

ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.5.3 WIDA ELDS: 2 Reading Writing	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.		<u>Compare and contrast</u> characters, the setting or the events in a story by referring to specific details from the text and <i>organizing the information with graphic organizers</i> .		VU: Same, different, character traits
					LFC: Adjectives, comparison forms of adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in short phrases.	Compare and contrast characters, the setting or the events by referring to specific details in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases and short sentences with formulaic structures.	Compare and contrast characters, the setting or the events by referring to specific details from an adapted text using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Compare and contrast characters, the setting or the events by referring to specific details from the text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast characters, the setting or the events by referring to specific details from the grade level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizers (completed) Word/picture wall Teacher modeling L1 support Pictures Drawings Gestures	Graphic organizers (semi-completed by teacher) Word/picture wall Teacher modeling L1 support Sentence frames	Graphic organizers Word wall Teacher modeling	Graphic organizers	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.5.4 WIDA ELDS: 2 Reading Speaking	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.		Read and demonstrate understanding of words and phrases, including figurative language, such as metaphors and similes that are used in a text by <i>associating the given word or phrase with an understandable definition or picture.</i>		VU: Simile, metaphor, figurative language,
					LFC: Construction: as...as, like
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in phrases with formulaic structures that represent key ideas.	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Read and demonstrate understanding of words and phrases, including figurative language, from an adapted text using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Reference materials (print and digital, idiomatic expressions, bilingual & English) Word wall Personal dictionary L1 support Sentence frames Pictures	Reference materials (print and digital, idiomatic expressions, bilingual & English) Word wall Personal dictionary L1 support Sentence frames Pictures	Reference materials (print and digital, idiomatic expressions, bilingual & English) Word wall Personal dictionary	Reference materials (print and digital, idiomatic expressions)	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.5.7 WIDA ELDS: 2 Speaking Reading	Analyze how the graphics or the media in a multi-media presentation help the reader to understand more about the meaning, tone, or beauty of a text.		<u>Analyze</u> how the graphics or the media in a multi-media presentation help the reader to understand more about the meaning, tone, or beauty of a text <i>by separating the elements into a graphic organizer and using a word wall.</i>		VU: Meaning, tone, beauty, message, underlying theme
					LFC: Past tense, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty in L1 and/or use pictures, graphs and/or high-frequency, content-related single words in phrases that represent key ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty in L1 and/or use pictures, graphs and/or common, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of an adapted text using key, content-based vocabulary in simple sentences with repetitive structures that represent multiple, related ideas.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Analyze how graphics/media help the reader to understand the meaning, tone, or beauty of a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Word/picture wall Sentence frames L1 support Pictures Gestures Leveled text	Graphic organizer Word/picture wall Sentence frames L1 support Leveled text	Graphic organizer Word wall Sentence starters	Graphic organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.5.9 WIDA ELDS: 2 Reading Speaking	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics		Compare and contrast how stories in the same genre approach a similar theme using a Venn diagram and a word wall.		VU: Similar, different, central theme, provide details
					LFC: Repetitive grammatical structures: the mystery story has...the adventure story doesn't have
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast how stories in the same genre approach a similar theme in L1 and/or using pictures, drawings and/or high-frequency, content-related single words in phrases that represent key ideas.	Compare and contrast how stories in the same genre approach a similar theme in L1 and/or using pictures and/or common, content-based vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Compare and contrast how stories in the same genre approach a similar theme using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Compare and contrast how stories in the same genre approach a similar theme using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Compare and contrast how stories in the same genre approach a similar theme using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Venn diagram Word/picture wall L1 support Pictures Cloze sentences	Venn diagram Word/picture wall Sentence frames L1 support Pictures	Venn diagram Word wall Sentence starters	Venn diagram	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS RL.5.10 WIDA ELDS: 2 Reading	Read increasingly complex texts at the grades 4–5 text complexity band independently and proficiently.		<u>Read and comprehend</u> text proficiently <i>at appropriate ELP level using word walls and pictures.</i>		VU: Words applicable to level and text
					LFC: Sentence structures and grammatical patterns applicable to level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend grade-level text in L1 independently and/or read and comprehend high-frequency, content-related, single words from a leveled text in English.	Read and comprehend grade-level text in L1 independently and/or read and comprehend key content-based phrases from a leveled text in English.	Read and comprehend adapted text independently.	Read and comprehend text within grades 4-5 complexity band independently.	Read and comprehend grade-level text independently.
Learning Supports	Word/picture wall Personal dictionary L1 support Pictures	Word/picture wall Personal dictionary L1 support	Word wall Personal dictionary		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.5.5 WIDA ELDS: 2 Reading Speaking	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events and ideas in two or more texts.		<u>Compare and contrast</u> the overall structure of events and ideas in two or more appropriate texts <i>by discussing it with a partner and using a timeline as needed.</i>		VU: Timeline, cause, effect, consequence, problem, solution
					LFC: Use of “has” and “doesn’t have”. “There is and there are.” Conjunctions: but, and, neither, nor
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the overall structure of events and ideas in two or more texts in L1 and/or using pictures, drawing, gestures or high-frequency, content-related single words in phrases that represent key ideas.	Compare and contrast the overall structure of events and ideas in two or more texts in L1 and/or using pictures and common, content-based vocabulary words in phrases or short sentences with formulaic structures that represent key ideas.	Compare and contrast the overall structure of events and ideas in two or more texts using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Compare and contrast the overall structure of events and ideas in two or more texts using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Compare and contrast the overall structure of events and ideas in two or more texts using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Timeline (completed) Partner Teacher support Sentence frames L1 text and support Leveled text Pictures	Timeline (semi-completed by teacher) Partner Teacher support Sentence frames L1 text and support Leveled text Pictures	Adapted text Timeline Partner Sentence starters Word wall	Texts within grades 4-5 complexity band Timeline Partner	Grade-level texts Timeline Partner

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.5.6 WIDA ELDS: 2 - 5 Reading Speaking	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Analyze the point of view of multiple accounts of the same event <i>using a graphic organizer and think-alouds</i> .		VU: Point of view, different opinions, contrasting statements
					LFC: Past tense, complex/compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze the point of view of multiple accounts of the same event using 1 and/or pictures, gestures, drawings and high-frequency, content-related single words in phrases that represent key ideas.	Analyze the point of view of multiple accounts of the same event using L1 and/or using pictures, drawings or common, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Analyze the point of view of multiple accounts of the same event using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Analyze the point of view of multiple accounts of the same event using, content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Analyze the point of view of multiple accounts of the same event using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Leveled text Graphic organizer Think-aloud Word wall L1 text and support Pictures Teacher support	Leveled text Graphic organizer Think-aloud Word wall L1 text and support Pictures Sentence frames Teacher support	Adapted text Graphic organizer Think-aloud Word wall Sentence starters	Texts within grades 4-5 complexity band	Grade-level text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.5.3 WIDA ELDS: 2 Reading	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context		Decode unfamiliar, multisyllabic words using letter-sound correspondences, syllabication patterns and morphology knowledge with the support of schema, known vocabulary words, context clues, <i>cognates and word walls/charts</i> .		VU: Appropriate to text
					LFC: Knowledge of root words, meaning of prefixes and suffixes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode teacher-selected, high-frequency, unfamiliar, multisyllabic, words from a leveled text using letter-sound correspondences, syllabication patterns and morphology.	Decode teacher-selected, unfamiliar, multisyllabic, general words from a leveled text using letter-sound correspondences, syllabication patterns and morphology.	Decode unfamiliar, multisyllabic, words from an adapted text using letter-sound correspondences, syllabication patterns and morphology.	Decode unfamiliar, multisyllabic words from a text within grades 4-5 complexity band using letter-sound correspondences, syllabication patterns and morphology.	Decode unfamiliar, multisyllabic words from a grade-level text using letter-sound correspondences, syllabication patterns and morphology.
Learning Supports	Charts (syllabication, morphology, sound-symbol) Word/picture wall Pictures L1 support Personal dictionary Cognates	Charts (syllabication, morphology, sound-symbol) Word/picture wall Pictures L1 support Personal dictionary Cognates	Charts (syllabication, morphology, sound-symbol) Word wall Personal dictionary Cognates	Charts (syllabication, morphology, sound-symbol)	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: W.5.1.a WIDA ELDS: 2 Writing	Create an introduction that states an opinion in which ideas are logically grouped to support the writer’s purpose.		Write an introduction that <u>states an opinion</u> in which ideas are logically grouped to support the writer’s purpose <i>using charts and teacher modeling</i> .		VU: Statement, opinion, details, support, writer’s point of view LFC: Present tense, subject verb agreement LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write an introduction that states an opinion in which ideas are logically grouped to support the writer’s purpose in L1 and/or using pictures, drawings or single words in phrases that represent key ideas.	Write an introduction that states an opinion in which ideas are logically grouped to support the writer’s purpose in L1 and/or using phrases in formulaic structures that represent key ideas.	Write an introduction that states an opinion in which ideas are related and grouped to support the writer’s purpose using simple sentences with repetitive, grammatical structures.	Write an introduction that states an opinion in which ideas are logically grouped to support the writer’s purpose using expanded and some complex sentences with varying grammatical structures.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: W.5.1.a WIDA ELDS: 2 Writing	Introduce a topic or text clearly and state an opinion.		<u>Write</u> an introduction to a topic or text and state an opinion <i>using a word wall, personal dictionary, and teacher modeling.</i>		VU: Opinion, topic, text
					LFC: First person singular. “I think...I believe that.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction to a topic or text and state an opinion in L1 and/or use pictures, drawings or high-frequency, content-related single words in phrases with formulaic structures.	Write an introduction to a topic or text and state an opinion in L1 and/or use pictures, drawings or general, content-based vocabulary in phrases or short sentences with formulaic structures.	Write an introduction to a topic or text and state an opinion using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write an introduction to a topic or text and clearly state an opinion using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write an introduction to a topic or text and clearly and coherently state an opinion using content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: W.5.1.b WIDA ELDS: 2 Writing	Provide logically ordered reasons that are supported by facts and details to support an opinion.		Write a paragraph that <u>explains</u> an opinion by finding the details that support the facts using charts, word walls and think-alouds.		VU: Words that refer to the topic and the details
					LFC: Use of conjunctions- (because) and transitional words (therefore, although)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a paragraph that explains an opinion by finding the details that support the facts in L1 and/or using drawings and high-frequency vocabulary in phrases that represent key ideas.	Write a paragraph that explains an opinion by finding the details that support the facts in L1 and/or using drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Write a paragraph that explains an opinion by finding the details that support the facts using key vocabulary in simple sentences with repetitive, grammatical structures that represent multiple, related ideas.	Write an organized paragraph that explains an opinion by finding the details that support the facts using content vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent paragraph that explains an opinion by finding the details that support the facts using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Charts Word wall Think aloud Sentence frames L1 support Drawings	Charts Word wall Think aloud Sentence frames L1 support	Charts Word wall Think aloud Sentence starters	Charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12. CCSS: W.5.1.c WIDA ELDS: 2 Writing	Link opinion and reasons using words (e.g., <i>consequently, specifically</i>).		Write a piece that links opinions to the reasons supporting those opinions <i>using teacher modeling and diagrams to insert the words correctly.</i>		VU: Relational, transitional phrases - in other words, as a result of, therefore
					LFC: Proper placement of transitions in a sentence or a clause.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an opinion that links the reasons supporting the opinion in L1 and/or using drawings, gestures and high-frequency single words in phrases that represent key ideas.	Write an opinion that links the reasons supporting the opinion in L1 and/or using drawings and general vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Write an opinion that links the reasons supporting the opinion using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write an organized opinion that links the reasons supporting the opinion using content vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent opinion that links the reasons supporting the opinion using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Diagrams Word/picture wall Personal dictionary L1 support Cloze sentences	Teacher modeling Diagrams Word/picture wall Personal dictionary L1 support Sentence frames	Teacher modeling Diagrams Word wall Personal dictionary	Diagrams	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.5.1.d WIDA ELDS: 2 Writing	Write a concluding statement or section related to the opinion presented.		<i>Write a conclusion to an opinion that has been presented, using teacher modeling, think-alouds and by reviewing the opinion with a partner.</i>		VU: Conclusion, ending, opinion
					LFC: Past tense, first person plural (we)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion to an opinion that has been presented using L1 and/or linking drawings and general single words in phrases that represent key ideas.	Write a conclusion to an opinion that has been presented using L1 and/or linking drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Write a conclusion to an opinion that has been presented using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write a logical conclusion to an opinion that has been presented using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent conclusion to an opinion that has been presented using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Think aloud Word/picture wall Partner L1 support Cloze sentences Drawings	Teacher modeling Think aloud Word/picture wall Partner L1 support Sentence frames Drawings	Teacher modeling Think aloud Word wall Partner	Teacher modeling Partner	Partner

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.5.2.a WIDA ELDS: 2 - 5 Writing	Introduce a topic clearly when writing informative/explanatory text.		Write a clear introduction to an informative/explanatory text <i>using a graphic organizer, teacher modeling and word walls.</i>		VU: Introduction, main idea, supporting details
					LFC: Different verb tenses, simple and complex sentence structures.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction to an informative /explanatory topic in L1 and/or organize pictures, drawings or high-frequency, content-related single words.	Write an introduction to an informative /explanatory topic and state an opinion in L1 and/or organize pictures, drawings or general, content-based phrases.	Write an introduction to an informative /explanatory topic using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Write a clear introduction to an informative /explanatory topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent introduction to an informative /explanatory topic using content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Graphic organizer Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Graphic organizer Teacher modeling Charts Word wall Personal dictionary Sentence starters	Graphic organizer Teacher modeling	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.5.2.a WIDA ELDS: 2 Writing	Provide a general observation and focus when writing informational/expository text.		Create a general observation and focus when writing an informational/expository text <i>using an outline</i> .		VU: Appropriate to text
					LFC: Verb tenses.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Create a general observation and focus when writing an informational/expository text using L1 and/or single words in phrases that represent key ideas.	Create a general observation and focus when writing an informational/expository text using L1 and/or phrases or short sentences with formulaic structures that represent key ideas.	Create a general observation and focus when writing an informational/expository text using simple sentences with repetitive grammatical structures.	Create a general observation and focus when writing an informational/expository text using some complex sentences with a variety of grammatical structures.	Create a general observation and focus when writing an informational/expository text using complex sentences with a variety of grammatical structures.
Learning Supports	Outline Word/picture wall Cloze sentences L1 support	Outline Word/picture wall Sentence frames L1 support	Outline Word wall Sentence starters	Outline	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.5.2.b WIDA ELDS: 2 Writing	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.		<u>Develop</u> a given topic, including the facts, definition, and specific details and quotes <i>using reference materials (digital or pictorial/visual resources- internet, dictionaries, books) and teacher modeling.</i>		VU: Appropriate to the topic
					LFC: Varied sentence structure, vivid verbs, adjectives, use of quotations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop a given topic, including facts, definitions, specific details and quotes in L1 and/or using pictures, drawings, gestures and high-frequency vocabulary in phrases that represent key ideas.	Develop a given topic, including facts, definitions, specific details and quotes in L1 and/or using pictures, drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Develop a given topic, including facts, definitions, specific details and quotes using key vocabulary in simple sentences with repetitive grammatical structures that represent key ideas.	Logically, develop a given topic, including facts, definitions, specific details and quotes using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Clearly and coherently develop a given topic, including facts, definitions, specific details and quotes using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Reference materials Teacher modeling Word/picture wall L1 support Cloze sentences	Reference materials Teacher modeling Word/picture wall L1 support Sentence frames	Reference materials Teacher modeling Word wall	Reference materials	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.5.2.c WIDA ELDS: 2 Writing	Link ideas within and across categories of information using words (e.g. especially, consequently, furthermore).		Apply specific words (e.g. especially, consequently, furthermore, etc.) to link ideas within and across categories of information, <i>using a word wall and chart that organizes those specific words and defines WHEN to use them.</i> Note: ELLs often need examples of when to use specifically vs. especially vs. consequently.		VU: Especially, consequently, furthermore, after all, chiefly, more specifically
					LFC: Adverbs of time, manner Placement of transition words in a sentence, clause
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply specific words to link ideas within and across categories of information using L1 and/or pictures, drawings, gestures and high-frequency vocabulary in phrases that represent key ideas.	Apply specific words to link ideas within and across categories of information using L1 and/or pictures and key vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Apply specific words to link ideas within and across categories of information using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Apply specific words to link ideas within and across categories of information using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Apply specific words to link ideas within and across categories of information using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Chart Word wall Think-aloud L1 support Cloze sentences	Chart Word wall Think-aloud L1 support Sentence frames	Chart Word wall Think-aloud	Chart	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.5.2.d WIDA ELDS: 2 Speaking Writing	Express ideas using precise language and domain-specific vocabulary to explain topic.		Express ideas orally and in writing using precise language and domain specific vocabulary to explain a topic, by referring to visuals or a word wall.		VU: Words appropriate to topic
					LFC: Spoken use of first person singular in past and present. Comparative forms of adjectives to express differences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic in L1 and/or using single words from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic in L1 and/or using phrases from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from an adapted text using simple sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from a text within grades 4-5 complexity level band using expanded and some complex sentences with a variety of grammatical structures.	Express ideas orally and in writing using precise language and domain-specific vocabulary to explain a topic from a grade-level text using complex sentences with a variety of grammatical structures.
Learning Supports	Visuals Word wall L1 support Cognates	Visuals Word wall L1 support Cognates	Visuals Word wall	Visuals	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 W.5.2.e WIDAELDS: 2 Reading Speaking Listening	Provide a concluding statement or section related to the information or explanation presented.		Orally and in writing, present a concluding statement related to the information or explanation read in a given text by <i>using a chart to organize the ideas and index cards to assist when speaking.</i>		VU: Conclusion, vocabulary related to text, transition words appropriate for an oral presentation
					LFC: First person singular, past tense, transition words (properly placed and correctly chosen)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using high-frequency vocabulary in phrases that represent key ideas.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text in L1 and using general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Orally and in writing, present a concluding statement related to the information or explanation read in a given text using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Chart Note cards Word/picture wall L1 support	Chart Note cards Word/picture wall L1 support	Chart Note cards Word wall	Chart Note cards	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W. 5.3.c WIDA ELDS: 2 Speaking Writing	Use a variety of transitional words to manage the sequence of events.		Sequence events using different transitional words by <i>creating a timeline and inserting the words from a word wall.</i>		VU: Therefore, first, after that, secondly, in conclusion, although, finally
					LFC: Placement of transitional words- both in sentences and clauses. Correct choice of transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sequence events using different transitional words and/or use single words in phrases that represent key ideas.	Sequence events using different transitional words in L1 and/or use phrases with formulaic structures that represent key ideas.	Sequence events using different transitional words in simple sentences with repetitive grammatical structures.	Sequence events using different transitional words in expanded and some complex sentences with a variety of grammatical structures.	Sequence events using different transitional words in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Timeline Word wall L1 support Cloze sentences	Timeline Word wall L1 support Sentence frames	Timeline Word wall	Timeline	Timeline

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W. 5.3.d WIDA: 2 Speaking Writing	Use concrete words and phrases and sensory details to convey experiences and events precisely.		<u>Use</u> concrete words, phrases, and sensory details to describe experiences and specific events <i>using chart, dictionaries and graphic organizers.</i>		VU: Sensory words
					LFC: Present and past tense of verbs, descriptive adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use high-frequency, concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using single words in phrases that represent key ideas.	Use concrete words, phrases, and sensory details to describe experiences and specific events in L1 and/or using phrases and short sentences with formulaic structures.	Use concrete words, phrases, and sensory details to describe experiences and specific events using single sentences with repetitive grammatical structures.	Use concrete words, phrases, and sensory details to describe experiences and specific events using expanded and some complex sentences with varying grammatical structures.	Use precise, concrete words, phrases, and sensory details to describe experiences and specific events using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Chart of sensory details Word/picture wall L1 support Sentence frames Dictionaries	Graphic organizer Chart of sensory details Word/picture wall L1 support Sentence frames Dictionaries	Graphic organizer Chart of sensory details Word wall Dictionaries	Graphic organizer Dictionary	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W. 5.3.e WIDA: 2 Speaking Writing Listening	Create a conclusion that follows from the narrated experiences or events.		<u>Write</u> a conclusion after listening to a narrative of experiences or events, <i>with the support of pictures, illustrations, gestures, prosody and teacher modeling.</i>		VU: Narrator, personal experiences, series of events
					LFC: Sentence patterns for drawing conclusions.. Finally, after considering, In the end.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion after listening to a narrative of experiences or events using L 1 and/or high-frequency vocabulary in phrases that represent key ideas.	Write a conclusion after listening to a narrative of experiences or events using L1 and/or general vocabulary in phrases and short sentences formulaic structures.	Write a conclusion after listening to a narrative of experiences or events using key vocabulary in simple sentences with repetitive grammatical structures.	Write a conclusion after listening to a narrative of experiences or events using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a conclusion after listening to a narrative of experiences or events using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Pictures Word/picture wall L1 support Gestures	Teacher modeling Pictures Word/picture wall L1 support Sentence frames	Teacher modeling Pictures Word wall	Teacher modeling	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: W.5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to task, purpose, and audience.		<u>Respond</u> to a task, purpose and audience by writing a clear and coherent piece <i>with the support of teacher modeling and audience and purpose planning chart.</i>		VU: Audience, task, project, purpose, reason,
					LFC: WHO (people) are you writing for. What (thing) are you writing (task). Why are you writing (reason).
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond to a task, purpose and audience by writing a clear and coherent piece in L1 and/or using pictures, drawings and/or high-frequency vocabulary in phrases that represent key ideas.	Respond to a task, purpose and audience by writing a clear and coherent piece in L1 and/or using pictures and/or general vocabulary in phrases and short sentences with formulaic structures.	Respond to a task, purpose and audience using key vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Respond to a task, purpose and audience by writing an organized piece using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Respond to a task, purpose and audience by writing a clear and coherent piece using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Audience and purpose planning chart Word/picture wall L1 support Gestures Pictures	Teacher modeling Audience and purpose planning chart Word/picture wall L1 support Sentence frames	Teacher modeling Audience and purpose planning chart Word wall	Audience and purpose planning chart	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: W 5.5 WIDA ELDS: 2 Writing	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.		<u>Improve and strengthen</u> writing by applying the steps of the writing process with the guidance/support of partners, teachers, and other adults. <i>Employ graphic organizers and timelines to assist as needed.</i>		VU: Planning, rewriting, revisiting, drafting, creating,
					LFC: Use of prefixes: re Transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using pictures, drawings and high-frequency, content-related single words in phrases that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using drawings and general, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Graphic organizer Partner Work Teacher support Timeline Word/picture wall Pictures L1 support Cloze sentences	Graphic organizer Partner Work Teacher support Timeline Word/picture wall Pictures L1 support Sentence frames	Graphic organizer Partner Work Timeline Word wall	Graphic organizer Partner Work	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: W.5.7 WIDA ELDS: 2 -5 Reading Writing	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		<u>Research</u> a topic and <u>take notes</u> using several sources to first build a knowledge base, by investigating different aspects of a topic. <i>Use an outline, notes and online resources (translators) as well as bilingual/picture dictionaries for support.</i>		VU: Main idea, supporting details, opposing opinions. Text appropriate vocabulary:
					LFC: Compare and contrast word patterns, conjunctions,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use high-frequency, content-related single words in phrases that represent key ideas.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	<u>Outline</u> Multiple reference materials Teacher modeling Teacher support Notes <u>L1 support</u>	<u>Outline</u> Multiple reference materials Teacher modeling Teacher support Notes <u>L1 support</u>	<u>Outline</u> Multiple reference materials Teacher modeling Teacher support Notes	<u>Outline</u> Multiple reference materials Notes	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.5.10 WIDA ELDS: 2 Writing	Create writing pieces routinely over extended (time for research, 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.		<u>Create</u> writing pieces routinely over extended (time for research, 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. Organize your thoughts with a <i>template and pictures as needed</i> .		VU: Reflection, revisit, rewrite
					LFC: Verb tenses, modals, sequential paragraphs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Create writing tasks routinely over extended and over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or with drawings, pictures and/or high-frequency, content-related single words and phrases.	Create writing tasks routinely over extended and over short time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or with drawings and/or general, content-based vocabulary in simple sentences with formulaic structure.	Create writing tasks routinely over extended and short time frames for a range of discipline-specific tasks, purposes and audiences using key, content-based vocabulary in simple, related sentences with repetitive structures.	Create writing tasks routinely over extended and over short time frames for a range of discipline-specific tasks, purposes and audiences using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Create writing tasks routinely over extended and short time frames for a range of discipline-specific tasks, purposes and audiences using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Shared writing Templates (completed) Word banks L1 support Sentence frames Drawings Pictures	Shared writing Templates Word banks L1 support Sentence frames Drawings	Shared writing Templates Word banks	Shared writing	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: SL.5.1.b WIDA ELDS: 2 Speaking Listening	Follow agreed-upon rules and assigned roles in one-on-one, small and whole group discussions.		<u>Participate</u> in a discussion with agreed upon rules in one-on-one, small group and whole class discussion <i>using cue cards and word wall</i> .		VU: Appropriate to discussion
					LFC: Pronouns-I, my, our, ours, mine
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using L1 and/or answer questions with picture and high-frequency, content-related single words that represent key ideas or answer yes/no; either/or questions.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Participate in a discussion with agreed upon rules in one-on-one, small group and whole class discussion using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Partner Cue cards Question stems Word wall L1 support Manipulatives Pictures/Photographs	Partner Cue cards Question stems Word wall L1 support Pictures/Photographs Sentence Frames	Partner Cue cards Question stems Word wall	Partner Cue cards	Partner

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: SL.5.2 WIDA: 2 Listening Speaking	Summarize a grade 5 written text or information read aloud presented in diverse media and formats, including visually, quantitatively, and orally.		After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally <i>using notes and word wall</i> .		VU: Summarize, media
					LFC: Past tense (summarize)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally in L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	After listening to an appropriate leveled text or information read aloud, summarize the key concepts orally using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Video Clips/Films Notes Word/picture wall L1 support Word cards Teacher modeling	Video Clips/Films Notes Word/picture wall L1 support Phrase cards Teacher modeling	Video Clips/Films Notes Word Wall Teacher modeling	Video Clips/Films	Video Clips/Films

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: SL 5.4 WIDA ELDS: 2 Reading Speaking	Report on a topic or text.		Give an oral presentation on a given topic or text <i>using note cards, pictures and props.</i>		VU: Presentation skills, eye contact, voice control, cue cards
					LFC: Past tense, sentence patterns used in oral presentations, transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Give an oral presentation on a given topic or text using L1 and/or using pictures and high-frequency, content-related single words in phrases that represent key ideas.	Give an oral presentation on a given topic or text using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Give an oral presentation on a given topic or text using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Give an oral presentation on a given topic or text using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Give an oral presentation on a given topic or text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Note cards Word/picture wall L1 support Manipulatives Pictures/Photographs Props	Note cards Word/picture wall L1 support Pictures/Photographs Sentence Frames	Note cards Word wall	Note cards	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: SL 5.4 WIDA: 2 Reading Speaking	When presenting a report, sequence ideas logically.		Present a report orally and <u>sequence</u> the ideas logically <i>using timelines, note cards and/or pictures.</i>		VU: Sequence, in order, organize, logically, emphasize
					LFC: Punctuation, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present a report orally and sequence the ideas logically using L1 and/or using pictures and high-frequency, content-based vocabulary in phrases that represent key ideas.	Present a report orally and sequence the ideas logically using L1 and/or using pictures and general, content-based vocabulary in short sentences with formulaic patterns that represent key ideas.	Present a report orally and sequence the ideas logically using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Present a report orally and sequence the ideas logically using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Present a report orally and sequence the ideas logically using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Timeline Word/picture wall Note cards L1 support Pictures	Timeline Word/picture wall Note cards L1 support Pictures	Timeline Word wall Note cards	Timeline	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: L.5.1.d WIDA ELDS: 2 Writing Speaking	Recognize and correct inappropriate shifts in verb tense.		<u>Recognize and correct</u> inappropriate shifts in verb tense with the <i>assistance of web resources, language reference sheets and a peer evaluation.</i>		VU: Past/future/present perfect/ irregular/regular
					LFC: Verb tenses, decide which one is appropriate
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and correct inappropriate shifts in simple verb tenses when using single words in phrases.	Recognize and correct inappropriate shifts in simple verb tenses when using phrases and short sentences with formulaic structures.	Recognize and correct inappropriate shifts in verb tense when using simple sentences with repetitive grammatical structures.	Recognize and correct inappropriate shifts in verb tense when using expanded and some, complex sentences with a variety of grammatical structures.	Recognize and correct inappropriate shifts in verb tense when using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Web resources (bilingual) Language reference sheets Partner Word/picture wall L1 support	Web resources (bilingual) Language reference sheets Partner Word/picture wall L1 support	Web resources Language reference sheets Partner Word wall	Web resources Language reference sheets	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: L.5.2.c WIDA ELDS: 2 Writing Listening	Use a comma to set off the words yes and no (e.g., Yes, thank you).		When writing, <u>punctuate</u> with a comma to set off words, Yes and No <i>using a reference sheet and by listening to a partner read with intonation (prosody) that indicates a pause.</i>		VU: Separate, divide, set off, intonation, inflection
					LFC: Punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When writing, use a comma to set off words, Yes and No, by listening to a teacher read phrases.	When writing, use a comma to set off words, Yes and No, by listening to teacher read phrases and short sentences with formulaic structures.	When writing, use a comma to set off words, Yes and No, by listening to a partner or teacher read simple sentences with repetitive grammatical structures.	When writing, use a comma to set off words, Yes and No, by listening to a partner read expanded and some complex sentences with varying grammatical structures.	When writing, use a comma to set off words, Yes and No, by listening to a partner read multiple complex sentences with varying grammatical structures.
Learning Supports	Reference sheet Teacher prosody Pictures L1 support Gestures	Reference sheet Teacher prosody Pictures L1 support	Reference sheet Teacher prosody	Reference sheet	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: L.5.2.c WIDA ELDS: 2 Writing Listening	Use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?)		When writing, identify a pause with punctuation of a comma to set off tag words from the rest of the sentence <i>using a reference sheet and by listening to a partner</i> read with intonation that indicates a pause.		VU: Tag questions
					LFC: Isn't it, shouldn't you, aren't you: sentence patterns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify a pause with punctuation of a comma to set off simple tag words.	Identify a pause with punctuation of a comma to set off tag words when writing simple phrases.	Identify a pause with punctuation of a comma to set off tag words from the rest of the sentence, when writing simple sentences.	Identify a pause with punctuation of a comma to set off tag words from the rest of the sentence, when writing expanded and some complex sentences.	Identify a pause with punctuation of a comma to set off tag words from the rest of the sentence, when writing multiple, complex sentences.
Learning Supports	Teacher modeling Reference sheet Teacher prosody L1 support Gestures	Teacher modeling Reference sheet Teacher prosody L1 support	Teacher modeling Reference sheet Teacher prosody	Reference sheet	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: L.5.2.c WIDA ELDS: 2 Writing Listening	Use a comma to indicate direct address (e.g., Is that you, Steve?).		Identify a pause with punctuation of a comma indicate direct address <i>by working with a partner or teacher reading with intonation that indicates a pause and a Punctuation Chart.</i>		VU: Direct address
					LFC: Question formats
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify a pause with punctuation of a comma to indicate direct address when writing phrases.	Identify a pause with punctuation of a comma to indicate direct address when writing phrases and short sentences with formulaic structures.	Identify a pause with punctuation of a comma to indicate direct address when writing simple sentences with repetitive grammatical structures.	Identify a pause with punctuation of a comma to indicate direct address when writing expanded and some complex sentences with varying grammatical structures.	Identify a pause with punctuation of a comma to indicate direct address when writing multiple, complex sentences with varying grammatical structures.
Learning Supports	Punctuation Chart Teacher modeling Teacher prosody L1 support Gestures	Punctuation Chart Teacher modeling Teacher prosody L1 support	Punctuation Chart Partner	Punctuation Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: L.5.4 WIDA ELDS: 2 Reading Speaking	Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content.		In appropriately leveled texts, <u>determine and clarify</u> the meanings of unknown or multiple meaning words using context clues, <i>think-alouds and visuals</i> .		VU: Multiple meaning (polysemous), context clues
					LFC: Words in opposition, synonyms, antonyms, cognates
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine and clarify meaning of unknown, words and phrases through context clues in L1 and/or high-frequency, content-related single words using sentence level context clues in a leveled text in English.	Determine and clarify meaning of unknown, content-based words and phrases through context clues in L1 and/or common, content-based words and phrases using sentence level context clues from a leveled text in English.	Determine and clarify the meaning of unknown, key, content-based words or phrases using sentence and paragraph level context clues in adapted texts.	Determine and clarify the meaning of unknown, content-based words and phrases using sentence and paragraph level context clues in texts within grades 3-4 complexity level.	Determine and clarify the meaning of unknown, content-based, grade-level words and phrases using sentence and paragraph level, context clues.
Learning Supports	Think-aloud Word/picture wall L1 support Pictures/Photographs Gestures	Think-aloud Word/picture wall L1 support Pictures/Photographs	Think-aloud Word Wall	Think-aloud	

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ELA – Grade 5 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: L.5.6 WIDA ELDS: 2 Reading speaking	Acquire and use grade appropriate general academic and domain specific words.		Increase vocabulary, by acquiring and accurately using general academic and specific domain- words and phrases <i>by working with a partner, using online resources and developing a word/vocabulary list.</i>		VU: Words appropriate to the specific subject areas
					LFC: Sentence patterns, cognates
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Increase vocabulary by acquiring and accurately using grade-appropriate general academic and domain-specific words and phrases in L1 and/or high-frequency, general academic and content-related words.	Increase vocabulary by acquiring and accurately using grade-appropriate general academic and domain-specific words and phrases in L1 and/or general academic and key, domain-specific words and phrases.	Increase vocabulary by acquiring and accurately using general academic and key, domain-specific words and phrases.	Increase vocabulary by acquiring and accurately using grade-appropriate academic and domain-specific words and phrases.	Increase vocabulary by acquiring and accurately using precise, grade-appropriate, academic and domain-specific words and phrases.
Learning Supports	Online resources Leveled text L1 support Word/picture wall Personal dictionary Drawings Gestures	Online resources Leveled text L1 support Word/picture wall Personal dictionary Pictures	Online resources Adapted text Word Wall Personal dictionary	Online resources Partner	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 CCSS: L.5.6 WIDA ELDS: 2 Writing Speaking	Acquire phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		Use words that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) <i>using a phrase wall of these words and a chart about their usage.</i>		VU: However, although, therefore, overall, consequently, additionally
					LFC: Correct placement of these words in the sentence/paragraph
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use high-frequency words that signal contrast, addition and other logical relationships in cloze sentences.	Use general words that signal contrast, addition and other logical relationships in phrases and short sentences with formulaic structures.	Use specific words that signal contrast, addition and other logical relationships in simple sentences with repetitive grammatical structures.	Use specific words that signal contrast, addition and other logical relationships in expanded and some complex sentences with a variety of grammatical structures.	Use precise words that signal contrast, addition and other logical relationships in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Phrase wall Chart L1 support Cloze sentence	Phrase wall Chart L1 support Sentence frame	Phrase wall Chart	Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 CCSS: L.5.6 WIDA ELDS: 2 Reading Speaking Writing	When presenting a report, use appropriate facts and relevant, descriptive details to support main ideas or themes.		Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes <i>by using a graphic organizer and notes.</i>		VU: Details, supporting, specific, main ideas, <hr/> LFC: Descriptive adjectives, Transition words, <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes in L1 and/or using pictures, drawings and high-frequency, content-related vocabulary in single words and memorized phrases that represent key ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using general, content-based vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Present a report orally and in written form that includes relevant, descriptive details that support the main ideas or themes using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures that represent organized ideas.
Learning Supports	Note cards Graphic organizer Pictures L1 support Props Gestures	Note cards Graphic organizer Pictures L1 support Sentence starters Sentence frames	Note cards Graphic organizer Pictures	Note cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: L.5.6 WIDA ELDS: 2 Speaking	Speak clearly at an understandable pace when presenting a report.		Speak clearly at an understandable pace when presenting a report. Use <i>cue cards with or without pictures, as needed.</i>		VU: Intonation, inflection, pausing, breathing, slowing down, eye contact
					LFC: Correct use of transition words.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak clearly at an understandable pace when presenting a report in L1 and/or using pictures, drawings and high-frequency, content-related vocabulary in single words and memorized phrases that represent key ideas.	Speak clearly at an understandable pace when presenting a report in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Speak clearly at an understandable pace when presenting a report using key, content-based vocabulary in simple sentences with repetitive grammatical structures that represent multiple, related ideas.	Speak clearly at an understandable pace when presenting a report using key, content-based vocabulary in expanded and some complex sentences with varying grammatical structures that represent organized ideas.	Speak clearly at an understandable pace when presenting a report using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures that represent clear and cohesive ideas.
Learning Supports	Cue cards Word/picture wall Pictures L1 support Cloze sentences	Cue cards Word/picture wall Pictures L1 support Sentence frames Sentence starters	Cue cards Word wall Pictures	Cue cards	

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