

## ***Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020***

**\*REFER TO ESL PACING GUIDE & ELA UNITS 2 & 3 FOR ADDITIONAL RESOURCES\***

**Text/Novel** – *I Am Malala* by Mala Yousafazi & *Phantom Tollbooth* by Norton Juster (continued into next unit) or (a) level based novel(s) depending on the ELP level of the student(s). The ELP level will also determine the number of texts read by student(s).

### **Alternative Novel Suggestions For - I Am Malala**

ELP 1 – *The Undefeated* - Kwame Alexander

ELP 2 - *Between the Lines: How Ernie Barnes Went from the Football Field to the Art Gallery* - Sandra Neil Wallace

ELP 3 - *Homesick* - Jean Fritz

ELP 4 - grade level novel (mentioned above)

ELP 5 - grade level novel (mentioned above)

### **Alternative Novel Suggestions For - Phantom Tollbooth**

ELP 1 - *The Great Thanksgiving Escape* - Mark Fearing

ELP 2 - *The Great Pet Escape* - Victoria Jamieson

ELP 3 - *Grandpa's Great Escape* - David Walliams

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**

Elements of a memoir, Elements of style, Elements of plot

Central idea

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Characters point of view

Symbolism

Author's voice & tone

Vocabulary

Conflict

Point of view

Setting

Figurative language: simile, imagery, irony

### **Themes**

Power of education

Activism & change

Family

Childhood & maturity

Honesty

Freedom

Knowledge vs. ignorance

### **Unit Essential Questions - *I Am Malala***

How do critical incidents reveal character?

How is an individual's identity, perspective or expectations shaped by culture?

How can the study of cultural practices help to inform our understanding of historic events?

What is culture?

What are our basic human rights?

Whose responsibility is it to uphold justice?

Whose responsibility is it to teach standards for justice? Government? Family? Schools? Other?

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What can be done when one sees that justice is not being upheld, on small or large scales?

To what extent is it important that all members of society are educated?

In what ways is or isn't Malala's story universal?

How do you want to portray yourself to the world?

How can we make our voices heard?

### **Unit Essential Questions - *Phantom Tollbooth***

What kind of adventures can you experience when you use your imagination?

Where can imagination lead?

Can fiction reveal truth?

What are elements of a great story?

Can fiction teach us about life?

How do we read between the lines?

How can reading literature help us learn about culture?

How can descriptive details and figurative language be used to enhance setting, characterization, and plot?

How can understanding synonyms, antonyms, and homophones help in decoding unknown words?

How do authors use words in unusual or non-literal ways and why?

How do words and phrases in a text create tone or help to identify themes?

How does the author use words to affect his readers?

How can predictions help me understand a text?

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

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

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

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

<http://www.vocabulary.com>

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

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<https://newsela.com/>

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

<https://www.readworks.org>

<https://www.ixl.com>

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

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

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

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

<https://kahoot.com/>

### **Writing Resources**

#### **Research**

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

#### **Expository/Informational**

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

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

#### **Narrative**

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

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

#### **Argumentative**

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

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

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

Africa’s Rich History -

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### 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.

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 1</b> NJSLS: RL.6.1 WIDA: 2	<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.	<b>VU:</b> text evidence, analyze, inferences

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Reading Speaking Listening					LFC: quotations, direct and reported speech sentence structure
					LC: varies by ELP level
	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	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Partner / Small Group Work Partner / Small Group Work Phrase Citations Word/Picture Wall Audio/ Visual of Text Bold Faced/ Highlighted Words/Phrases	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Partner / Small Group Work Sentence Citations Word/Picture Wall Audio/ Visual of Text Bold Faced/ Highlighted Words/Phrases <b>L1 Supports:</b> Translator/ dictionary	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Partner / Small / Whole Group Work Audio of Text Bold Faced/ Highlighted Words/Phrases Translator/ Dictionary	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> Bold Faced/ Highlighted Words/Phrases	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> 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%20the">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one.Identify%20the</a>

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	<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>	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="#">e%20symbols%20through%20sketches%20o...%20More%20</a>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 2</b> NJSLS: RL.6.2 WIDA: 2 Reading Speaking Listening	<b>Determine the 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.	<u>Define theme; write a summary</u> using facts from the text.	<b>VU:</b> phrases, main idea, central idea, theme, supporting details
			<b>LFC:</b> complex sentences using relative clauses <i>i.e.</i> who, that which, adverbs
			<b>LC:</b> Varies by ELP level

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	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>            Partner / Small Group Work            Phrase Citations            Word/Picture Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases            Leveled Text            Marking the Text  <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>            Partner / Small Group Work            Sentence Citations            Word/Picture Wall            Audio/ Visual of Text            Marking the Text            Bold Faced/ Highlighted Words/Phrases  <b>L1 Supports:</b>            Translator/ dictionary            Native Language</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Partner / Small Group Work            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases            Marking the text            Use of Post-its            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>            Partner / Small / Whole Group Work            Marking the text            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>            Marking the text            Use of Post-Its            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%20">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20</a></p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 3</b> NJSLS: RL.6.5 WIDA: 2 Reading Speaking Listening	<b>Analyze</b> how a <b>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>	<b>VU:</b> theme, literary analysis, scene, stanza, theme, setting, plot, element, structure, chapter  <b>LFC:</b> subject verb agreement, embedded clauses  <b>LC:</b> varies by ELP level		
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<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<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="#">hicOrganizersWorksheet s.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 4</b> NJSLS: RL.6.6 WIDA: 2 Reading Speaking Listening	<b>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>			<b>VU:</b> point of view, narrator, purpose
					<b>LFC:</b> adverbs of manner, declarative sentences, adjectives
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<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/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></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/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></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>

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	<a href="#">/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a> Choice questions	<a href="#">caffolding/GraphicOrganizersWorksheets.pdf</a> Choice Questions			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 5</b> NJSLS: RI.6.1 WIDA: 3,4 or 5 (content based) Reading Speaking Listening	<b>Cite textual evidence</b> and make <b>relevant connections</b> to support <b>analysis</b> of the text as well as make inferences from 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.	<b>VU:</b> textual evidence, analyze, inference  <b>LFC:</b> quotations, direct and reported speech sentence structure  <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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ***Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020***

Language Objectives	Analyze text and orally identify supportive textual evidence and make inferences 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 and make inferences 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 and make inferences from informational text, using audio representation of the text in addition to text.	Analyze text and orally identify supportive textual evidence and make inferences from informational text using audio representation of the grade level text in addition to the text.	Analyze text and orally identify supportive textual evidence and make inferences from grade level informational text.
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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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

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</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 Words/Phrases</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  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work</p> <p>Sentence Citations</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Bold Faced/ Highlighted Words/Phrases</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  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small / Whole Group Work</p> <p>Audio of Text</p> <p>Bold Faced/ Highlighted Words/Phrases</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>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%20sketches%20o...%20More%20">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%20sketches%20o...%20More%20</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> NJSLS: RI.6.2 WIDA: 3, 4, 5 Reading Speaking Listening	<b>Determine the 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.		<u>Define theme; write a summary</u> using facts from the text.		<b>VU:</b> central idea, phrases, supporting details
					<b>LFC:</b> complex sentences using relative clauses <i>i.e.</i> who, that which, adverbs
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally summarize the central idea and key details from informational texts in L1 and/or identify the central idea of an appropriately leveled informal texts and summarize by matching phrase citations to visual or audio representations.	Orally explain and summarize the central idea and key details from grade level informal texts in L1 and/or identify the central idea and key details from grade-level informational texts by matching sentence citations to visual or audio representations of text.	Orally explain and summarize the central idea and key details from adapted grade level informational texts. Use key content-based vocabulary in simple, related sentences, which may include errors, which do not interfere with meaning.	Oral and written explanation and summarization of the central idea and key details from grade level informational texts. Use complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Explain and summarize the central idea and key details from grade level informational texts through oral practice. 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<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>            Partner / Small Group Work            Phrase Citations            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Partner / Small Group Work            Phrase Citations            Word/Picture Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Partner / Small Group Work            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases            Marking the text            Use of Post-its            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>            Partner / Small / Whole Group Work            Marking the text            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>            Marking the text            Use of Post-Its            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%20sketches%20o...%20More%20">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%20sketches%20o...%20More%20</a></p>
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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> NJSLS: RI.6.3 WIDA: 3,4,5 Reading Speaking Listening	<b>Analyze</b> in detail how a key <b>individual, event, or idea</b> is introduced, illustrated, and elaborated in a text.		<u>Examine</u> how key individuals, events, or ideas are presented through the text.		<b>VU:</b> traits, characteristics, events, challenges
					<b>LFC:</b> sentence structure, adjectives, sequential phrases
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 representations.	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.	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.	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.	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.

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Learning Supports	Mark Text Level Texts Phrase Citations Illustrated/Audio text Picture/ Word Wall Note Taking Sheet (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>	Mark Text Level Texts Sentence Citations Partner Work Illustrated/Audio text Picture/ Word Wall Note Taking Sheet (partially 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>	Mark Text Level Texts Partner Work Word Wall Note taking sheet	Mark Text Note taking sheet	Note taking sheet
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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 8</b> NJSLS: RI.6.4 WIDA: 3, 4, 5 Reading Speaking Listening	<b>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).		<u>Determine</u> the <u>meaning of words, figurative language,</u> connotative and denotative meanings of words and the meaning of content specific vocabulary through context.		<b>VU:</b> figurative language, simile, irony, symbolism, foreshadowing	
					<b>LFC:</b> subject verb agreement	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Match a single word or picture that matches tone from appropriately leveled text.	Read to determine the figurative, connotative and technical meanings of words and phrases from informational text as well in L1 and/or match phrases from leveled text to visual representations of texts.	Read to determine the figurative, connotative and technical meanings of words and phrases from grade level informational text. Use key content-based vocabulary in simple, related sentences.	Read to determine the figurative, connotative and technical meanings of words and phrases from grade level informational text. Use content-based vocabulary in complete sentences, of varying lengths and evidence of emerging complexity.	Read to determine the figurative, connotative and technical meanings of words and phrases from grade level informational text. Use content-based vocabulary in detailed sentences, of varying lengths and complexity.	

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Learning Supports	Highlight/ Mark the text Visuals of figurative Language Word/ Picture/ Definition notebook Audio of Text 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>	Highlight/ Mark the text Visuals of figurative Language Word/ Picture/ Definition notebook Audio of Text 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>	Translator/ dictionary Highlight/Mark the text Visuals of figurative Language	Translator/ dictionary Highlight/Mark the text Visuals of figurative Language Post-its	Highlight/ Mark Text Post-its
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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 9</b> NJSLS: RI.6.6 WIDA: 2 Reading Speaking Listening	<b>Determine an author’s point of view</b> or purpose of the text and explain how it is conveyed in the text.		<u>Identify authors point of view and purpose;</u> Identify author’s bias		<b>VU:</b> point of view, narrator, purpose
					<b>LFC:</b> adverbs of manner, adjectives, 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 informational 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 informational 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 informational text through tone of words and actions. Use detailed sentences of varying lengths and complexity with content-based vocabulary.

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Cloze sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Visual aids            Word/ Picture Wall            Outline (completed)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Visual aids            Leveled texts            Word/Picture Wall            Outline (completed)            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>Choice Questions  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Small group work            Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Word Wall            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Think Aloud  <a href="https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.">https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on.doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	<a href="#">hicOrganizersWorksheet s.pdf</a> Choice questions <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/edu cation/modelcurriculum /ela/ellscaffolding/L1Sup ports.pdf</a>				

	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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<b>SLO: 10</b> NJSLS: RI.6.9 WIDA: 2, 4, 5 Reading Speaking Listening	<b>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).		Compare and contrast work from different authors		<b>VU:</b> compare, contrast, events
					<b>LFC:</b> recognize and correct vague pronouns
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast events in different informational 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 events in different informational texts in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Compare and contrast the presentation of events in different informational 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 different author’s presentation of events in different informational 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 different author’s presentation of events in different informational texts.
Learning Supports	Partner work Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Partner work Visual / audio aids <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Partner / group work Audio aids Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>	Audio aids Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>	Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	<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>Word/ Picture Wall</p> <p>Venn Diagram (completed)</p> <p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></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>Word/ Picture Wall</p> <p>Venn Diagram (partially completed)</p> <p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>			
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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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<b>SLO: 11</b> NJSLS: W.6.2 WIDA ELDS: 1-5 Writing Speaking Listening	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, examine, informative, explanatory
					<b>LFC:</b> explanatory sentences, sentences with transitional phrases and conjunctions, conjunctions, adverbs
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	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.	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.	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.

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Cloze sentence <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%2%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%2%20below.%20More%20items</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Sentence Starter Cloze sentence <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%2%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%2%20below.%20More%20items</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>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>
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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 12</b> NJSLS: W.6.2.a WIDA ELDS: 1-5 Writing Listening Speaking	<b>Introduce a topic and organize ideas</b> using text structure/features when useful to aiding comprehension.		Introduce a topic and <u>organize ideas</u> using text structure.		<b>VU:</b> topic, ideas, organize, text structure, comprehension
					<b>LFC:</b> explanatory sentence structures
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	Compose informative/explanatory texts by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Compose organized informative/explanatory texts by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Compose clear and coherent informative/explanatory texts using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20blank/">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20blank/</a>	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze sentence <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/">https://worksheets.theteacherscorner.net/make-your-own/blank/</a>	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/</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 2 - ELA/ELL Scaffold – Revised 2020

	<p><a href="#">20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>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><a href="#">#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>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><a href="#">olding/GraphicOrganizersWorksheets.pdf</a></p>		
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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 13</b> NJSLS: W.6.2.b WIDA ELDS: 1-5 Writing Listening Speaking	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
Language Objectives	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.	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.	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.	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.	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.

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

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

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14</b> NJSLS: W.6.2.c WIDA ELDS: 1-5 Writing Speaking Listening	Use appropriate <b>transitions</b> to clarify the <b>relationships among ideas and concepts</b> .		Demonstrate the <u>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
	Language Objectives	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.	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.	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.	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.

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Teacher Modeling                      Transitional Word List                      Visual Aides                      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                      Transitional Word List                      Visual Aides                      Word/Picture Wall                      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                      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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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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 15</b> NJSLS: W.6.2.d WIDA ELDS: 1-5 Writing Listening Speaking	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
	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.
Learning Supports	Teacher Modeling Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a> Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary	Teacher Modeling Word/Picture Wall Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a> Sentence Starter <b>L1 Supports:</b>	Teacher Modeling Word/Picture Wall Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a> Sentence Starter Graphic Organizer	Teacher Modeling Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a> Graphic Organizer	Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a> 2 Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaff">https://www.nj.gov/education/modelcurriculum/ela/ellscaff</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - 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>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	<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
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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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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<b>SLO: 16</b>  NJSLS: W.6.2.e WIDA ELDS: 1-5 Writing Listening Speaking	<b>Write informative/explanatory</b> texts to <b>examine</b> a topic and convey ideas, through the analysis of relevant content, <b>establish and maintain a formal style</b> .		Produce a <u>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
Language Objectives	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.	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.	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.	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.	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.
Learning Supports	Teacher Modeling Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Word/Picture Wall	Teacher Modeling Word/Picture Wall Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>	Teacher Modeling Word/Picture Wall Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>	Teacher Modeling Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Graphic Organizer	Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Graphic Organizer

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	<p><b>L1 Supports:</b>                      Translator/ dictionary                      Native Language Explanations                      Native Language Discussions                      Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>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>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><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: 17</b>	<b>Provide a concluding statement</b> 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

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

NJSLS: W.6.2.f WIDA ELDS: 1-5 Writing Speaking Listening					<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
Language Objectives	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.	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.	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.	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.	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.
Learning Supports	Teacher Modeling Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Word/Picture Wall	Teacher Modeling Word/Picture Wall Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>	Teacher Modeling Word/Picture Wall Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>	Teacher Modeling Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Graphic Organizer	Transitional Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Graphic Organizer

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	<p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>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>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><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><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
<p><b>SLO: 18</b>            NJSLS: W.6.3            WIDA: 1-5</p>	<p>Write <b>narratives to develop real or imagined experiences or events using well-structured event sequences.</b></p>	<p><u>Write narratives</u> to develop real or imagined experiences or events <u>using well-structured event sequences.</u></p>	<p><b>VU:</b> event sequencing, develop, real, imagined</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Writing Speaking Listening					LFC: sequencing: adverbs of time, relative clauses and subordinate conjunctions
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	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.	Write narratives in complete sentences of emerging complexity using well-structured event sequences with some content-based grade level vocabulary.	Write narratives in complete detailed sentences of varying length and type using well-structured event sequences with content-based grade level vocabulary.
Learning Supports	Teacher Modeling Word Bank Comic Strip Organizer Gestures Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Teacher Modeling Word/Picture Wall Comic Strip Organizer Word Bank Gestures Sentence Starter <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Teacher Modeling Word/Picture Wall Word Bank Comic Strip Organizer Gestures Sentence Starter Graphic Organize <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 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>	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>

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	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>	<a href="#">olding/GraphicOrganizersWorksheets.pdf</a>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 19</b>  NJSLS: W.6.3.a. WIDA: 1-5 Writing Speaking Listening	Write narratives to <b>develop</b> real or imagined experiences or events by <b>organizing</b> an <b>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

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	LC: varies by ELP level				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	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.	Write narratives in complete sentences of emerging complexity using event sequences that unfold naturally and logically with some content-based grade level vocabulary.	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.
Learning Supports	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">https://www.nj.gov/education/modelcurriculum</a>	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	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>	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>	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>

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## Grade 6 - Unit 2 - 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: 20</b> NJSLS: W.6.3.b. WIDA ELDS: 1-5 Writing Speaking Listening	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</u> such as <u>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

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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					<p><b>LFC:</b> describe people, place, things actions, e.g. nouns, pronouns, adjectives, present progressive tense, adverbs</p> <p><b>LC:</b> varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	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.	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.	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.
Learning Supports	Gestures Teacher Created Checklist Visual Aides Story Map Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Teacher Created Checklist Visual Aides Story Map Word/Picture Wall Sentence Frame <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	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>	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>	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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - 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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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 21</b>  NJSLS: W.6.3.c WIDA ELDS: 1-5 Writing Speaking	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</u> appropriate and varied <u>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

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Listening					
	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.
Learning Supports	Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Online Resources Visual Aides Story Map Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Online Resources Visual Aides Story Map Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Online Resources Visual Aides Story Map 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>	Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Online Resources 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>	Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a>  Online Resources 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	<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>	<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>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 22</b>  NJSLS: W.6.3.d. WIDA: 1-5 Writing Speaking Listening	Use <b>precise words and phrases</b> , and <b>sensory language</b> to convey experiences and events.	<u>Write 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.

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	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 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>	Sensory details chart Writing diamond Phrase captions 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>	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart Writing diamond

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 23</b> NJSLS: W.6.3.e. WIDA: 1-5 Writing Speaking Listening	When writing <b>narratives</b> , <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	
					<b>LFC:</b> complex sentences, drawing conclusions	
					<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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

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/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Story Map (partially completed) Word Wall	Story Map	Story Map

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 24</b> NJSLS: W.6.4 WIDA: 1-5 Writing Speaking Listening	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 audience.		<b>VU:</b> task, purpose, audience, development, organization, style	
					<b>LFC:</b> sentences appropriate to task	
					<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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

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	<p>Writing Diamond (completed)</p> <p>Visual Aide</p> <p>Word/Picture Wall</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>Writing Diamond (partially completed)</p> <p>Visual Aide</p> <p>Word/Picture Wall</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>Writing Diamond (completed)</p> <p>Word/Picture Wall</p> <p>Translator/ Dictionary</p>	Writing Diamond	Writing Diamond

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ***Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020***

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 25</b> NJSLS: W.6.5 WIDA: 1-5 Writing Speaking Listening	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.

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - 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 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 26</b>  NJSLS: W.6.6 WIDA: 1-5 Writing Speaking Listening	<b>Use technology</b> , including the Internet, <b>to produce and publish narrative writing</b> as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		Produce and <u>publish</u> narrative writing with technology.		<b>VU:</b> collaborate, interact, publish, produce	
					<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	Use collaborative skills and technology to publish written work; present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content based vocabulary. Produce 1 page.	Use collaborative skills and technology to publish written work; present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content-based vocabulary. Produce at least 1 page.	Use collaborative skills and specific technology to publish written work. Apply and present relationships between information and ideas using simple sentences with key content-based vocabulary. Produce 1-2 pages.	Use collaborative skills and specific technology to publish written work. Apply and present relationships between information and ideas using complete sentences of emerging complexity with some content-based vocabulary. Produce 2-3 pages.	Use collaborative skills and specific technology to publish written work. Apply and present relationships between information and ideas using complete detailed sentences of varying length and type with content-based vocabulary. Produce 3 or more pages.	

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word/ Picture Wall Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Story Elements Visual Aide L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <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 Sentence Frames Story Elements Visual Aide 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> 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>Publishing Checklist 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>Publishing Checklist 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 2 - ELA/ELL Scaffold – Revised 2020**

	<p><a href="#">/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>				
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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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 27</b>  NJSLS: W.6.7 WIDA: 1-5 Writing Speaking Listening	<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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - 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 <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%20sketches%20o...%20More%20">https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%20sketches%20o...%20More%20</a>  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 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 28</b>  NJSLS: W.6.9 WIDA: 1-5 Writing Speaking Listening	<b>Draw evidence from 6<sup>th</sup> grade literary texts 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a></p> <p>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></p> <p>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></p> <p>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 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 29</b> NJSLS: SL.6.1 WIDA: 1-5 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> Probe: in my opinion, I feel that, I understand that; engage, discussions
					<b>LFC:</b> compound and complex sentences, declarative, interrogatory sentences, retelling
					<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 phrase 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 Teacher modeled Small group work	Teacher created checklist Word/ Picture Wall Visual Aides Sentence Frames Teacher modeled Small group work Role play	Teacher created checklist Partner Work Word Wall Teacher modeled Small groups Role play	Teacher created checklist Small groups Role play Strategies to participate in academic discussions	Small groups Role play Teacher created checklist

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Role play Strategies to participate in academic discussions <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>	Strategies to participate in academic discussions <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>	Strategies to participate in academic discussions		
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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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<b>SLO: 30</b>  NJSLS: SL.6.3 WIDA ELDS: 1-5 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
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.

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

<p>Learning Supports</p>	<p>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/ela/ellsc scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</a></p>	<p>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/ela/ellsc scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</a></p>	<p>Teacher Modeling T-chart Word Wall</p>	<p>Teacher Modeling T-chart</p>	<p>T-chart</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 31</b> NJSLS: SL.6.4 WIDA ELDS: 1 – 5 Speaking Listening	<b>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b>		<u>Orally present</u> information concisely and logically that is appropriate to purpose, audience, and task.		<b>VU:</b> claims, findings, logical sequence	
					<b>LCF:</b> compound/complex 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in a series of simple, related sentences.</p>	<p>Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in expanded and some complex sentences.</p>	<p>Orally present information concisely and logically that is appropriate to purpose, audience, and task using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Topic, Audience, and Purpose Graphic Organizer (completed)  <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>            Word/Picture Bank            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">https://www.nj.gov/education/modelcurriculum</a></p>	<p>Topic, Audience, and Purpose Graphic Organizer (partial)  <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>            Word/Picture Bank            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></p>	<p>Topic, Audience, and Purpose Graphic Organizer  <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>            Word Bank</p>	<p>Topic, Audience, and Purpose Graphic Organizer  <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  <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>

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

</ela/ellscaffolding/L1Supports.pdf>

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 32</b> NJSLS: SL.6.6 WIDA ELDS: 1-5 Speaking Listening	Adapt speech to a variety of contexts and tasks, <b>demonstrating command of formal English when indicated or appropriate.</b>		<u>Demonstrate</u> a command of formal English and its conventions when writing, speaking, reading, or listening.		<b>VU:</b> formal vs. informal English	
					<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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 33</b> NJSLS: L.6.1 WIDA: 1-5 Writing Speaking Listening Reading	Demonstrate <b>command of the conventions</b> of standard <b>English grammar and usage</b> when writing or speaking; focus on pronouns.		<u>Speak and write</u> with pronouns in the proper case and gender.		<b>VU:</b> intensive pronouns
					<b>LFC:</b> sentences with pronouns; describing people and actions
					<b>LC:</b> varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write with high frequency intensive pronouns (myself, himself) in the proper case and gender with key content based, appropriately leveled vocabulary. Answering Yes/ No questions;	Speak and write with common intensive pronouns in the proper case and gender with key content based, appropriately leveled vocabulary and short sentence structures.	Speak and write with intensive pronouns in the proper case and gender with key content based, grade level vocabulary and simple sentence structures.	Speak and write with intensive pronouns in the proper case and gender with content based, grade level vocabulary and language structures.	Speak and write with intensive pronouns in the proper case and gender 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	matching words to pictures when possible.				
Learning Supports	<p>Word Wall Cloze sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a> Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p> <p>Visual Aides 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>Word Wall Sentence Frames Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p> <p>Visual 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></p>	<p>Word Wall Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>	<p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>	<p>Pronoun Chart <a href="https://www.grammarbank.com/pronouns-chart.html">https://www.grammarbank.com/pronouns-chart.html</a></p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	<a href="/ela/ellscaffolding/L1Supports.pdf">/ela/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 34</b>  NJSLS: L.6.2 WIDA: 2-5 Writing	<b>Demonstrate command of the conventions</b> of standard English capitalization, punctuation, when writing	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; spelling conventions, parentheses  <b>LFC:</b> sentence structure specific to text, apply conventions and spelling rules  <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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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<p>Language Objectives</p>	<p>Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences.</p>	<p>Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences.</p>	<p>Write using the proper capitalization and punctuation conventions of standard English with key content-based grade level vocabulary and simple sentence structure.</p>	<p>Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.</p>	<p>Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.</p>
<p>Learning Supports</p>	<p>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></p>	<p>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></p>	<p>Teacher created mechanics chart Teacher created checklist</p>	<p>Teacher created mechanics chart Teacher created checklist</p>	<p>Teacher created mechanics chart Teacher created checklist</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 35</b> NJSLS: L.6.3 WIDA ELDS: 1-5 Writing Speaking Reading Listening	Use <b>knowledge of language</b> and its <b>conventions</b> when writing, speaking, reading, or listening.		<u>Vary sentence patterns for meaning</u> when writing, speaking, reading, or listening.		<b>VU:</b> formal vs. informal English	
					<b>LFC:</b> apply conventional spelling rules	
					<b>LC:</b> varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

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.
Learning Supports	Reference materials (print and digital; bilingual and English) Word /Picture wall Picture 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>	Reference materials (print and digital; bilingual and English) Word /Picture wall Picture 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>	Reference materials (print and digital; bilingual and English) Word /Picture wall	Reference materials (print and digital)	Reference materials (print and digital)

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 36</b> NJSLS: L.6.4 WIDA: 1-5 Reading Speaking Listening Writing	<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.		<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, pronunciation
					<b>LFC:</b> definition genre
					<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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>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></p>	<p>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></p>	<p>Teacher created affix chart Reference materials (print and digital) Background knowledge</p>	<p>Reference materials (print and digital) Background knowledge</p>	<p>Reference materials (print and digital)</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 37</b> NJSLS: L.6.5 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate <b>understanding</b> of <b>figurative language</b> , <b>word relationships</b> , and <b>nuances</b> in word meanings.		<u>Identify the relationship</u> of words in reading; <u>Clarify words</u> by using the relationship between them in writing.		<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

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

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 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 Visual Aides Reference materials (print and digital, bilingual and English) <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 (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

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**Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 38</b> NJSLS: L.6.6 WIDA: 1-5 Speaking Writing Listening Reading	<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.		Accurate use of content area vocabulary words and phrases through the <i>use of a content specific word wall</i> .		<b>VU:</b> academic, content, phrases	
					<b>LFC:</b> subject verb agreement	
					<b>LC:</b> varies by ELP level	
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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Acquire and use general academic and domain-specific words and phrases from grade level text. Use complete sentences with emerging complexity.</p>	<p>Acquire and use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity.</p>
<p>Learning Supports</p>	<p>Cloze sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>            Visual Aides            Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Wall</p>	<p>Sentence Frames            Visual Aides            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases  <b>L1 Supports:</b>            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>Visual Aides            Vocabulary Definitions &amp; Pictures            Word Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases</p>	<p>Word Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases</p>	<p>Word Wall            Audio/ Visual of Text            Bold Faced/ Highlighted Words/Phrases</p>

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## Grade 6 - Unit 2 - ELA/ELL Scaffold – Revised 2020

	Audio/ Visual of Text Bold Faced/ Highlighted Words/Phrases 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>				
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