

Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

REFER TO ESL PACING GUIDE & ELA UNIT 5 FOR ADDITIONAL RESOURCES

Text/Novel – *Walk Two Moons* by Sharon Creech or a level based novel depending on the ELP level of the student(s)

Alternative Novel Suggestions

ELP 1 – *Light a Candle* - Godfrey Nkongolo and Eric Walters

ELP 2 - *Who Could it Be at this House?* - Lemony Snicket

ELP 3 - *Old Yeller* - Fred Gipson

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

Point of view
Figurative language
Elements of plot
Conflict
Foreshadowing
Compare/contrast
Setting
Characterization
Prediction

Themes

Empathy
Sympathy
Loss
Prejudging
Internal and external conflicts
“Coming of age”
Relationships
Native American culture

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

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Unit Essential Questions

- Is it possible to prejudge someone only to discover that your judgment was false?
- How does self-concept affect perception and behaviors?
- How do we avoid prejudging and learn to be compassionate (sympathy and empathy)?
- Will learning about the lives of others have an impact on our own?
- Can internal conflict be resolved through experience?

*Essential questions can be modified for other novel titles.

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

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

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

<https://kahoot.com/>

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

<https://newsela.com/>

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

<https://www.readworks.org/>

<https://www.ixl.com>

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

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

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

https://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/comcontrast/map.html>

Narrative

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

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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.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 NJSLS: RL.6.1 WIDA: 2 Reading Speaking Listening	Cite textual evidence and make relevant connections to support analysis of the text.		Define and <u>cite textual evidence</u> ; <u>Analyze</u> using evidence from the text.		VU: text, infer, evidence, sources
					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	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small Group Work Sentence Citations	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Partner / Small / Whole Group Work	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

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	<p>Phrase Citations Vocabulary Definitions & Pictures 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>Vocabulary Definitions & Pictures 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>Vocabulary Definitions & Pictures Audio of Text Bold Faced/ Highlighted Words/Phrases Translator/ Dictionary</p>	<p>.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one.Identify%20three%20symbols%20through%20sketches%20o...%20More%20</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
					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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Learning Supports	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small Group Work</p> <p>Partner / Small Group Work</p> <p>Phrase Citations</p> <p>Vocabulary Definitions & Pictures</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Bold Faced/ Highlighted Words/Phrases</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small Group Work</p> <p>Sentence Citations</p> <p>Vocabulary Definitions & Pictures</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Bold Faced/ Highlighted Words/Phrases</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small / Whole Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Audio of Text</p> <p>Bold Faced/ Highlighted Words/Phrases</p> <p>Translator/ Dictionary</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Audio of Text</p> <p>Bold Faced/ Highlighted Words/Phrases</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>One-Pager</p> <p>https://www.weareteachers.com/one-pager-examples-english-language-arts/#:~:text=%20What%20are%20one-pagers%3F%20%201%20Sketch%20one,Identify%20three%20symbols%20through%20sketches%20o...%20More%20</p>
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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 theme; write a summary</u> using facts from the text.		VU: theme, fact, opinion, summary
					LFC: 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: central idea
					LFC: 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 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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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 NJSLS: RL.6.3 WIDA: 2 Reading Speaking Listening	Describe how a particular story’s plot unfolds in a series of episodes in grade-level text(s).		<u>Analyze the plot</u> of a story; <u>recognize character development</u> .		VU: plot, character, episodes, development
					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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<p>Learning Supports</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram 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 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 Role playing Audio/ Visual Text Translator/ Dictionary</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram Role playing</p>	<p>Plot diagram https://www.storyboardthat.com/articles/e/plot-diagram 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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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 individuals, events, or ideas are presented through the text.		VU: traits, characteristics, events, challenges
					LFC: sentence structure, adjectives, sequential phrases
					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 4 – 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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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 4 – 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, 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 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 4 – ELA/ELL Scaffold – Revised 2020

Learning Supports	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Choral Reading https://www.readingrockets.org/strategies/choral_reading</p> <p>Picture association</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Sentence Frames</p> <p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Choral Reading https://www.readingrockets.org/strategies/choral_reading</p> <p>Picture association</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Think Aloud https://www.readingrockets.org/strategies/think_alouds#:~:text=Think-alouds%20Think-alouds%20have%20been%20described%20as%20%22eavesdropping%20on,doing%20as%20they%20read%20to%20monitor%20their%20comprehension.</p> <p>Choral Reading https://www.readingrockets.org/strategies/choral_reading</p> <p>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.</p> <p>Translator/ Dictionary</p> <p>Post-its</p>
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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
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 (<i>i.e.</i> , “organization” connotes a sense of neatness).		<u>Determine</u> the meaning of words, figurative language, connotative and denotative meanings of words and the meaning of content specific vocabulary through context.		VU: content specific, context, figurative language, connotative, denotative, technical
					LFC: subject verb agreement
					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 4 – 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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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 4 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 NJSLS: RL.6.5 WIDA: 2 Reading Speaking Listening	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot .		Relate the text to <u>determine story elements</u> .		VU: theme, literary analysis, scene, stanza, theme, setting, plot, element, structure, chapter
					LFC: subject verb agreement, embedded clauses
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Red and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in L1 and/or analyze words and discuss how they connect to the overall structure of the text.	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot from the literature in L1 and/or analyze words and phrases in one sentence to understand the structure of the text.	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in grade level literature, using key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in grade level literature, using complete sentences of varying lengths and evidence of emerging complexity with some content-based vocabulary.	Read and analyze one sentence, chapter, scene or stanza and discuss how it connects to the theme, setting or plot in grade level literature, using detailed sentences of varying lengths and complexity with content-based vocabulary.

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 4 – 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. 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 (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 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 Outline 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. 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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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 10 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</u> text structure in nonfiction.	VU: topic sentence, main idea, supporting details, concluding sentence
			LFC: transition words and clauses

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 4 – ELA/ELL Scaffold – Revised 2020

						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.	
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 Visual aids Outline (completed) L1 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 / group work Visual aids Outline (Partially completed) L1 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/ group work Outline Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	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/ group work Outline Graphic Organizer	Outline Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	

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	<p>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>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>olding/GraphicOrganizersWorksheets.pdf Sentence strips with words and phrases that summarize chapters</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	
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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 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
					LFC: adverbs of manner; declarative sentences
					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>Read or listen to text and orally explain how an author develops the point of view of the narrator or speaker through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals.</p>	<p>Read or listen to text and orally explain how an author develops the point of view of the narrator or speaker through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view.</p>	<p>Read and orally explain how an author develops the point of view of the narrator or speaker in an adapted literature text through tone and actions. Use key content-based vocabulary in simple, related sentences, which may include errors that do not interfere with meaning.</p>	<p>Read and orally explain how an author develops the point of view of the narrator or speaker in a grade level literature text through tone and actions. Use complete sentences of varying lengths and emerging complexity with some content-based vocabulary.</p>	<p>Read and explain how an author or speaker develops the point of view of the narrator in a grade level literature text through tone of words and actions. Use detailed sentences of varying lengths and complexity with content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Think Aloud 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</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</p>	<p>Small group work Think-aloud 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 4 – ELA/ELL Scaffold – Revised 2020

	<p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Choice questions</p>	<p>Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Choice Questions</p>			
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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 NJSLS: RI.6.6 WIDA: 2 Reading Speaking Listening	Determine an author’s point of view or purpose of the text and explain how it is conveyed in the text.		<u>Identify authors point of view and purpose;</u> Identify author’s bias		VU: point of view, purpose, bias
					LFC: adverbs of manner; declarative sentences
					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.

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>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 (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 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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	Choice questions				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 13 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.

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<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>Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/</p>

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

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	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: 14 NJSLS: RL.6.9 WIDA: 2, 4, 5 Reading Speaking Listening	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories)		Define <u>genre</u> ; <u>Determine elements</u> of different genres.		VU: genres, elements
					LFC: pronouns: subjective, objective, possessive
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the experience of reading different forms of literature texts in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading different forms of literature texts in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Compare and contrast the experience of reading different genres of literature texts; Orally use short simple sentences with key content-based vocabulary to compare and contrast the different genres of literature; complete Venn Diagram.	Compare and contrast the experience of reading different genres of literature texts; Orally use complete constructed sentences with key content-based vocabulary to compare and contrast the different genres of literature; complete Venn Diagram.	Orally use detailed sentences of varying lengths and complexity with content-based vocabulary to compare and contrast the experience of reading an informational text versus multi-media version.
Learning Supports	Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations	Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations	Partner / group work Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/	Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/	Venn Diagram https://www.smartdraw.com/venn-diagram/

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	<p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Word/ Picture Wall</p> <p>Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Word/ Picture Wall</p> <p>Venn Diagram https://www.smartdraw.com/venn-diagram/</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 15 NJSLS: RI.6.9 WIDA: 2, 4, 5	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).	Compare and contrast work from different authors	VU: compare, contrast, events

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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Reading Speaking Listening					LFC: recognize and correct vague pronouns
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast events in different informational texts in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast events in different informational texts in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Compare and contrast the presentation of events in different informational texts; Orally use short simple sentences with key content-based vocabulary to compare and contrast the different genres of literature; complete Venn Diagram.	Compare and contrast different author’s presentation of events in different informational texts; Orally use complete constructed sentences with key content-based vocabulary to compare and contrast the different genres of literature; complete Venn Diagram.	Orally use detailed sentences of varying lengths and complexity with content-based vocabulary to compare and contrast different author’s presentation of events in different informational texts.
Learning Supports	Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Partner work Visual / audio aids L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Partner / group work Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/	Audio aids Venn Diagram https://www.smartdraw.com/venn-diagram/	Venn Diagram https://www.smartdraw.com/venn-diagram/

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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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Word/ Picture Wall Venn Diagram https://www.smartdraw.com/venn-diagram/			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 16 NJSLs: W.6.2 WIDA ELDS: 1-5 Writing	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

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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Reading						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 sentence https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!# L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	Teacher Modeling Visual Aides Word/Picture Wall Highlight/ mark text Sentence Starter Cloze sentence https://goalbookapp.com/toolkit/v/strategy/cloze-sentences#!# L1 Supports: Translator/ dictionary Native Language Explanations	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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	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: 17 NJSLS: W.6.2.a WIDA ELDS: 1-5 Writing	Introduce a topic and organize ideas using text structure/features when useful to aiding comprehension.	<u>Introduce a topic and organize ideas using text structure.</u>	VU: topic, ideas, organize		
			LFC: explanatory sentence structures		
			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 informative/explanatory texts in L1 and/or produce single words or drawings that represent key ideas with phrase patterns and general content-related vocabulary.</p>	<p>Compose informative/explanatory texts in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Compose informative/explanatory texts by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Compose organized informative/explanatory texts by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Compose clear and coherent informative/explanatory texts using multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence 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/ela/ellscaffolding/L1Supports.pdf</p>	<p>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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 18 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
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

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<p>Language Objectives</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations in L1 and/or produce single words that represent key ideas using phrase patterns and general content-related vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, and quotations by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations by producing multiple, complex sentences in a variety of grammatical structures and precise content-based vocabulary.</p>
<p>Learning Supports</p>	<p>Teacher Modeling Visual Aides Word/Picture Wall Cloze sentence 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/ela/ellscaffolding/L1Supports.pdf</p>	<p>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</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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		https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 NJSLS: W.6.2.c WIDA ELDS: 1-5 Writing	Use appropriate transitions to clarify the relationships among ideas and concepts .		Demonstrate the <u>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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>Visual Aides Word/Picture Wall Sentence Starter L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Teacher Modeling Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>Visual Aides Word/Picture Wall Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>Visual Aides Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated 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: 20 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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 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.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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700</p> <p>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.f WIDA ELDS: 1-5 Writing	Provide a concluding statement or section that follows from the information or explanation presented.	<u>Compose a conclusion statement</u> 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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Language Objectives	Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce single words that represent key concluding ideas using phrase patterns and general content-related vocabulary.	Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce phrases and short sentences that represent key concluding ideas using formulaic patterns and general, content-based vocabulary.	Compose a conclusion statement that follows from the information or explanation presented by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Compose a conclusion statement that follows from the information or explanation presented, by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Compose a clear and coherent conclusion statement that follows from the information or explanation presented using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Learning Supports	<p>Teacher Modeling Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 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 Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 Sentence Starter Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Teacher Modeling Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transitional Word List https://www.thoughtco.com/list-of-transition-words-185700 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.6.3 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: 24 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: 25 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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 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.

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<p>Learning Supports</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-185700 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/ellscaffolding/L1Supports.pdf</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-185700 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/ellscaffolding/L1Supports.pdf</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-185700 Online Resources Visual Aides Story Map Word/Picture Wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-185700 Online Resources Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Transition Word List https://www.thoughtco.com/list-of-transition-words-185700 Online Resources 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: 27 NJSLS: W.6.3.d. WIDA: 2 Writing	Use precise words and phrases , and sensory language to convey experiences and events.		Write narratives 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	Sensory details chart Writing diamond Phrase captions Word /Picture Wall L1 Supports: Translator/ dictionary Native Language	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart Writing diamond

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	Native Language 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: 28 NJSLS: W.6.3.e. WIDA: 2	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

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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Reading Speaking					LFC: complex sentences, drawing conclusions
					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	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	Story Map Word Wall	Story Map	Story Map

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	/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
SLO: 29 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

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						LFC: sentences appropriate to task
						LC: varies by ELP level
	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	Writing Diamond (partially completed) Visual Aide Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Writing Diamond Word/Picture Wall Translator/ Dictionary	Writing Diamond	Writing Diamond	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 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.

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

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<p>Learning Supports</p>	<p>Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference 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). Sample for Reference 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). Sample for Reference 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). Sample for Reference Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>One-Pager Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Sample for Reference 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.6.8 WIDA ELDS: 2-5 Writing Speaking	Gather relevant information from multiple print and digital sources and assess the credibility of each source.		<u>Identify</u> 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/ellscaffolding/GraphicOrganizersWorksheets.pdf Marking the text	Graphic Organizers (partially-completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Marking the text	Graphic Organizers https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Marking the text Word bank	Graphic Organizers https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Marking the text Online resources	Online resources Graphic Organizers https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	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	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	Online resources		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 33 NJSLS: W.6.9 WIDA: 2 Reading	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

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Speaking					LFC: comparative adjectives, conjunctions, adverbs, superlatives
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures.	Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures.	Write to cite evidence from literary texts to support analysis and reflection from adapted literature.	Write to cite evidence from literary texts to support analysis and reflection from grade level literature.	Write to cite evidence from literary texts to support analysis and reflection from grade level literature.
Learning Supports	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).	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	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Technology support (i.e., spell check, online thesaurus, grammar check). 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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	Visual Aides Cloze sentences L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	L1 Supports: Translator/ dictionary Native Language 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: 34 NJSLS: W.6.10 WIDA: 2-5 Writing	Write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Successful completion of <u>writing tasks</u> of various lengths.	VU: journal, task, purpose
			LFC: verb forms; declarative sentences, compound and complex sentences
			LC: varies by ELP level

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by extending sentence starters with original ideas.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using simple related sentences and key content-based vocabulary.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.
Learning Supports	Word/Picture Wall Word/ Picture Bank Visual Aides Teacher Feedback/ Guidance L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Sentence Starters Word/Picture Wall Word/ Picture Bank Visual Aides Teacher Feedback/ Guidance L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Word Bank Word Wall Visual Aides Teacher Feedback/ Guidance	Teacher Feedback/ Guidance	Teacher Feedback/ Guidance

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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
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: in my opinion, I feel that, I understand that, engage, discussions
					LFC: compound and complex sentences
					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	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 Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Teacher created checklist Word/ Picture Wall Visual Aides Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	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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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 36 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	
	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>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Outline (completed) Cloze sentences 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</p>	<p>Outline (partially completed) Sentence Frames Visual Aides Word Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/e</p>	<p>Outline (partially completed) Word Bank</p>	<p>Outline</p>	<p>Outline</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 4 – ELA/ELL Scaffold – Revised 2020

	/ellscaffolding/L1Supports.pdf	llscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 37 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
			LFC: comparatives, superlatives, pronouns, conjunctions

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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	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 Native Language Explanations Native Language	Teacher Modeling Semi-completed T-chart Word/Picture Wall Visuals Sentence Frame L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	Teacher Modeling T-chart Word Wall	Teacher Modeling T-chart	Teacher Modeling T-chart	

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

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	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell/scaffolding/L1Supports.pdf	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: 38 NJSLS: SL.6.4 WIDA ELDS: 1 – 5 Speaking	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<u>Orally present</u> information concisely and logically that is appropriate to purpose, audience, and task.	VU: concisely, logically; content-based, grade-level vocabulary, sequencing, descriptions, main ideas, themes, eye contact, pronunciation		
			LCF: concise and logical sentences		
			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	Orally present information concisely and logically that is appropriate to purpose, audience, and task in L1 and/or produce selected single, spoken words that represent key ideas drawings and pictures.	Orally present information concisely and logically that is appropriate to purpose, audience, and task in L1 and/or produce-spoken phrases and short sentences that represent key ideas using selected vocabulary.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in a series of simple, related sentences.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using key vocabulary in expanded and some complex sentences.	Orally present information concisely and logically that is appropriate to purpose, audience, and task using precise vocabulary in multiple, complex sentences.
Learning Supports	Topic, Audience, and Purpose Graphic Organizer (completed) https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/ Word/Picture Bank Phrase Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum	Topic, Audience, and Purpose Graphic Organizer (partial) https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/ Word/Picture Bank Phrase Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Topic, Audience, and Purpose Graphic Organizer https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/ Word Bank	Topic, Audience, and Purpose Graphic Organizer https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/	Topic, Audience, and Purpose Graphic Organizer https://www.eslprintables.com/teaching_resources/other_worksheets/Graphic_Organizer_Topic_Audi_390509/

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</ela/ellscaffolding/L1Supports.pdf>

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 NJSLS: SL.6.5 WIDA ELDS: 1-5 Speaking	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		<u>Present information</u> in a concise oral report with multimedia components and visual displays.		VU: convey, perspective, distinct, alternative, opposing; content-based, grade-level vocabulary
					LFC: past and present tenses, subject/verb agreement, pronouns, usage of quotes
					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>Present information in a concise oral report with multimedia components and visual displays in L1; and/or use selected single words or phrases that represent key ideas.</p>	<p>Present information in a concise oral report with multimedia components and visual displays in L1; and/or use selected vocabulary in formulaic phrases and short sentence patterns.</p>	<p>Present information in an oral report with multimedia components and visual displays using key vocabulary in a series of simple, related sentences.</p>	<p>Present information in an organized oral report with multimedia components and visual displays using key vocabulary in expanded and some complex sentences.</p>	<p>Present information in a concise oral report with multimedia components and visual displays using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Visual Display Note cards in L1 & English 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 Visual Aides Props Word/Phrase Banks L1 Supports: Translator/ dictionary Native Language</p>	<p>Visual Display Note cards in L1 & English Sentence Starter/Frames Visual Aides Props Phrase Bank 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>Visual Display Note cards Word Bank Props</p>	<p>Visual Display Note cards Props</p>	<p>Visual Display Props Note cards</p>

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	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.6.6 WIDA ELDS: 1-5 Reading	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.	<u>Demonstrate</u> a command of formal English and its conventions when writing, speaking, reading, or listening.	VU: formal vs. informal English; content-based, grade-level vocabulary LFC: varies by ELP level

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Speaking Listening Writing					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English and its conventions by producing or processing selected single words and phrase patterns that represent key ideas.	Demonstrate a command of formal English and its conventions by producing or processing selected vocabulary in key phrases and short sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in expanded and some complex sentences.	Demonstrate a command of formal English and its conventions by producing or processing precise vocabulary in multiple, complex sentences.
Learning Supports	Reference materials Word/Picture Wall Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items Gestures	Reference materials Word/Picture Wall Sentence frames Pictures 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	Reference materials Word Wall	Reference materials	Reference materials

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	Pictures 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				
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 41 NJSLS: L.6.1.a & b WIDA: 2-5 Writing Speaking	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive); use intensive pronouns (e.g., myself, ourselves).		<u>Speak and write</u> with pronouns in the proper case and gender. <u>Demonstrate correct use of intensive pronouns.</u>		VU: pronouns (subjective, objective, possessive)
					LFC: sentences with pronouns
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write with high frequency pronouns in the proper case and gender with key content based, appropriately leveled vocabulary. Answering Yes/ No questions; matching words to pictures when possible. Use high frequency intensive pronouns	Speak and write with common pronouns in the proper case and gender with key content based, appropriately leveled vocabulary and short sentence structures. Use common intensive pronouns when writing or speaking with key content based, appropriately leveled	Speak and write with pronouns in the proper case and gender with key content based, grade level vocabulary and simple sentence structures. Use intensive pronouns when writing or speaking with key content based, grade level vocabulary and simple sentence structure.	Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures. Use intensive pronouns when writing or speaking with content based, grade level vocabulary and language structures.	Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures. Use intensive pronouns when writing or speaking with content-based grade level vocabulary and language structures.

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

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	(myself, himself) when writing or speaking with key content based, appropriately leveled vocabulary. Answer yes/no questions.	vocabulary and short sentences.			
Learning Supports	<p>Word Wall Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/blank-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>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</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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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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SLO: 42 NJSLS: L.6.1.c WIDA ELDS: 1-5 Speaking Writing	When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.		<u>Write and speak to demonstrate</u> recognition of and correction of inappropriate shifts in pronoun number and person at the respective ELP level.		VU: conventions, usage; content-based, grade-level vocabulary
					LFC: specific to context and task
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person using selected vocabulary in key phrase patterns.	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person using selected vocabulary in phrases and short sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher Modeling Cloze sentences https://worksheets.theteacherscorner.net/make-your-own/blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20a	Teacher Modeling Sentence starters/ Frames Pronoun Chart https://www.grammarbank.com/pronouns-chart.html Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations	Pronoun Chart https://www.grammarbank.com/pronouns-chart.html Teacher Modeling	Pronoun Chart https://www.grammarbank.com/pronouns-chart.html Teacher Modeling	Pronoun Chart https://www.grammarbank.com/pronouns-chart.html

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	<p>ther%20line%22%20below.%20More%20items</p> <p>Pronoun Chart https://www.grammarbank.com/pronouns-chart.html</p> <p>Visual Aides</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Discussions</p> <p>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
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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: 43 NJSLS: L.6.1.d WIDA ELDS: 1-5 Reading Speaking Writing Listening	When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		Write and speak to demonstrate use of correct pronouns at the respective ELP level.		VU: conventions, usage
					LFC: specific to context and task
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate the use of correct pronouns using selected single words in phrase patterns that represent key ideas. Answer yes/no questions.	Write and speak to demonstrate the use of correct pronouns using selected vocabulary in key phrases and short sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate the use of correct pronouns using precise vocabulary in multiple, complex sentences.
Learning Supports	Charts Visuals Teacher Modeling Cloze activity https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20Cloze%20Sente	Charts Visuals Teacher Modeling Sentence Starters/Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	Charts Visuals Teacher Modeling	Charts	Charts

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	<p>nce%20Worksheets.,by%20clicking%20%22Ad%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/ela/ellscaffolding/L1Supports.pdf</p>	<p>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: 44 NJSLS: L.6.1.e. WIDA: 2-5 Writing	Recognize variations from standard English in their own and other’s writing and speaking, and identify and use strategies to improve expression in conventional language.		<u>Write and speak to demonstrate recognition of variations of standard English</u> in own work and peer’s; identify strategies for improvement.		VU: conventions; usage
					LFC: specific to context and task
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate the use of correct pronouns using selected single words in phrase patterns that represent key ideas. Answer yes/no questions.	Write and speak to demonstrate the use of correct pronouns using selected vocabulary in key phrases and short sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate the use of correct pronouns using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate the use of correct pronouns using precise vocabulary in multiple, complex sentences.
Learning Supports	Charts Audio/Visual Aides Visuals Teacher Modeling L1 Supports: Translator/ dictionary	Charts Audio/Visual Aides Visuals Teacher Modeling Sentence Starters/Frames L1 Supports:	Charts Audio/Visual Aides Visuals Teacher Modeling	Charts Visuals Teacher Modeling	Charts Visuals Teacher Modeling

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	Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Translator/ dictionary Native Language 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: 45 NJSLS: L.6.2.a. WIDA: 2-5	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses,	<u>Write</u> using the <u>proper capitalization and punctuation</u> conventions of standard English.	VU: punctuation marks, capitalization;

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Writing	dashes) to set off nonrestrictive/ parenthetical elements.			<i>Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.</i>		LFC: sentence structure specific to text.
						LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content-based grade level vocabulary and simple sentence structure.	Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content-based grade level vocabulary and language structures.	
Learning Supports	Teacher created mechanics chart Teacher created checklist L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher created mechanics chart Teacher created checklist L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher created mechanics chart Teacher created checklist	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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	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
SLO: 46 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

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key grade 5-6 content vocabulary and high frequency words.	Demonstrate command of English spelling conventions for key grade level reading and content vocabulary.	Demonstrate command of English spelling conventions for grade level reading and content vocabulary.	Demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Learning Supports	Visual Aides Spelling Cards Word /Picture Walls 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	Note Cards	Note Cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 47 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)

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 48 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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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: 49 NJSLS: L.6.4.a. 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; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		<u>Determine the meaning of unknown words and phrases</u> through the use of strategies such as <u>context clues</u> .		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: 50 NJSLS: L.6.4.b. WIDA: 1-5 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		<u>Determine the meaning</u> of unknown words and phrases <u>through the use of</u> strategies such as Greek or Latin <u>affixes and root words</u> .		VU: affixes, prefixes, suffixes, root 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, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. Match content-related pictures to words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, using Greek or Latin affixes and roots as clues to the meaning.

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Learning Supports	<p>Teacher created affix chart Reference materials (print and digital) Background knowledge Student Made Spelling Dictionary Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Word Bank Marking the text</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Teacher created affix chart Reference materials (print and digital) Background knowledge Student Made Spelling Dictionary Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Word Bank Marking the text</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Teacher created affix chart Reference materials (print and digital) Background knowledge Student Made Spelling Dictionary Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Word Bank Marking the text</p>	<p>Reference materials (print and digital) Background knowledge Student Made Spelling Dictionary Marking the text</p>	<p>Reference materials (print and digital) Student Made Spelling Dictionary Marking the text</p>
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 51 NJSLS: L.6.4.c.d. WIDA: 1-5 Reading Speaking	Consult reference materials (e.g., dictionaries, Glossary, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		<u>Determine meaning of unknown words and phrases</u> through the use of strategies such as context clues through the use of reference materials.		VU: pronunciation, reference material, word meaning, part of speech
					LFC: definition genre
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content. Match key content-related pictures to single words.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade level reading and content.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.</p>
<p>Learning Supports</p>	<p>Reference materials (print and digital, bilingual and English) Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Word Bank Marking the text Student Made Spelling Dictionary</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>Reference materials (print and digital, bilingual and English) Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Word Bank Marking the text Student Made Spelling Dictionary</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Reference materials (print and digital, bilingual and English) Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Word Bank Marking the text Student Made Spelling Dictionary</p>	<p>Reference materials (print and digital, bilingual and English) Marking the text Student Made Spelling Dictionary</p>	<p>Reference materials (print and digital) Marking the text Student Made Spelling Dictionary</p>

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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.

Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

SLO: 52 NJSLS: L.6.5.a. WIDA ELDS: 1-5 Reading Speaking Writing Listening	Interpret figures of speech (e.g., personification) in context.		Read to <u>determine</u> the meaning of figures of speech and their role in the text.		VU: figures of speech, euphemism, oxymoron 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 figures of speech in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of figures of speech in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of figures of speech within an adapted text.	Read to determine the meaning of figures of speech within a grade level text complexity.
Learning Supports	Charts Visual Aides Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary	Charts Visual Aides Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary	Reference materials (print and digital, bilingual and English) Visual Aides Charts Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/	Reference materials (print and digital, bilingual and English) Visual Aides Charts Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/	Reference materials (print and digital) Charts Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/

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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language 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
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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 4 – ELA/ELL Scaffold – Revised 2020

SLO: 53 NJSLS: L.6.5.b WIDA ELDS: 1-5 Reading Speaking	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		<u>Read to determine</u> the meaning of words based on the relationships between words.		VU: content-based, grade-level vocabulary; words with relationships
					LFC: sentences with key vocabulary
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words within an adapted text.	Read to determine the meaning of words based on the relationships between words within a text at the grade level complexity.	Read to determine the meaning of grade-level words based on the relationships between words.
Learning Supports	Charts Visual Aides Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Charts Visual Aides Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital, bilingual and English) Visual Aides Charts	Reference materials (print and digital) Charts

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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	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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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

SLO: 54 NJSLS: L.6.5.c WIDA ELDS: 1-5 Reading Speaking	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>stingy, scrimping, economical, unwasteful, thrifty</i>).					<u>Tell the difference between the associations of words with similar meanings.</u>					VU: content-based, grade-level vocabulary; words with relationships, connotations, denotations				
											LFC: sentences with key vocabulary				
											LC: varies by ELP level				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5										
Language Objectives	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words in L1 and/or selected words and phrases from excerpts of grade-level text.	Read to determine the meaning of words based on the relationships between words within an adapted text.	Read to determine the meaning of words based on the relationships between words within a text at the grade level complexity.	Read to determine the meaning of grade-level words based on the relationships between words.										
Learning Supports	Charts Word/Picture Wall Bold Faced/ Highlighted Words/Phrases Marking the text Visual Aides Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary Native Language	Charts Word/Picture Wall Bold Faced/ Highlighted Words/Phrases Marking the text Visual Aides Reference materials (print and digital, bilingual and English) L1 Supports: Translator/ dictionary Native Language	Reference materials (print and digital, bilingual and English) Visual Aides Charts Word/Picture Wall Bold Faced/ Highlighted Words/Phrases Marking the text	Reference materials (print and digital, bilingual and English) Visual Aides Charts Bold Faced/ Highlighted Words/Phrases Marking the text	Reference materials (print and digital) Charts										

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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

	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
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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

SLO: 55 NJSLS: L.6.6 WIDA: 2,3,4,5 Speaking	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<u>Accurate use of content area vocabulary words</u> and phrases.		VU: academic, content, phrases
					LFC: subject verb agreement
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1; and/or single key content-based vocabulary words, by matching words and pictures or completing cloze sentences.	Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases of key content based vocabulary by matching phrases with pictures or completing sentence frames.	Acquire and use general academic and domain-specific words and phrases from adapted text. Use simple sentences, which may include errors that do not interfere with meaning.	Acquire and use general academic and domain-specific words and phrases from grade level text. Use complete sentences with emerging complexity.	Acquire and use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity.
Learning Supports	Word/Picture Wall Bold Faced/ Highlighted Words/Phrases Marking the text Cloze sentences Visual Aides L1 Supports: Translator/ dictionary	Sentence Frames Word/Picture Wall Bold Faced/ Highlighted Words/Phrases Marking the text Visual Aides L1 Supports: Translator/ dictionary	Bold Faced/ Highlighted Words/Phrases Marking the text Visual Aides	Bold Faced/ Highlighted Words/Phrases Marking the text	Bold Faced/ Highlighted Words/Phrases Marking the text

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Grade 6 - Unit 4 – ELA/ELL Scaffold – Revised 2020

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