis of relevant content; <b>establish and maintain a formal style.</b>		<u>Produce a formal</u> , informative/explanatory text that <u>examines a topic</u> and <u>conveys ideas</u> .		<b>VU:</b> transitional words, phrases, formal style, convey ideas
					<b>LFC:</b> prepositional phrases, verb forms
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>Produce a coherent written informative/explanatory text that examines a topic and conveys ideas, in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Produce a coherent written informative/explanatory text that examines a topic and conveys ideas in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Produce a written, formal, informative/ explanatory text that examines a topic and conveys ideas using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Produce an organized formal informative/explanatory text that examines a topic and conveys ideas using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Produce a coherent, formal informative/ explanatory text that examines a topic and conveys ideas using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transitional Word List Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Transitional Word List Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Transitional Word List Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 19</b> NJSLS: W.6.2.f WIDA ELDS: 1-5 Writing	Provide a concluding statement or section that follows from the information or explanation presented.		<u>Compose</u> a conclusion statement that follows from the information or explanation presented.		<b>VU:</b> conclusion	
					<b>LFC:</b> transitional phrases, various verb forms	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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<p>Language Objectives</p>	<p>Compose a conclusion statement that follows from the information or explanation presented in L1; and/or produce single words that represent key concluding ideas using phrase patterns and general content-related vocabulary.</p>	<p>Compose a conclusion statement that follows from the information or explanation presented in L1; and/or produce phrases and short sentences that represent key concluding ideas using formulaic patterns and general, content-based vocabulary.</p>	<p>Compose a conclusion statement that follows from the information or explanation presented by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Compose a conclusion statement that follows from the information or explanation presented, by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.</p>	<p>Compose a clear and coherent conclusion statement that follows from the information or explanation presented using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transitional Word List Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Transitional Word List Sentence Starter <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Transitional Word List Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Transitional Word List Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 20</b> NJSLS: W.6.3 WIDA: 2 Writing	Write narratives to <b>develop real or imagined experiences</b> or events <b>using well-structured event sequences</b> .	Write narratives to develop real or imagined experiences or events <u>using well-structured event sequences</u> .	<b>VU:</b> event sequencing, develop, real, imagined  <b>LFC:</b> sequencing: adverbs of time, relative clauses and subordinate conjunctions  <b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1; and/or short, phrases or captions under pictures in English with key content-based vocabulary.</p>	<p>Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1; and/or short, sentence-level narratives as captions under pictures in English with key content-based vocabulary.</p>	<p>Write narratives in simple sentences with some errors that do not interfere with meaning, using well-structured event sequences with key content-based grade level vocabulary.</p>	<p>Write narratives in complete sentences of emerging complexity using well-structured event sequences with some content-based grade level vocabulary.</p>	<p>Write narratives in complete detailed sentences of varying length and type using well-structured event sequences with content-based grade level vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Word Bank Comic Strip Organizer Gestures Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Comic Strip Organizer Word Bank Gestures Sentence Starter <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Word Bank Comic Strip Organizer Gestures Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Comic Strip Organizer Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Comic Strip Organizer Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 21</b>  NJSLS: W.6.3.a. WIDA: 2 Reading Speaking	Write narratives to <b>develop</b> real or imagined experiences or events by <b>organizing an event sequence</b> that unfolds naturally and logically.	<u>Write narratives</u> to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.	<b>VU:</b> sequencing, organizing, develop, real, imagined  <b>LFC:</b> sequencing: adverbs of time, relative clauses and subordinate conjunctions  <b>LC:</b> varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically in L1; and/or short, phrases or captions under pictures in English with key content based vocabulary.</p>	<p>Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically in L1; and/or short, sentence-level narratives as captions under pictures in English with key content based vocabulary.</p>	<p>Write narratives in simple sentences with some errors that do not interfere with meaning, using event sequences that unfold naturally and logically with key content-based grade level vocabulary.</p>	<p>Write narratives in complete sentences of emerging complexity using event sequences that unfold naturally and logically with some content-based grade level vocabulary.</p>	<p>Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically with content-based grade level vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Word Bank Timeline Writing Diamond Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Timeline Word Bank Writing Diamond Sentence Starter <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Word/Picture Wall Word Bank Timeline Writing Diamond Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher Modeling Timeline Writing Diamond Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Timeline Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 22</b>  NJSLS: W.6.3.b. WIDA ELDS: 2 Reading Writing	When writing narratives, develop real or imagined experiences or events using <b>effective technique</b> such as dialogue, pacing, and description <b>to develop experiences, events, and/or characters.</b>	<u>Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u>	<b>VU:</b> narrative, dialogue, pacing, storyboard, techniques, pacing, description, experiences, events, characters  <b>LFC:</b> describe people, place, things actions, e.g. nouns, pronouns, adjectives, present progressive tense, adverbs  <b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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<p>Language Objectives</p>	<p>Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters in L1; and/or using selected vocabulary to respond to WH-, yes/no and either/or questions related to illustrated text.</p>	<p>Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events and/or characters in L1; and/or draw pictures with corresponding phrases to tell a story.</p>	<p>Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using phrases. Use key vocabulary in a series of simple, related sentences.</p>	<p>Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using key vocabulary in expanded and some complex sentences.</p>	<p>Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Gestures Teacher Created Checklist Visual Aides Story Map Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Created Checklist Visual Aides Story Map Word/Picture Wall Sentence Frame L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Story Map Teacher Created Checklist Word/Picture Wall Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Story Map Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b>  NJSLS: W.6.3.c WIDA ELDS: 2 Writing	When writing narratives, use a <b>variety of transition words</b> , to <b>convey sequence</b> and <b>signal shifts</b> from one time frame or setting to another.		<u>Write narratives by using appropriate and varied transition words</u> in order to <u>convey sequence</u> and <u>signal shifts</u> from one time frame to another.		<b>VU:</b> transitional words, word choice, clauses, signal shift, convey sequence
					<b>LFC:</b> sentences with embedded clauses
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives by using appropriate and varied transition words using L1 and/or using drawings and selected single words in key phrase patterns.	Write narratives by using appropriate and varied transition words using L1 and/or using visuals, and selected vocabulary in key phrases and short sentences.	Write narratives by using appropriate and varied transition words using key vocabulary in a series of simple, related sentences.	Write narratives by using appropriate and varied transition words in order using key vocabulary in expanded and some complex sentences.	Write narratives by using appropriate and varied transition words using precise vocabulary in multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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Learning Supports	<p>Transition Word List                      Online Resources                      Visual Aides                      Story Map                      Word/Picture Wall                      L1 Supports:                      Translator/ dictionary                      Native Language Explanations                      Native Language Discussions                      Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></p>	<p>Transition Word List                      Online Resources                      Visual Aides                      Story Map                      Word/Picture Wall                      L1 Supports:                      Translator/ dictionary                      Native Language Explanations                      Native Language Discussions                      Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></p>	<p>Transition Word List                      Online Resources                      Visual Aides                      Story Map                      Word/Picture Wall                      Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Transition Word List                      Online Resources                      Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Transition Word List                      Online Resources                      Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 24</b>  NJSLS: W.6.3.d. WIDA: 2 Writing	Use <b>precise words and phrases</b> , and <b>sensory language</b> to convey experiences and events.		Write <u>narratives</u> using <u>precise words</u> and phrases, and <u>sensory language</u> .		<b>VU:</b> sensory and descriptive nouns and adjectives; precise
					<b>LFC:</b> describe people, place, things actions
					<b>LC:</b> varies by ELP level.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative in L1; and/or short word captions in English with key content-based vocabulary, descriptive details, and sensory language.	Write narrative in L1; and/or short, phrases under captions in English with key content-based vocabulary, descriptive details and sensory language.	Write narrative in simple sentences with some errors that do not interfere with meaning, descriptive details, sensory language and key content-based grade level vocabulary.	Write narrative in complete sentences of emerging complexity with descriptive details, sensory language and some content-based grade level vocabulary.	Write narrative in detailed sentences of varying length and type with descriptive details, sensory language and content-based grade level vocabulary.
Learning Supports	Sensory details chart Writing diamond Phrase captions Gestures Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Sensory details chart Writing diamond Phrase captions Word /Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart Writing diamond

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	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 25</b>  NJSLS: W.6.3.e.	When writing narratives, <b>provide a conclusion</b> that follows from the narrated experiences or events.	<u>Write a conclusion</u> that follows the events of a narrative.	<b>VU:</b> conclusion, narrative

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WIDA: 2 Reading Speaking					<b>LFC:</b> complex sentences, drawing conclusions
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion that follows the events of a narrative in L1; and/or choose key content vocabulary to complete conclusion sentences with illustrations.	Write a conclusion that follows the events of a narrative in L1; and/or choose short, sentence-level conclusions that follow the events of a narrative.	Write a conclusion that follows the events of a narrative using simple sentences with key content-based vocabulary.	Write a conclusion that follows the events of a narrative using complete sentences of emerging complexity with some content-based vocabulary.	Write a conclusion that follows the events of a narrative using complete, detailed sentences of varying length and type with content-based vocabulary.
Learning Supports	Story Map (completed) Word Wall Visuals Cloze conclusion sentences <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum">https://www.nj.gov/education/modelcurriculum</a>	Story Map (partially completed) Word Wall Visuals Sentence Frames of conclusion sentences <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Story Map (partially completed) Word Wall	Story Map	Story Map

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	<a href="#">/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 26</b> NJSLS: W.6.4 WIDA: 2 Writing	Produce <b>clear and coherent writing</b> in which the <b>development, organization, and style</b> are appropriate to task, purpose, and audience.	<u>Develop and organize</u> sentences in a task, which are appropriate to the audience.	<b>VU:</b> task, purpose, audience, development, organization, style
			<b>LFC:</b> sentences appropriate to task
			<b>LC:</b> varies by ELP level

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize sentences, in a task, which are appropriate to the reader in L1 and/or use a graphic organizer to complete cloze sentences with key content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in L1 and/or complete a graphic organizer with phrase and key content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in simple sentences with key content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete sentences of emerging complexity with some content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete detailed sentences of varying length and type with content-based vocabulary.
Learning Supports	Writing Diamond (completed) Visual Aide Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Writing Diamond (partially completed) Visual Aide Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Writing Diamond (partially completed) Word/Picture Wall Translator/ Dictionary	Writing Diamond	Writing Diamond

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 27</b>  NJSLS: W.6.5 WIDA: 2 Reading Speaking	With some guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach.		<u>Plan, revise, edit, and rewrite</u> narrative.		<b>VU:</b> editing, rewriting, peer edit, planning, revising
					<b>LFC:</b> complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop and strengthen a narrative using L1; and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop and strengthen a narrative using L1; and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop and strengthen a narrative written in simple sentences with key content-based vocabulary.	Write, plan, revise and edit to develop and strengthen a narrative written in complete sentences with emerging complexity and some content-based vocabulary.	Write, plan, revise and edit to develop and strengthen a narrative written in complete detailed sentences of varying length and type with content-based vocabulary.

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word/ Picture Wall Story Elements Visual Aide <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word/ Picture Wall Story Elements Visual Aide <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Partner Work Outlines Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Outlines Partner Work Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Outlines Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 28</b>  NJSLS: W.6.7 WIDA: 2 Reading Speaking	<b>Conduct short research</b> projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		Use <u>several sources</u> to <u>gather information</u> on a specific topic.		<b>VU:</b> conduct, several, sources, gather information
					<b>LFC:</b> subject verb agreement, embedded clauses
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a small research project on a given topic using L1; and/or complete word/sentence matching to pictures; yes/no questions; WH questions.	Produce a research project on a given topic using L1; and/or complete word/sentence matching to pictures; yes/no questions; WH questions.	Produce a small research project on a given topic using at least two sources. Visual or written product.	Produce a research project on a given topic using at least two to three sources. Written product with small visual representation.	Produce a research project on a given topic using three or more sources. Written paper or One-Pager.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>One-Pager Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 29</b>  NJSLS: W.6.8 WIDA ELDS: 2-5 Writing Speaking	<b>Gather</b> relevant <b>information</b> from multiple <b>print and digital sources</b> and <b>assess</b> the <b>credibility</b> of each source.		<u>Identify</u> relevant information from multiple print and digital sources.		<b>VU:</b> cite, research, evidence, probe, reflect, credibility, print, digital, gather
					<b>LCF:</b> declarative sentences, interrogatives
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify relevant information from multiple print and digital sources in L1; and/or by producing high frequency, content-related single words in phrases or memorized patterns that represent key ideas.	Identify relevant information from multiple print and digital sources in L1; and/or by producing general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in simple sentences using repetitive structures that represent multiple-related ideas.	Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in expanded and some complex structures with a variety of grammatical structures.	Identify relevant information from multiple print and digital sources using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Graphic Organizers (completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Marking the text	Graphic Organizers (partially-completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Marking the text	Graphic Organizers <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Marking the text Word bank	Graphic Organizers <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Marking the text Online resources	Online resources Graphic Organizers <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Word/picture bank Online resources Cloze sentences <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Sentence starters Word/picture bank Online resources <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Online resources		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<b>SLO: 30</b>  NJSLS: W.6.9 WIDA: 2 Reading Speaking	<b>Draw evidence</b> from 6 <sup>th</sup> grade literary texts <b>to support analysis and reflection.</b>		<u>Analyze and reflect</u> on literary texts in different forms or genres.		<b>VU:</b> compare and contrast, theme, genres, analysis, reflection, evidence
					<b>LFC:</b> comparative adjectives, conjunctions, adverbs, superlatives
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary texts to support analysis and reflection from L1; texts and appropriately leveled texts in English with single words and pictures.	Write to cite evidence from literary texts to support analysis and reflection from L1; texts and appropriately leveled texts in English with phrases and pictures.	Write to cite evidence from literary texts to support analysis and reflection from adapted literature.	Write to cite evidence from literary texts to support analysis and reflection from grade level literature.	Write to cite evidence from literary texts to support analysis and reflection from grade level literature.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a>            Word /Picture Wall            Technology support (i.e., spell check, online thesaurus, grammar check).            Visual Aides            Cloze sentences  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word/Picture Wall            Technology support (i.e., spell check, online thesaurus, grammar check).            Visual Aides            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Technology support (i.e., spell check, online thesaurus, grammar check).            Visual Aides</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 31</b>  NJSLS: W.6.10 WIDA: 2-5 Writing	<b>Write routinely</b> over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Successful completion of <u>writing tasks</u> of various lengths.		<b>VU:</b> journal, task, purpose
					<b>LFC:</b> verb forms; declarative sentences, compound and complex sentences
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1; and/or by writing words from a word bank under pictures.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1; and/or by extending sentence starters with original ideas.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using simple related sentences and key content-based vocabulary.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.
Learning Supports	Word/Picture Wall Word/ Picture Bank Visual Aides Teacher Feedback/ Guidance <b>L1 Supports:</b> Translator/ dictionary	Sentence Starters Word/Picture Wall Word/ Picture Bank Visual Aides Teacher Feedback/ Guidance <b>L1 Supports:</b>	Word Bank Word Wall Visual Aides Teacher Feedback/ Guidance	Teacher Feedback/ Guidance	Teacher Feedback/ Guidance

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 32</b>  NJSLS: SL.6.1 WIDA: 2 Speaking Listening	<b>Engage effectively</b> in a range of collaborative <b>discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		<u>Participate</u> in a variety of collaborative discussion settings.		<b>VU:</b> in my opinion, I feel that, I understand that, engage, discussions
					<b>LFC:</b> compound and complex sentences
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of teacher led discussions in L1 and/or answer questions with single words; YES/NO or either/or - questions.	Participate in a variety of teacher led discussions, using L1 and/or ask and answer wh- questions with short phrases or simple sentences.	Participate in a variety of collaborative discussion in pairs, using key content-based vocabulary in simple sentences, which may include errors that do not obscure meaning.	Participate in a variety of collaborative discussion settings, using complete sentences with some content based vocabulary,	Participate in a variety of collaborative discussion settings, using detailed sentences of varying lengths with content-based vocabulary.
Learning Supports	Teacher created checklist Word/ Picture Wall Visual Aides Choice Questions <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Teacher created checklist Word/ Picture Wall Visual Aides Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Teacher created checklist Partner Work Translator	Teacher created checklist Translator	Teacher created checklist

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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 33</b>  NJSLS: SL.6.1.a WIDA: 1-5 Speaking Listening	Come to discussions <b>prepared</b> , having read or studied required material; explicitly draw on that preparation by <b>referring to evidence on the</b> topic, text, or issue to probe and <b>reflect on ideas under discussion</b> .		<u>Speak and listen to share ideas</u> on a synthesis of research materials relevant to the discussion.		<b>VU:</b> probe, according to, the text states, reflect, evidence
					<b>LFC:</b> declarative and interrogative sentences; subordinate conjunctions
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen in order to develop an understanding of how to further reflect on a previously researched topic in L1; and/or use visuals and appropriately leveled text to answer single word response or yes/no questions.	Speak and listen in order to develop an understanding of how to further reflect on a previously researched topic in L1; and/or appropriately leveled text using phrases in sentence frames and teacher-modeled techniques.	Speak and listen to a grade-level discussion to further reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary.	Speak and listen to a grade-level discussion, to further reflect on a previously researched topic using complete sentences with emerging complexity and some content-based vocabulary.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content-based vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Outline (completed) Teacher modeled techniques Small groups Visual Aides Word/Picture Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Outline (partially completed) Teacher modeled techniques Small groups Visual Aides Word/Picture Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Outline (partially completed) Small groups Word Wall	Outline Small groups	Outline
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 34</b>  NJSLS: SL.6.1.b WIDA: 1 Reading Speaking	When taking part in collaborative <b>discussions</b> , follow rules for collegial discussions, <b>set specific goals</b> and <b>deadlines</b> , and define individual roles as needed.		Create and <u>post</u> guidelines for discussions, choose student roles and set classroom goals.		<b>VU:</b> goals, roles, deadlines, specific to text  <b>LFC:</b> verb forms; declarative sentences, compound and complex  <b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines.	Create guidelines, student roles and classroom goals using L1, visual representations, words and phrases.	Create guidelines for discussion, choose student roles and set classroom goals using key grade level vocabulary in simple sentences, which may include errors that do not interfere with comprehension.	Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary.
Learning Supports	Role play Word/ Picture Wall Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language	Roles/ guidelines Role play Word/ Picture Wall Visual Aides <b>L1 Supports:</b> Translator/ dictionary	Role play Word/ Picture Wall Visual Aides Roles/ guidelines	Role play Roles/ guidelines Visual Aides	Roles/ guidelines

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<b>SLO: 35</b>  NJSLS: SL.6.1.c WIDA: 2 Reading Speaking	<b>Pose and respond</b> to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		<u>Compose and respond</u> to questions with elaboration and detail by making comments that contribute to the discussion.		<b>VU:</b> elaborate, detail, 5-W words, pose, respond, compose
					<b>LFC:</b> asking informational and clarifying questions; expressing and supporting opinions
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1; and/or answering yes/no questions and either/or choice questions from appropriately leveled texts.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1; and/or using phrases in sentence frames and answering wh-questions from appropriately leveled texts.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using simple related sentences with key content-based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete sentences with emerging complexity and some content-based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete, detailed sentences of varying length and type with content-based vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Strategies to participate in academic discussions            Word/Picture Wall            Visual Aides            Gestures            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Strategies to participate in academic discussions            Word /Picture Wall            Visual Aides            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Strategies to participate in academic discussions            Word Wall            Note Taking</p>	<p>Strategies to participate in academic discussions            Note Taking</p>	<p>Note Taking</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 36</b>  NJSLS: SL.6.1.d WIDA: 1-5 Reading Speaking	When participating in collaborative discussions, <b>review the key ideas expressed</b> and <b>demonstrate understanding of multiple perspectives</b> through reflection and paraphrasing		<u>Paraphrase and reflect</u> on multiple perspectives during a discussion.		<b>VU:</b> reflect, paraphrase, demonstrate, key ideas, reflection
					<b>LFC:</b> retelling, present/past tense verbs, comparing
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1; and/or listen to discussion to gain understanding using L1 resources as needed. Answer questions with single words or yes/no or either/or questions about multiple perspectives.	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1; and/or listen to and use short phrases or match phrases to pictures that indicate the multiple perspectives in a discussion.	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in simple sentences, which may include errors that do not interfere with comprehension.	Paraphrase and reflect on multiple perspectives during a discussion using complete sentences with some grade level vocabulary.	Paraphrase and reflect on multiple perspectives during a discussion using detailed sentences of varying lengths with grade level vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>Word/Picture Wall            Choice Questions            L1 Supports:            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Phrase strips            Word/Picture Wall            Sentence Frames            L1 Supports:            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 37</b>  NJSLS: SL.6.2 WIDA: 1-5 Speaking Listening	<b>Interpret information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) and <b>explain how it contributes to a topic</b> , text, or issue under study.		<u>Listen to information and explain</u> how it contributes to a topic.		<b>VU:</b> interpret, explain
					<b>LFC:</b> present and past tense verbs, dependent and independent clauses
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to an informative presentation in L1 and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content-based vocabulary in L1; and/or listen to a presentation in English at the appropriate level and state how it contributes to a topic using high frequency content-based vocabulary and single words in English.	Listen to an informative presentation in L1 of grade level and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content based vocabulary in L1; and/or listen to a presentation in English at the appropriate level and state how it contributes to a topic using key content based vocabulary and short phrases in English.	Listen to an informative presentation at grade level and explain how it contributes to a topic with key content-based vocabulary in simple sentences, which may include errors that do not interfere with meaning.	Listen to an informative presentation at grade level and explain how it contributes to a topic in complete sentences of emerging complexity with some content-based vocabulary.	Listen to an informative presentation at grade level and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content-based vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Outline (completed) Cloze sentences Visual Aides Word/Picture Bank <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Outline (partially completed) Sentence Frames Visual Aides Word Bank <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Outline (partially completed) Word Bank	Outline	Outline
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 38</b> NJSLS: SL.6.3 WIDA ELDS: 2 Speaking Listening	<b>Deconstruct a speaker’s argument and specific claims,</b> distinguishing claims that are supported by reasons and evidence from claims that are not.		<u>Speak and identify</u> a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<b>VU:</b> analyze, interpretation, conflict (-ing), contradict (-ion), disagree / agree, factual, claims
					<b>LFC:</b> comparatives, superlatives, pronouns, conjunctions
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Language Objectives	Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not using L1; and/or by using gestures and high frequency, content-related single words or memorized patterns that represent key ideas.	Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not using L1; and/or by using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using key, content-based vocabulary in multiple, simple, related sentences with repetitive structures.	Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Completed T-chart Gestures Visual Aides Yes / no questions Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</a>	Teacher Modeling Semi-completed T-chart Word/Picture Wall Visuals Sentence Frame <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</a>	Teacher Modeling T-chart Word Wall	Teacher Modeling T-chart	T-chart

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 39</b> NJSLS: SL.6.4 WIDA ELDS: 1 – 5	<b>Present claims and findings, sequencing ideas logically and using pertinent descriptions</b> , facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<u>Orally present</u> information concisely and logically that is appropriate to purpose, audience, and task.	<b>VU:</b> concisely, logically; content-based, grade-level vocabulary, sequencing, descriptions, main ideas, themes, eye contact, pronunciation

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Speaking					<p><b>LCF:</b> concise and logical sentences</p> <p><b>LC:</b> Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally present information concisely and logically that is appropriate to purpose, audience, and task in L1 and/or produce selected single, spoken words that represent key ideas, drawings and pictures.	Orally present information concisely and logically that is appropriate to purpose, audience, and task in L1 and/or produce-spoken phrases and short sentences that represent key ideas using selected vocabulary.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in a series of simple, related sentences.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in expanded and some complex sentences.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using precise vocabulary in multiple, complex sentences.
Learning Supports	<p>Topic, Audience, and Purpose Graphic Organizer (completed)</p> <p><a href="https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/">https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/</a></p> <p>Word/Picture Bank</p> <p>Phrase Bank</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p>	<p>Topic, Audience, and Purpose Graphic Organizer (partial)</p> <p><a href="https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/">https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/</a></p> <p>Word/Picture Bank</p> <p>Phrase Bank</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p>	<p>Topic, Audience, and Purpose Graphic Organizer</p> <p><a href="https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/">https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/</a></p> <p>Word Bank</p>	<p>Topic, Audience, and Purpose Graphic Organizer</p> <p><a href="https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/">https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/</a></p>	<p>Topic, Audience, and Purpose Graphic Organizer</p> <p><a href="https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/">https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 40</b>  NJSLS: SL.6.5 WIDA ELDS: 1-5 Speaking	<b>Include multimedia components</b> (e.g., graphics, images, music, sound) and <b>visual displays</b> in presentations to clarify information.	<u>Present information</u> in a concise oral report with multimedia components and visual displays.	<b>VU:</b> convey, perspective, distinct, alternative, opposing; content-based, grade-level vocabulary
			<b>LFC:</b> past and present tenses, subject/verb agreement, pronouns, usage of quotes
			<b>LC:</b> varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present information in a concise oral report with multimedia components and visual displays in L1; and/or use selected single words or phrases that represent key ideas.	Present information in a concise oral report with multimedia components and visual displays in L1; and/or use selected vocabulary in formulaic phrases and short sentence patterns.	Present information in an oral report with multimedia components and visual displays using key vocabulary in a series of simple, related sentences.	Present information in an organized oral report with multimedia components and visual displays using key vocabulary in expanded and some complex sentences.	Present information in a concise oral report with multimedia components and visual displays using precise vocabulary in multiple, complex sentences.
Learning Supports	Visual Display Note cards in L1 & English Cloze sentences Visual Aides Props Word/Phrase Banks <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Visual Display Note cards in L1 & English Sentence Starter/Frames Visual Aides Props Phrase Bank <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Visual Display Note cards Word Bank Props	Visual Display Note cards Props	Visual Display Props

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 41</b> NJSLS: SL.6.6 WIDA ELDS: 1-5 Reading Speaking Listening Writing	<b>Demonstrate a command of formal English</b> and its conventions when writing, speaking, reading, or listening.		<u>Demonstrate</u> a command of formal English and its conventions when writing, speaking, reading, or listening.		<b>VU:</b> formal vs. informal English; content-based, grade-level vocabulary	
					<b>LFC:</b> varies by ELP level	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Language Objectives	Demonstrate a command of formal English and its conventions by producing or processing selected single words and phrase patterns that represent key ideas.	Demonstrate a command of formal English and its conventions by producing or processing selected vocabulary in key phrases and short sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in expanded and some complex sentences.	Demonstrate a command of formal English and its conventions by producing or processing precise vocabulary in multiple, complex sentences.
Learning Supports	Reference materials Word/Picture Wall Cloze sentences Gestures Pictures Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Reference materials Word/Picture Wall Sentence frames Pictures Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Reference materials Word Wall	Reference materials	Reference materials

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 42</b> NJSLS: L.6.1.a WIDA: 2-5 Writing Speaking	Demonstrate <b>command of the conventions</b> of standard <b>English grammar and usage</b> when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).		<u>Speak and write</u> with pronouns in the proper case and gender.		<b>VU:</b> pronouns (subjective, objective, possessive)	
					<b>LFC:</b> sentences with pronouns	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Language Objectives	Speak and write with high frequency pronouns in the proper case and gender with key content based, appropriately leveled vocabulary. Answering Yes/ No questions; matching words to pictures when possible.	Speak and write with common pronouns in the proper case and gender with key content based, appropriately leveled vocabulary and short sentence structures.	Speak and write with pronouns in the proper case and gender with key content based, grade level vocabulary and simple sentence structures.	Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures.	Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures.
Learning Supports	Word Wall Cloze sentences Pronoun Chart Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Word Wall Sentence Frames Pronoun Chart Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Word Wall Pronoun Chart	Pronoun Chart	Pronoun Chart

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 43</b> NJSLS: L.6.1.b. WIDA: 2-5 Writing Speaking	Use <b>intensive pronouns</b> (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<u>Demonstrate correct use of intensive pronouns.</u>		<b>VU:</b> intensive pronouns	
					<b>LFC:</b> describing people and actions	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Use high frequency intensive pronouns (myself, himself) when writing or speaking with key content based, appropriately leveled vocabulary. Answer yes/no questions.	Use common intensive pronouns when writing or speaking with key content based, appropriately leveled vocabulary and short sentences.	Use intensive pronouns when writing or speaking with key content based, grade level vocabulary and simple sentence structure.	Use intensive pronouns when writing or speaking with content based, grade level vocabulary and language structures.	Use intensive pronouns when writing or speaking with content-based grade level vocabulary and language structures.	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Word Wall Cloze sentences Pronoun Chart Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Word Wall Sentence Frames Pronoun Chart Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Word Wall Pronoun Chart	Pronoun Chart	Pronoun Chart
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 44</b> NJSLS: L.6.1.c WIDA ELDS: 1-5 Speaking Writing	When writing or speaking, <b>recognize and correct inappropriate shifts in pronoun number and person.</b>		<u>Write and speak to demonstrate</u> recognition of and correction of inappropriate shifts in pronoun number and person at the respective ELP level.		<b>VU:</b> conventions, usage; content-based, grade-level vocabulary	
					<b>LFC:</b> specific to context and task	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person using selected vocabulary in key phrase patterns.	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person using selected vocabulary in phrases and short sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using precise vocabulary in multiple, complex sentences.	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Teacher Modeling Cloze sentences Pronoun Chart Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher Modeling Sentence starters/ Frames Pronoun Chart Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Pronoun Chart Teacher Modeling	Pronoun Chart Teacher Modeling	Pronoun Chart
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 45</b> NJSLS: L.6.1.d WIDA ELDS: 1-5 Reading Speaking Writing Listening	When writing or speaking, <b>recognize</b> and <b>correct</b> vague <b>pronouns</b> (i.e., ones with unclear or ambiguous antecedents).		<u>Write and speak to demonstrate use of correct pronouns</u> at the respective ELP level.		<b>VU:</b> conventions, usage
					<b>LFC:</b> specific to context and task
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate the use of correct pronouns using selected single words in phrase patterns that represent key ideas. Answer yes/no questions.	Write and speak to demonstrate the use of correct pronouns using selected vocabulary in key phrases and short sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate the use of correct pronouns using precise vocabulary in multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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Learning Supports	Charts Visuals Teacher Modeling Cloze activity <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Charts Visuals Teacher Modeling Sentence Starters/Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Charts Visuals Teacher Modeling	Charts	Charts
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 46</b> NJSLS: L.6.1.e. WIDA: 2-5 Writing	<b>Recognize variations</b> from <b>standard English</b> in their own and other’s writing and speaking, and identify and use strategies to improve expression in conventional language.		Write and speak to demonstrate recognition of variations of standard English in own work and peer’s; identify strategies for improvement.		<b>VU:</b> conventions; usage
					<b>LFC:</b> specific to context and task
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate the use of correct pronouns using selected single words in phrase patterns that represent key ideas. Answer yes/no questions.	Write and speak to demonstrate the use of correct pronouns using selected vocabulary in key phrases and short sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate the use of correct pronouns using precise vocabulary in multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Charts Visuals Teacher Modeling <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Charts Visuals Teacher Modeling Sentence Starters/Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Charts Visuals Teacher Modeling Cloze activity <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Charts Visuals Teacher Modeling Sentence Starters/Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Charts Visuals Teacher Modeling Cloze activity <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 47</b>  NJSLS: L.6.2.a. WIDA: 2-5 Writing	<b>Demonstrate command of the conventions</b> of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.		Write using the <u>proper capitalization and punctuation</u> conventions of standard English.  <i>Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.</i>		<b>VU:</b> punctuation marks, capitalization;
					<b>LFC:</b> sentence structure specific to text.
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content-based grade level vocabulary and simple sentence structure.	Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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<b>Learning Supports</b>	Teacher created mechanics chart Teacher created checklist <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher created mechanics chart Teacher created checklist <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher created mechanics chart Teacher created checklist	Teacher created mechanics chart Teacher created checklist	Teacher created mechanics chart Teacher created checklist
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 48</b>  NJSLS: L.6.2.b. WIDA: 2-5 Writing	<b>Demonstrate command</b> of the conventions of standard English to <b>spell correctly</b> .		<u>Demonstrate accurate spelling.</u>		<b>VU:</b> spelling conventions
					<b>LFC:</b> apply conventional spelling rules
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key grade 5-6 content vocabulary and high frequency words.	Demonstrate command of English spelling conventions for key grade level reading and content vocabulary.	Demonstrate command of English spelling conventions for grade level reading and content vocabulary.	Demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Learning Supports	Visual Aides Spelling Cards Word /Picture Walls Online Spelling Tools <a href="https://www.education.com/resources/spelling-tools/">https://www.education.com/resources/spelling-tools/</a> ESL Online Spelling Games <a href="https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,A">https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,A</a>	Visual Aides Spelling Cards Word /Picture Walls Online Spelling Tools <a href="https://www.education.com/resources/spelling-tools/">https://www.education.com/resources/spelling-tools/</a> ESL Online Spelling Games <a href="https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,A">https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,A</a>	Visual Aides Spelling Cards Word /Picture Walls Online Spelling Tools <a href="https://www.education.com/resources/spelling-tools/">https://www.education.com/resources/spelling-tools/</a> ESL Online Spelling Games <a href="https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,Arrange%20">https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,Arrange%20</a>	Online Spelling Tools <a href="https://www.education.com/resources/spelling-tools/">https://www.education.com/resources/spelling-tools/</a> ESL Online Spelling Games <a href="https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,Arrange%20">https://www.teach-this.com/esl-games/spelling-games#:~:text=ESL%20Spelling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game,Arrange%20</a>	Online Spelling Tools <a href="https://www.education.com/resources/spelling-tools/">https://www.education.com/resources/spelling-tools/</a>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	<a href="#">elling%20Games.%201%20Backdraw.%20ESL%20Spelling%20Game.Arrange%20the%20students%20into%20two%20...%20More%20items</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="#">rrange%20the%20students%20into%20two%20...%20More%20items</a> L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="#">Othe%20students%20into%20two%20...%20More%20items</a>	<a href="#">20students%20into%20two%20...%20More%20items</a>	
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 49</b>  NJSLS: L.6.3.a. WIDA ELDS: 2-5 Writing Speaking	<b>Vary sentence patterns for meaning</b> when writing, speaking, reading, or listening.		<u>Vary sentence patterns for meaning</u> when writing, speaking, reading, or listening.		<b>VU:</b> spelling conventions
					<b>LFC:</b> apply conventional spelling rules
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Vary sentence patterns for meaning when writing, speaking using single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Vary sentence patterns for meaning when speaking and writing using phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Vary sentence patterns for meaning when speaking and writing using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Vary sentence patterns for meaning when speaking and writing using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Vary sentence patterns for meaning when speaking and writing using multiple, complex sentences with a variety of grammatical structures using precise, content-based vocabulary.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Reference materials (print and digital; bilingual and English)          Word /Picture wall          Picture dictionary          Personal dictionary  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference materials (print and digital; bilingual and English)          Word /Picture wall          Picture dictionary          Personal dictionary  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference materials (print and digital; bilingual and English)          Word /Picture wall</p>	<p>Reference materials (print and digital)          Word wall</p>	<p>Reference materials (print and digital)</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 50</b>  NJSLS: L.6.3.b. WIDA ELDS: 2 Writing Speaking	<b>Maintain consistency in style and tone</b> when writing and speaking.		<u>Maintain consistency</u> in style and tone when writing and speaking.		<b>VU:</b> intonation, inflection, pausing, breathing, slowing down, eye contact, style, tone, consistency
					<b>LFC:</b> correct use of transition words.
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Maintain consistency in style and tone when writing and speaking in L1 and/or using high frequency, content-related single words in phrase or memorized patterns.	Maintain consistency in style and tone when writing and speaking in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Maintain consistency in style and tone when writing and speaking using key, content-based vocabulary in multiple, simple, related sentences.	Maintain consistency in style and tone when writing and speaking using key, content-based vocabulary in expanded sentences with emerging complexity.	Maintain consistency in style and tone when writing and speaking using precise, content-based vocabulary in multiple, complex sentences.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Grammar reference sheets Checklist of strategies Word/picture bank Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Grammar reference sheets Checklist of strategies Word/picture bank Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Grammar reference sheets Checklist of strategies Word bank	Grammar reference sheets Checklist of strategies	Grammar reference sheets Checklist of strategies
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 51</b>  NJSLS: L.6.4.a. WIDA: 1-5 Reading Speaking	<b>Determine or clarify</b> the meaning of unknown and <b>multiple-meaning words</b> and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; <b>use context</b> (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		<u>Determine the meaning of unknown words and phrases</u> through the use of strategies such as <u>context clues</u> .		<b>VU:</b> context clues, multiple-meaning words
					<b>LFC:</b> definition genre
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. Match content-related pictures to words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using sentence and paragraph level context clues.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<b>Learning Supports</b>	Teacher created affix chart Reference materials (print and digital) Background knowledge <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher created affix chart Reference materials (print and digital) Background knowledge <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher created affix chart Reference materials (print and digital) Background knowledge	Reference materials (print and digital) Background knowledge	Reference materials (print and digital)
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 52</b>  NJSLS: L.6.4.b. WIDA: 1-5 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; <b>use common</b> grade-appropriate Greek or Latin <b>affixes</b> and <b>roots as clues to the meaning</b> of a word (e.g., audience, auditory, audible).		<u>Determine the meaning</u> of unknown words and phrases <u>through the use of</u> strategies such as Greek or Latin <u>affixes and root words</u> .		<b>VU:</b> affixes, prefixes, suffixes, root words
					<b>LFC:</b> definition genre
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. Match content-related pictures to words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, using Greek or Latin affixes and roots as clues to the meaning.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

<b>Learning Supports</b>	Teacher created affix chart Reference materials (print and digital) Background knowledge <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher created affix chart Reference materials (print and digital) Background knowledge <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Teacher created affix chart Reference materials (print and digital) Background knowledge	Reference materials (print and digital) Background knowledge	Reference materials (print and digital)
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 53</b>  NJSLS: L.6.4.c.d. WIDA: 1-5 Reading Speaking	<b>Consult reference materials</b> (e.g., dictionaries, Glossary, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; <b>verify</b> the preliminary <b>determination of the meaning of a word</b> or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		<u>Determine meaning of unknown words and phrases</u> through the use of strategies such as context clues through the use of reference materials.		<b>VU:</b> pronunciation, reference material, word meaning, part of speech
					<b>LFC:</b> definition genre
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content. Match key content-related pictures to single words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade level reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Reference materials (print and digital, bilingual and English)</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Reference materials (print and digital, bilingual and English)</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	Reference materials (print and digital, bilingual and English)	Reference materials (print and digital, bilingual and English)	Reference materials (print and digital)
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 54</b>  NJSLS: L.6.5.a. WIDA ELDS: 1-5 Reading Speaking Writing Listening	Interpret <b>figures of speech</b> (e.g., personification) in context.		Read to determine the meaning of figures of speech and their role in the text.		<b>VU:</b> figures of speech, euphemism, oxymoron
					<b>LFC:</b> sentences with figurative language
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of figures of speech in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of figures of speech in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of figures of speech within an adapted text.	Read to determine the meaning of figures of speech within a grade level text complexity.	Read to determine the meaning of figures of speech in grade level text.
Learning Supports	Charts Visual Aides Reference materials (print and digital, bilingual and English) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Charts Visual Aides Reference materials (print and digital, bilingual and English) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital) Charts

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## **Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020**

	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 55</b>  NJSLS: L.6.5.b WIDA ELDS: 1-5 Reading Speaking	Use the <b>relationship between particular words</b> (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		<u>Read to determine</u> the meaning of words based on the relationships between words.		<b>VU:</b> content-based, grade-level vocabulary; words with relationships
					<b>LFC:</b> sentences with key vocabulary
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words within an adapted text.	Read to determine the meaning of words based on the relationships between words within a text at the grade level complexity.	Read to determine the meaning of grade-level words based on the relationships between words.
Learning Supports	Charts Visual Aides Reference materials (print and digital, bilingual and English) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Charts Visual Aides Reference materials (print and digital, bilingual and English) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital) Charts

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## **Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020**

	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 56</b>  NJSLS: L.6.5.c WIDA ELDS: 1-5 Reading Speaking	<b>Distinguish among</b> the connotations (associations) of words with <b>similar denotations</b> (definitions) (e.g. <i>stingy, scrimping, economical, unwasteful, thrifty</i> ).		<u>Tell the difference between the associations of words with similar meanings.</u>		<b>VU:</b> content-based, grade-level vocabulary; words with relationships, connotations, denotations
					<b>LFC:</b> sentences with key vocabulary
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words within an adapted text.	Read to determine the meaning of words based on the relationships between words within a text at the grade level complexity.	Read to determine the meaning of grade-level words based on the relationships between words.
Learning Supports	Charts Visual Aides Reference materials (print and digital, bilingual and English) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Charts Visual Aides Reference materials (print and digital, bilingual and English) <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital) Charts

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## **Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020**

	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 57</b>  NJSLS: L.6.6 WIDA: 2,3,4,5 Speaking	<b>Acquire and use accurately</b> grade-appropriate <b>general academic</b> and domain-specific <b>words</b> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<u>Accurate use of content area vocabulary words</u> and phrases through the <i>use of a content specific word wall</i> .		VU: academic, content, phrases
					LFC: subject verb agreement
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1; and/or single key content-based vocabulary words, by matching words and pictures or completing cloze sentences.	Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases of key content based vocabulary by matching phrases with pictures or completing sentence frames.	Acquire and use general academic and domain-specific words and phrases from adapted text. Use simple sentences, which may include errors that do not interfere with meaning.	Acquire and use general academic and domain-specific words and phrases from grade level text. Use complete sentences with emerging complexity.	Acquire and use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity.
Learning Supports	Content specific Word Wall Cloze sentences Visual Aides <b>L1 Supports:</b> Translator/ dictionary	Content specific Word Wall Sentence Frames Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language	Content specific Word Wall	Content specific Word Wall	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

## Grade 6 - Unit 1 – ELA/ELL Scaffold – Revised 2020

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