

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

REFER TO ESL PACING GUIDE & ELA UNITS 3 & 4 FOR ADDITIONAL RESOURCES

Text/Novel – *Phantom Tollbooth* by Norton Juster (continued from unit 2) & *The Boy Who Harnessed the Wind* by William Kamkwamba 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 - The Boy Who Harnessed the Wind

ELP 1 - Flight School - Lita Judge

ELP 2 - Salt in His Shoes: Michael Jordan in Pursuit of a Dream - Deloris Jordan

ELP 3 - How to Steal a Dog - Barbara O'Connor

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

Theme

Character development

Elements of plot

Point of view

Figurative language

Elements of narrative nonfiction

Themes

Resourcefulness

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

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Famine
Education
Determination
Hope
Economics

Unit Essential Questions - *The Boy Who Harnessed The Wind*

What is empathy and how do people demonstrate empathy towards others?
How can developing character traits such as perseverance and resourcefulness enhance our ability to solve challenges in our community?
How do we define the personality traits of a hero?
How do the setting, conflicts, and antagonists influence the development of literary heroes?
How does a hero reflect his/her particular culture and society?
How does a hero represent his/her time period and geographical area?
How do various cultures reward or recognize their heroes?
Are there other heroes that have used modern technology to benefit the ways of their society?
How can entrepreneurs change the world?
Why is making personal connections to a text an important part of being a good reader?
How do relationships as well as self-advocacy impact opportunities for success?
How can social, cultural, or environmental experiences inspire or prohibit an innovative thinker?
How does storytelling preserve history?
How do strategic uses of language support and author's purpose?
When a person rebels against the dominant culture, what are the positive and negative effects?
What are the effects of living in a country with a developing economy?

*Essential questions can be modified for other novel titles.

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

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

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

<https://kahoot.com/>

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

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

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

<http://www.vocabulary.com>

Writing Resources

Expository/Informational

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

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

Narrative

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

Argumentative

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
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SLO: 1 NJSLS: RL.6.1 WIDA: 2 Reading Speaking Listening	Cite textual evidence and make relevant connections to support analysis of the text as well as inferences drawn from the text.		Define and <u>cite textual evidence</u> ; <u>Analyze</u> using evidence from the text; <u>Make inferences</u> from the text.		VU: textual evidence, inferences, analysis, cite
					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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Phrase Citations Vocabulary Definitions & Pictures	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Sentence Citations Vocabulary Definitions & Pictures Word/Picture Wall Audio/ Visual of Text	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small / Whole Group Work Vocabulary Definitions & Pictures Audio of Text Bold Faced/ Highlighted	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Audio of Text Bold Faced/ Highlighted Words/Phrases	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf One-Pager https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-

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	<p>Word/Picture Wall Audio/ Visual of Text Bold Faced/ Highlighted Words/Phrases L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Bold Faced/ Highlighted Words/Phrases L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Words/Phrases Translator/ Dictionary</p>	<p>pages%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%20sketches%20o...%20More%20</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 NJSLS: RI.6.1 WIDA: 3,4 or 5 (content based) Reading Speaking Listening	Cite textual evidence and make relevant connections to support analysis 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> form the text.		VU: textual evidence, analyze, inference, informational text
					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 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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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 NJSLS: RL.6.2 WIDA: 2 Reading Speaking Listening	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.		<u>Define the central idea/theme; write a summary</u> using facts from the text.		VU: theme, fact, opinion, summary, central idea
					LFC: compound and complex sentences using relative clauses <i>i.e.</i> who, that which
					LC: Varies by ELP level
	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.

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SLO: 4 NJSLS: RI.6.2 WIDA: 3, 4, 5 Reading Speaking Listening	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.		<u>Define theme; write a summary</u> using facts from the text.		VU: phrases: (on page ____, in other words) logical connectors, main idea, supporting details
					LFC: adverbs
					LC: 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.

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SLO: 5 NJSLS: RL.6.3 WIDA: 2 Reading Speaking Listening	Describe how a particular story’s plot unfolds in grade-level text(s).		<u>Recognize character development</u> throughout the plot.		VU: plot, character, development, recognize
					LFC: describe people, places, things
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how the story’s plot unfolds in grade level literature in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text.	Describe how the story’s plot unfolds in grade level literature in L1 and/or sequence the plot by sorting content-related visuals with short sentences from appropriately leveled text in English.	Describe and sequence how the story’s plot unfolds from grade level literature. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Describe and sequence how the story’s plot unfolds from grade level literature in complete sentences of varying lengths and emerging complexity with some content-based vocabulary	Describe and sequence how the story’s plot unfolds in a series of episodes in grade-level literature. Use detailed sentences of varying lengths and complexity with content-based vocabulary.

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Learning Supports	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram</p> <p>Role playing Audio/ Visual Text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram</p> <p>Role playing Audio/ Visual Text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram</p> <p>Role playing Audio/ Visual Text Translator/ Dictionary</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram</p> <p>Role playing</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram</p> <p>One-Pager https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%20%20Sketch%20one,Identify%20three%20symbols%20through%20sketches%20o...%20More%20</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 NJSLS: RI.6.3 WIDA: 3,4,5 Reading Speaking Listening	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		<u>Examine</u> how key <u>individuals, events, or ideas</u> are <u>presented</u> through the text.		VU: traits, characteristics, events, challenges
					LFC: sentence structure, adverbs, different tenses
					LC: 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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

Learning Supports	Mark Text Level Texts Phrase Citations Illustrated/Audio text Picture/ Word Wall Note Taking Sheet (completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Mark Text Level Texts Sentence Citations Partner Work Illustrated/Audio text Picture/ Word Wall Note Taking Sheet (partially completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	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 3 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 NJSLS: RL.6.4 WIDA: 2 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone .		<u>Define words and phrases</u> in text; <u>Decode figurative language</u> and <u>connotative meanings</u>		VU: figurative, connotative, decode, literary terms, tone
					LFC: idiomatic expressions
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Match single word or picture that matches tone from appropriately leveled text.	Read to determine the figurative and connotative meanings of words and phrases from literature in L1 and/or choose phrase that matches tone from appropriately leveled text by sorting known words and phrases and using those phrases to complete sentence frames.	Read to determine the figurative and connotative meanings of words and phrases from literature. Define and analyze word choice, as it relates to tone in an adapted grade level text. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read to determine the figurative and connotative meanings of words and phrases from grade level literature. Define and analyze word choice, as it relates to tone in a grade level literature. Use complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read to determine the figurative and connotative meanings of words and phrases from grade level literature. Define and analyze word choice as it relates to tone used in a grade level literature. Use detailed sentences of varying lengths and complexity with content-based vocabulary.

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Choral Reading https://www.readingrockets.org/strategies/choral_reading Picture association L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Sentence Frames https://sites.google.com/a/appletreeinstitute.org/lafl/home/language-acquisition/ell-support/sentence-frames#:~:text=Sentence%20framing%20involves%20taking%20a,with%20the%20new%20vocabulary%20words. Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Choral Reading https://www.readingrockets.org/strategies/choral_reading Picture association L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Choral Reading https://www.readingrockets.org/strategies/choral_reading Translator/ Dictionary</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Translator/ Dictionary Post-its</p>	<p>Translator/ Dictionary Post-its</p>
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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

SLO: 8 NJSLS: RI.6.4 WIDA: 3, 4, 5 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.		Determine the meaning of words, <u>figurative language, connotative and denotative meanings</u> of words and the meaning of <u>content specific vocabulary</u> through context.		VU: content specific, context, figurative language, connotative, denotative, technical
					LFC: subject verb agreement, sentences with figurative and connotative language
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Match 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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

Grade 6 - Unit 3 – 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	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 3 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 NJSLS: RI.6.5 WIDA: 3,4,5 Reading Speaking Listening	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas .		<u>Identify text structure</u> in nonfiction.		VU: topic sentence, theme, supporting details, concluding sentence
					LFC: subject verb agreement, embedded clauses
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development in informational text in L1 and/or English using single words, pictures and outline.	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development in informational text in L1 and/or English using single words, pictures and outline.	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development of grade level informational text, using key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development in informational text, using complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read and analyze how a sentence, paragraph, chapter, or section fits text structure and development in informational text, using detailed sentences of varying lengths and complexity with content-based vocabulary.

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Think-aloud Partner work Visual aids Outline (completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence strips with words and phrases that summarize chapters</p>	<p>Think-aloud Partner / group work Visual aids Outline (Partial) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence strips with words and phrases that summarize chapters</p>	<p>Think-aloud Partner/ group work Outline (partial) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence strips with words and phrases that summarize chapters</p>	<p>Think-aloud Partner/ group work Outline Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Outline Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 NJSLS: RL.6.6 WIDA: 2 Reading Speaking Listening	Explain how an author develops the point of view of the narrator or speaker in a text.		<u>Determine point of view.</u>		VU: point of view, narrator, purpose
					LFC: adverbs of manner; adjectives
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read or listen to text and orally explain how an author develops the point of view of the narrator or speaker through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals.	Read or listen to text and orally explain how an author develops the point of view of the narrator or speaker through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view.	Read and orally explain how an author develops the point of view of the narrator or speaker in an adapted literature text through tone and actions. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read and orally explain how an author develops the point of view of the narrator or speaker in a grade level literature text through tone and actions. Use complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read and explain how an author or speaker develops the point of view of the narrator in a grade level literature text through tone of words and actions. Use detailed sentences of varying lengths and complexity with content-based vocabulary.

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<p>Learning Supports</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Partner work Visual aids Outline (completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Partner / small group work Visual aids Outline (completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Choice Questions</p>	<p>Small group work Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Small / whole group work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

	Choice questions				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 11 NJSLS: RI.6.6 WIDA: 2 Reading	Determine an author’s point of view or purpose of the text and explain how it is conveyed in the text .	<u>Identify the author’s point of view and purpose.</u>	VU: point of view, purpose, conveyed LFC: adverbs of manner; declarative sentences

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Speaking Listening						LC: 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.	
Learning Supports	Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Partner work	Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension. Partner / small group work Visual aids	Small group work Think-aloud Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Small / whole group work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	

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	<p>Visual aids Outline (completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Choice questions</p>	<p>Outline (completed) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Choice Questions</p>			
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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 NJSLS: RL.6.7 WIDA: 2 Reading Speaking	Compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Define <u>compare</u> and <u>contrast</u> ; <u>Evaluate</u> two forms of literature.		VU: compare, contrast, audio, visual, live version, perceive
					LFC: comparative and superlative adjectives; conjunctions; adverbs
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

<p>Language Objectives</p>	<p>Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.</p>	<p>Compare and contrast the experience of reading a story versus multi-media version in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.</p>	<p>Orally use short simple sentences with key content-based vocabulary to compare and contrast the audio version to the written version of the literature text.</p>	<p>Orally use complete constructed sentences with some content-based vocabulary to compare and contrast the audio version to the written version of the literature text.</p>	<p>Orally use detailed sentences of varying lengths and complexity with content-based vocabulary to compare and contrast the experience of reading the literature versus multi-media version.</p>
<p>Learning Supports</p>	<p>Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/ Sentence strips</p>	<p>Partner / group work Audio aids Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Venn Diagram https://www.smartdraw.com/venn-diagram/</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 13 NJSLS: RI.6.9 WIDA: 2, 4, 5 Reading Speaking Listening	Compare and contrast one author’s presentation of events with that of another author (e.g., a memoir written by and a biography on the same person).	<u>Compare and contrast</u> work from different authors	VU: compare, contrast, events, similarities, differences, facts, fiction		
			LFC: recognize and correct vague pronouns, comparative and superlative adjectives, conjunctions		
			LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Compare and contrast 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Partner / group work Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Venn Diagram https://www.smartdraw.com/venn-diagram/</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 14 NJSLS: W.6.1.a.b. WIDA ELDS: 2 Writing	Write arguments to introduce and support claims with clear reasons and relevant evidence , using credible sources and demonstrating an understanding of the topic or text.	Write arguments to <u>introduce</u> and <u>support claims</u> with clear <u>reasons</u> and relevant <u>evidence</u> .	VU: argument, opinion, topic, text, claims, reasons, evidence, LFC: first person singular. “I think...I believe that.” LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

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<p>Language Objectives</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high frequency, content-related single words in phrases with formulaic structures.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or complete pattern sentences; use extended sentence starters; connect simple sentences.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in simple short paragraphs with repetitive grammatical structures that represent multiple, related ideas.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences in multi-paragraph essay, with a variety of grammatical structures.</p>	<p>Write arguments to introduce and support claims with clear reasons and relevant evidence using precise, content-based vocabulary in multiple, complex sentences in multi-paragraph essay, with a variety of grammatical structures.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language Explanations</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Visual Aides Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 15 NJSLS: W.6.1.c.d. WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	<u>Use words or phrases to clarify relationships; establish and maintain a formal style.</u>	VU: opinion, topic, text, establish, maintain, formal style, clauses, phrases		
			LFC: first person singular. "I think...I believe that."		
			LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

Language Objectives	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or use pictures, drawings or high frequency, content-related single words in phrases with formulaic structures.	Write arguments to introduce and support claims with clear reasons and relevant evidence in L1 and/or complete pattern sentences; use extended sentence starters; connect simple sentences.	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in simple short paragraphs with repetitive grammatical structures that represent multiple, related ideas.	Write arguments to introduce and support claims with clear reasons and relevant evidence using key, content-based vocabulary in expanded and some complex sentences in multi-paragraph essay, with a variety of grammatical structures.	Write arguments to introduce and support claims with clear reasons and relevant evidence using precise, content-based vocabulary in multiple, complex sentences in multi-paragraph essay, with a variety of grammatical structures.
Learning Supports	Teacher Modeling Visual Aides Word/Picture Wall Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Teacher Modeling Visual Aides Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 16 NJSLS: W.6.1e. WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.	<u>Compose conclusion statement or section</u> that follows the argument presented in the essay.	VU: opinion, topic, text, conclusion, statement, section LFC: first person singular. "I think...I believe that." LC: varies by ELP level
	ELP 1	ELP 2	ELP 3
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			ELP 5

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

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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 17 NJSLS: W.6.2 WIDA ELDS: 1-5 Writing Reading	Write informative/explanatory texts to examine a topic and convey ideas , through the selection of relevant content.		<u>Select relevant content to write</u> an informative/explanatory text.		VU: relevant, informative, explanatory, examine, topic, convey, ideas
					LFC: explanatory sentences
					LC: 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.
Learning Supports	Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-	Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Sentence Starter Cloze Sentences https://worksheets.theteacherscorner.net/make-your-	Teacher Modeling Visual Aides Highlight/ mark text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Highlight/ mark text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Highlight/ mark text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 18 NJSLs: W.6.2.a WIDA	Introduce a topic and organize ideas using text structure/features when useful to aiding comprehension.	<u>Introduce a topic</u> and <u>organize ideas using text structure.</u>	VU: topic, ideas, organize

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ELDS: 1-5 Writing					LFC: explanatory sentence structures
					LC: 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 Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20li	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Teacher Modeling Visual Aides Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 19 NJSLS: W.6.2.b WIDA ELDS: 1-5 Writing	Develop the topic with relevant facts, definitions, concrete details, quotations , or other information and example.	<u>Develop and organize</u> the topic for writing with relevant facts, definitions, concrete details, and quotations.	VU: fact, opinion, supporting details, main idea, definitions, quotations
			LFC: sentences with transitional phrases and conjunctions
			LC: varies by ELP level

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	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.
Learning Supports	Teacher Modeling Visual Aides Word/Picture Wall Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items	Teacher Modeling Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Teacher Modeling Visual Aides Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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

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	<p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 20 NJSLS: W.6.2.c WIDA ELDS: 1-5 Writing	Use appropriate transitions to clarify the relationships among ideas and concepts .	<u>Demonstrate the relationship among ideas and concepts</u> by using transitional words and phrases.	VU: transitional words, phrases, ideas, concepts		
			LFC: prepositional phrases, verb forms		
			LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases in L1 and/or use single words that represent and transition between key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases in L1 and/or use phrases and short sentences that represent and transition between key ideas using formulaic patterns and general, content-based vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Demonstrate the relationship among ideas and concepts by using transitional words and phrases using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Visual Aides Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Visual Aides Word/Picture Wall Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Visual Aides Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 21 NJSLS: W.6.2.d WIDA ELDS: 1-5 Writing	When writing informative/explanatory text, use precise language/vocabulary to inform about or explain the topic.		Use <u>precise language and vocabulary to inform</u> about or explain a topic.		VU: precise, inform, topic	
					LFC: adjectives, adverbs	
					LC: varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>Use precise language to inform about or explain a topic using simple sentences with repetitive structures and key, content-based vocabulary.</p>	<p>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.</p>	<p>Use precise language to inform about or explain a topic using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Teacher Modeling Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Teacher Modeling Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 22 NJSLS: W.6.2.e WIDA ELDS: 1-5 Writing	Write informative/explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal style.	Produce a <u>formal</u> , informative/explanatory text that <u>examines a topic</u> and <u>conveys ideas</u> .	VU: transitional words, phrases, formal style, convey ideas LFC: prepositional phrases, verb forms LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

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<p>Language Objectives</p>	<p>Produce a coherent written informative/explanatory text that examines a topic and conveys ideas, in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Produce a coherent written informative/explanatory text that examines a topic and conveys ideas in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Produce a written, formal, informative/ explanatory text that examines a topic and conveys ideas using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Produce an organized formal informative/explanatory text that examines a topic and conveys ideas using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Produce a coherent, formal informative/ explanatory text that examines a topic and conveys ideas using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Teacher Modeling Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Teacher Modeling Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 23 NJSLS: W.6.2.f WIDA ELDS: 1-5 Writing	Provide a concluding statement or section that follows from the information or explanation presented.	<u>Compose</u> a conclusion statement that follows from the information or explanation presented.	VU: conclusion <hr/> LFC: transitional phrases, various verb forms <hr/> LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce single words that represent key concluding ideas using phrase patterns and general content-related vocabulary.</p>	<p>Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce phrases and short sentences that represent key concluding ideas using formulaic patterns and general, content-based vocabulary.</p>	<p>Compose a conclusion statement that follows from the information or explanation presented by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Compose a conclusion statement that follows from the information or explanation presented, by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.</p>	<p>Compose a clear and coherent conclusion statement that follows from the information or explanation presented using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum</p>	<p>Teacher Modeling Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Teacher Modeling Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 NJSLS: W.6.3 WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using well-structured event sequences.		<u>Write narratives</u> to develop real or imagined experiences or events <u>using well-structured event sequences.</u>		VU: event sequencing, develop, real, imagined
					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

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

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 25 NJSLS: W.6.3.a. WIDA: 2 Reading Speaking	Write narratives to develop real or imagined experiences or events by organizing an event sequence 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.	VU: sequencing, organizing, develop, real, imagined 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

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

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 26 NJSLS: W.6.3.b. WIDA ELDS: 2 Reading Writing	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	Write narratives using <u>effective technique</u> such as <u>dialogue, pacing, and description</u> to develop experiences, events, and/or characters.	VU: narrative, dialogue, pacing, storyboard, techniques, pacing, description, experiences, events, characters LFC: describe people, place, things actions, e.g. nouns, pronouns, adjectives, present progressive tense, adverbs LC: varies by ELP level

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	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 L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Teacher Created Checklist Visual Aides Story Map Word/Picture Wall Sentence Frame L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Story Map Teacher Created Checklist Word/Picture Wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Story Map Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 NJSLS: W.6.3.c WIDA ELDS: 2 Writing	When writing narratives, use a variety of transition words , to convey sequence and signal shifts from one time frame or setting to another.		Write narratives by using 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.		VU: transitional words, word choice, clauses, signal shift, convey sequence
					LFC: sentences with embedded clauses
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives by using appropriate and varied transition words using L1 and/or using drawings and selected single words in key phrase patterns.	Write narratives by using appropriate and varied transition words using L1 and/or using visuals, and selected vocabulary in key phrases and short sentences.	Write narratives by using appropriate and varied transition words using key vocabulary in a series of simple, related sentences.	Write narratives by using appropriate and varied transition words in order using key vocabulary in expanded and some complex sentences.	Write narratives by using appropriate and varied transition words using precise vocabulary in multiple, complex sentences.

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Online Resources Visual Aides Story Map Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Online Resources Visual Aides Story Map Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Online Resources Visual Aides Story Map Word/Picture Wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Online Resources Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Online Resources Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 NJSLS: W.6.3.d. WIDA: 2 Writing	Use precise words and phrases , and sensory language to convey experiences and events.		Write <u>narratives</u> using <u>precise words</u> and phrases, and <u>sensory language</u> .		VU: sensory and descriptive nouns and adjectives; precise
					LFC: describe people, place, things actions
					LC: varies by ELP level.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative in L1 and/or short word captions in English with key content-based vocabulary, descriptive details, and sensory language.	Write narrative in L1 and/or short, phrases under captions in English with key content-based vocabulary, descriptive details and sensory language.	Write narrative in simple sentences with some errors that do not interfere with meaning, descriptive details, sensory language and key content-based grade level vocabulary.	Write narrative in complete sentences of emerging complexity with descriptive details, sensory language and some content-based grade level vocabulary.	Write narrative in detailed sentences of varying length and type with descriptive details, sensory language and content-based grade level vocabulary.
Learning Supports	Sensory details chart Writing diamond Phrase captions Gestures Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations	Sensory details chart Writing diamond Phrase captions Word /Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language	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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 29 NJSLS: W.6.3.e. WIDA: 2 Reading Speaking	When writing narratives, provide a conclusion that follows from the narrated experiences or events.	<u>Write a conclusion</u> that follows the events of a narrative.	VU: conclusion, narrative
			LFC: complex sentences, drawing conclusions

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

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					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion that follows the events of a narrative in L1 and/or choose key content vocabulary to complete conclusion sentences with illustrations.	Write a conclusion that follows the events of a narrative in L1 and/or choose short, sentence-level conclusions that follow the events of a narrative.	Write a conclusion that follows the events of a narrative using simple sentences with key content-based vocabulary.	Write a conclusion that follows the events of a narrative using complete sentences of emerging complexity with some content-based vocabulary.	Write a conclusion that follows the events of a narrative using complete, detailed sentences of varying length and type with content-based vocabulary.
Learning Supports	Story Map (completed) Word Wall Visuals Cloze conclusion sentences L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Story Map (partially completed) Word Wall Visuals Sentence Frames of conclusion sentences L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Story Map (partially completed) Word Wall	Story Map	Story Map

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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 30 NJSLS: W.6.4 WIDA: 2 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>Develop and organize</u> sentences in a task, which are appropriate to audience.	VU: task, purpose, audience, development, organization, style <hr/> LFC: sentences appropriate to task <hr/> LC: varies by ELP level

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

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize sentences, in a task, which are appropriate to the reader in L1 and/or use a graphic organizer to complete cloze sentences with key content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in L1 and/or complete a graphic organizer with phrase and key content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in simple sentences with key content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete sentences of emerging complexity with some content-based vocabulary.	Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete detailed sentences of varying length and type with content-based vocabulary.
Learning Supports	Writing Diamond (completed) Visual Aide Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Writing Diamond (partially completed) Visual Aide Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Writing Diamond (partially completed) Word/Picture Wall Translator/ Dictionary	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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 NJSLS: W.6.5 WIDA: 2 Reading Speaking	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		<u>Plan, revise, edit, and rewrite</u> narrative.		VU: editing, rewriting, peer edit, planning, revising
					LFC: complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
					LC: 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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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Learning Supports	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word/ Picture Wall Story Elements Visual Aide L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word/ Picture Wall Story Elements Visual Aide L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Partner Work Outlines Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Outlines Partner Work Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Outlines Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 NJSLS: W.6.6 WIDA: 2 Reading Speaking	Use technology , including the Internet, to produce and publish narrative writing 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.		<u>Produce and publish</u> narrative writing with technology.		VU: collaborate, interact, publish, produce
					LFC: subject verb agreement, embedded clauses
					LC: 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 relationship 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 relationship 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 relationship between information and ideas using complete detailed sentences of varying length and type with content-based vocabulary. Produce 3 or more pages.

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<p>Learning Supports</p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word/ Picture Wall Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20Cloze%20Sentences%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Story Elements Visual Aide L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Partner Work Outlines Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Publishing Check List http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Partner Work Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Publishing Check List http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

/ela/ellscaffolding/L1Supports.pdf Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf				
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 NJSLS: W.6.8 WIDA ELDS: 2-5 Writing Speaking	Gather relevant information from multiple print and digital sources and assess the credibility of each source.		Identify relevant information from multiple print and digital sources.		VU: cite, research, evidence, probe, reflect, credibility, print, digital, gather
					LCF: declarative sentences, interrogatives
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify relevant information from multiple print and digital sources in L1 and/or by producing high frequency, content-related single words in phrases or memorized patterns that represent key ideas.	Identify relevant information from multiple print and digital sources in L1 and/or by producing general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in simple sentences using repetitive structures that represent multiple-related ideas.	Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in expanded and some complex structures with a variety of grammatical structures.	Identify relevant information from multiple print and digital sources using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Graphic Organizers (completed) https://www.nj.gov/education/modelcurriculum/ela	Graphic Organizers (partially-completed) https://www.nj.gov/education/modelcurriculum/ela/e	Graphic Organizers https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizers https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Online resources Graphic Organizers https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

<p>/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Marking the text Word/picture bank Online resources Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/blank-fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ella/scaffolding/L1Supports.pdf</p>	<p>/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Marking the text Sentence starters Word/picture bank Online resources L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ella/scaffolding/L1Supports.pdf</p>	<p>Marking the text Word bank Online resources</p>	<p>Marking the text Online resources</p>	<p>/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 34 NJSLS: W.6.9 WIDA: 2 Reading Speaking	Draw evidence from 6 th grade literary texts to support analysis and reflection.	<u>Analyze and reflect</u> on literary texts in different forms or genres.	VU: compare and contrast, theme, genres, analysis, reflection, evidence		
			LFC: comparative adjectives, conjunctions, adverbs, superlatives		
			LC: varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

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<p>Language Objectives</p>	<p>Write 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.</p>	<p>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.</p>	<p>Write to cite evidence from literary texts to support analysis and reflection from adapted literature.</p>	<p>Write to cite evidence from literary texts to support analysis and reflection from grade level literature.</p>	<p>Write to cite evidence from literary texts to support analysis and reflection from grade level literature.</p>
<p>Learning Supports</p>	<p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf Word /Picture Wall Technology support (i.e., spell check, online thesaurus, grammar check). Visual Aides Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20click</p>	<p>Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall Technology support (i.e., spell check, online thesaurus, grammar check). Visual Aides Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Technology support (i.e., spell check, online thesaurus, grammar check). Visual Aides</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	king%20%22Add%20another%20line%22%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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SLO: 35 NJSLS: SL.6.1 WIDA: 2 Speaking Listening	Engage effectively in a range of collaborative discussions (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.		VU: probe: in my opinion, I feel that, I understand that, according to, the text states, elaborate
					LFC: declarative sentences
					LC: 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 L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	Teacher created checklist Word/ Picture Wall Visual Aides Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher created checklist Partner Work Translator	Teacher created checklist	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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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

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SLO: 36 NJSLS: SL.6.1.a WIDA: 1-5 Speaking Listening	Come to discussions prepared , having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion .		<u>Speak and listen to share ideas</u> on a synthesis of research materials relevant to the discussion.		VU: probe, according to, the text states, reflect, evidence, detail
					LFC: interrogatory sentences
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen in order to develop an understanding of how to further reflect on a previously researched topic in L1 and/or use visuals and appropriately leveled text to answer single word response or yes/no questions.	Speak and listen in order to develop an understanding of how to further reflect on a previously researched topic in L1 and/or appropriately leveled text using phrases in sentence frames and teacher-modeled techniques.	Speak and listen to a grade-level discussion to further reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary.	Speak and listen to a grade-level discussion, to further reflect on a previously researched topic using complete sentences with emerging complexity and some content-based vocabulary.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content-based vocabulary.

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

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 NJSLS: SL.6.1.b WIDA: 1 Reading Speaking	When taking part in collaborative discussions , follow rules for collegial discussions, set specific goals and deadlines , and define individual roles as needed.		Create and <u>post</u> guidelines for discussions, choose student roles and set classroom goals.		VU: goals, roles, deadlines, specific to text, 5-W words
					LFC compound and complex
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines.	Create guidelines, student roles and classroom goals using L1, visual representations, words and phrases.	Create guidelines for discussion, choose student roles and set classroom goals using key grade level vocabulary in simple sentences which may include error that do not interfere with comprehension.	Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary.	Create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using detailed sentences of varying length with content-based vocabulary.
Learning Supports	Role play Word/ Picture Wall Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations	Roles/ guidelines Role play Word/ Picture Wall Visual Aides L1 Supports: Translator/ dictionary Native Language	Role play Word/ Picture Wall Visual Aides Roles/ guidelines	Role play Roles/ guidelines	Roles/ guideline

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

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	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 38 NJSLS: SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<u>Compose and respond</u> to questions with elaboration and detail by making comments that contribute to the discussion.	VU: elaborate, detail, 5-W words, pose, respond, compose

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

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WIDA: 2 Reading Speaking					LFC: asking informational and clarifying questions; expressing and supporting opinions
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or answering yes/no questions and either/or choice questions from appropriately leveled texts.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or using phrases in sentence frames and answering wh-questions from appropriately leveled texts.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using simple related sentences with key content-based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete sentences with emerging complexity and some content-based vocabulary.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete, detailed sentences of varying length and type with content-based vocabulary.
Learning Supports	Strategies to participate in academic discussions Word/Picture Wall Visual Aides Gestures Sentence Frames L1 Supports: Translator/ dictionary Native Language	Strategies to participate in academic discussions Word /Picture Wall Visual Aides Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations	Strategies to participate in academic discussions Word Wall Note Taking	Strategies to participate in academic discussions Note Taking	Note Taking

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	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 39 NJSLS: SL.6.1.d WIDA: 1-5 Reading Speaking	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing	<u>Paraphrase and reflect</u> on multiple perspectives during a discussion.	VU: reflect, paraphrase, demonstrate, key ideas, reflection LFC: retelling, present/past tense verbs, comparing

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	LC: varies by ELP level				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1 and/or listen to discussion to gain understanding using L1 resources as needed. Answer questions with single words or yes/no or either/or questions about multiple perspectives.	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1 and/or listen to and use short phrases or match phrases to pictures that indicate the multiple perspectives in a discussion.	Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in simple sentences, which may include errors that do not interfere with comprehension.	Paraphrase and reflect on multiple perspectives during a discussion using complete sentences with some grade level vocabulary.	Paraphrase and reflect on multiple perspectives during a discussion using detailed sentences of varying lengths with grade level vocabulary.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf Word/Picture Wall Choice Questions L1 Supports: Translator/ dictionary Native Language	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Phrase strips Word/Picture Wall Sentence Frames L1 Supports: Translator/ dictionary Native Language	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 40 NJSLS: SL.6.2 WIDA: 1-5 Speaking Listening	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic , text, or issue under study.	<u>Listen to information and explain</u> how it contributes to a topic.	VU: interpret, explain
			LFC: present and past tense verbs, dependent and independent clauses
			LC: varies by ELP level

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to an informative presentation in L1 and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content-based vocabulary in L1; and/or listen to a presentation in English at the appropriate level and state how it contributes to a topic using high frequency content-based vocabulary and single words in English.	Listen to an informative presentation in L1 of grade level and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content based vocabulary in L1; and/or listen to a presentation in English at the appropriate level and state how it contributes to a topic using key content based vocabulary and short phrases in English.	Listen to an informative presentation at grade level and explain how it contributes to a topic with key content-based vocabulary in simple sentences, which may include errors that do not interfere with meaning.	Listen to an informative presentation at grade level and explain how it contributes to a topic in complete sentences of emerging complexity with some content-based vocabulary.	Listen to an informative presentation at grade level and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	Outline (completed) Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/blank%20Sentence%20Worksheets.by%20clicking%20Add%20another%20Blank%20Sentence%20Worksheet/#:~:text=Fill%20in%20the%20Blank%20Sentence%20Worksheets,by%20clicking%20Add%20another%20Blank%20Sentence%20Worksheet	Outline (partially completed) Sentence Frames Visual Aides Word Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language	Outline (partially completed) Word Bank	Outline	Outline

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	20line%22%20below.%20More%20items Visual Aides Word/Picture Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 41 NJSLS: SL.6.3 WIDA ELDS: 2 Speaking Listening	Deconstruct a speaker’s argument and specific claims, 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.	VU: analyze, interpretation, conflict(-ing), contradict(-ion), disagree / agree, factual, claims

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					<p>LFC: comparatives, superlatives, pronouns, conjunctions</p> <p>LC: varies by ELP level</p>
	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.
Learning Supports	Teacher Modeling Completed T-chart Gestures Visual Aides Yes / no questions Word/Picture Wall L1 Supports: Translator/ dictionary	Teacher Modeling Partially Completed T-chart Word/Picture Wall Visuals Sentence Frame L1 Supports: Translator/ dictionary Native Language	Teacher Modeling T-chart Word Wall	Teacher Modeling T-chart	T-chart

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	Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell-scaffolding/L1Supports.pdf	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell-scaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 42 NJSLS: L.6.1.a & b WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case	<u>Speak and write with pronouns in the proper case and gender. Demonstrate correct use of intensive pronouns.</u>	VU: pronouns (subjective, objective, possessive) <hr/> LFC: sentences with pronouns

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Speaking	(subjective, objective, possessive); use intensive pronouns (e.g., myself, ourselves).				LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Speak and write with high frequency pronouns in the proper case and gender with key content based, appropriately leveled vocabulary. Answering Yes/ No questions; matching words to pictures when possible.</p> <p>Use high frequency intensive pronouns (myself, himself) when writing or speaking with key content based, appropriately leveled vocabulary. Answer yes/ no questions.</p>	<p>Speak and write with common pronouns in the proper case and gender with key content based, appropriately leveled vocabulary and short sentence structures.</p> <p>Use common intensive pronouns when writing or speaking with key content based, appropriately leveled vocabulary and short sentences.</p>	<p>Speak and write with pronouns in the proper case and gender with key content based, grade level vocabulary and simple sentence structures.</p> <p>Use intensive pronouns when writing or speaking with key content based, grade level vocabulary and simple sentence structure.</p>	<p>Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures.</p> <p>Use intensive pronouns when writing or speaking with content based, grade level vocabulary and language structures.</p>	<p>Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures.</p> <p>Use intensive pronouns when writing or speaking with content-based grade level vocabulary and language structures.</p>

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

Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

<p>Learning Supports</p>	<p>Word Wall Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p> <p>Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word Wall Sentence Frames Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p> <p>Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word Wall Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p>	<p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p>	<p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p>
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 43 NJSLS: L.6.2.a. WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	<u>Write</u> 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>	VU: punctuation marks, capitalization
			LFC: sentence structure specific to text.
			LC: varies by ELP level

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

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content-based grade level vocabulary and simple sentence structure.	Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.
Learning Supports	Teacher created mechanics chart Teacher created checklist L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Teacher created mechanics chart Teacher created checklist L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Teacher created mechanics chart Teacher created checklist	Teacher created mechanics chart Teacher created checklist	Teacher created mechanics chart Teacher created checklist

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 44 NJSLS: L.6.2.b. WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English to spell correctly .		<u>Demonstrate accurate spelling.</u>		VU: spelling conventions	
					LFC: apply conventional spelling rules	
					LC: varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key grade 5-6 content vocabulary and high frequency words.	Demonstrate command of English spelling conventions for key grade level reading and content vocabulary.	Demonstrate command of English spelling conventions for grade level reading and content vocabulary.	Demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Learning Supports	Visual Aides Spelling Cards Word /Picture Walls L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Visual Aides Spelling Cards Word /Picture Walls L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Visual Aides Spelling Cards Word /Picture Walls		

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 45 NJSLS: L.6.3.a. WIDA ELDS: 2-5 Writing Speaking	Vary sentence patterns for meaning when writing, speaking, reading, or listening.		<u>Vary sentence patterns for meaning</u> when writing, speaking, reading, or listening.		VU: spelling conventions	
					LFC: apply conventional spelling rules	
					LC: varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

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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 Personal dictionary L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Reference materials (print and digital; bilingual and English) Word /Picture wall Picture dictionary Personal dictionary L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Reference materials (print and digital; bilingual and English) Word /Picture wall	Reference materials (print and digital) Word wall	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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 46 NJSLS: L.6.3.b. WIDA ELDS: 2 Writing Speaking	Maintain consistency in style and tone when writing and speaking.		<u>Maintain consistency</u> in style and tone when writing and speaking.		VU: intonation, inflection, pausing, breathing, slowing down, eye contact, style, tone, consistency	
					LFC: correct use of transition words.	
					LC: varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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Grade 6 - Unit 3 – ELA/ELL Scaffold – Revised 2020

Language Objectives	Maintain consistency in style and tone when writing and speaking in L1 and/or using high frequency, content-related single words in phrase or memorized patterns.	Maintain consistency in style and tone when writing and speaking in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Maintain consistency in style and tone when writing and speaking using key, content-based vocabulary in multiple, simple, related sentences.	Maintain consistency in style and tone when writing and speaking using key, content-based vocabulary in expanded sentences with emerging complexity.	Maintain consistency in style and tone when writing and speaking using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Grammar reference sheets Checklist of strategies Word/picture bank Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Grammar reference sheets Checklist of strategies Word/picture bank Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Grammar reference sheets Checklist of strategies Word bank	Grammar reference sheets Checklist of strategies	Grammar reference sheets Checklist of strategies

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 47 NJSLS: L.6.4 WIDA: 1-5 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		<u>Determine the meaning of unknown words and phrases</u> through the use of strategies such as <u>context clues</u> .		VU: context clues, multiple-meaning words
					LFC: definition genre
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. Match content-related pictures to words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using sentence and paragraph level context clues.

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Learning Supports	Teacher created affix chart Reference materials (print and digital) Background knowledge L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Teacher created affix chart Reference materials (print and digital) Background knowledge L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Teacher created affix chart Reference materials (print and digital) Background knowledge	Reference materials (print and digital) Background knowledge	Reference materials (print and digital)
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 48 NJSLS: L.6.5 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.		<u>Read to determine</u> the meaning of figurative language.		VU: figurative language, word relationships, nuances
					LFC: sentences with figurative language
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of figurative language in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of figurative language in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of figurative language within an adapted text.	Read to determine the meaning of figurative language within a grade level text complexity.	Read to determine the meaning of figurative language in grade level text.
Learning Supports	Charts Visual Aides Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary Native Language Explanations Native Language	Charts Visual Aides Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary Native Language Explanations Native Language	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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	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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