

ELA – Grade 5 - Unit 4 – 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.		Compare and contrast two or more characters, settings or events in a story or drama <i>using a graphic organizer and a Narrative Writing Diamond.</i>		VU: Compare, contrast, details, drama, text, characters; content-based, grade-level vocabulary LFC: Sentence patterns used in narratives, past tense, conjunctions such as neither, nor, but LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Compare and contrast two characters, the settings or the events in a story in L1 and/or by using Pictures and key words.	Compare and contrast two or more characters, the settings or the events in a story using L1 and/or short phrases, sentences and Pictures as needed.	Compare and contrast two or more characters, the settings or the events in a story, in simple, related sentences with some details from the text.	Compare and contrast two or more characters, the settings or the events in a story in expanded sentences that include at least one detail to support each statement.	Compare and contrast two or more characters, the setting or the events in a story or drama in well developed paragraphs using grade level vocabulary and including a number of specific details to support each statement.
Learning Supports	Native language support Graphic Organizers Partner work Illustrations/diagrams/drawings Cartoons Charts/Posters Pictures and Photographs Venn Diagram	Graphic Organizers Native language support Partner work Illustrations/diagrams/drawings Cartoons Charts/Posters Pictures and Photographs Narrative Writing Diamond	Graphic Organizers Charts/Posters Partner work Narrative Writing Diamond	Graphic Organizers Partner work Narrative Writing Diamond	

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. 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: 2 RL.5.4 CCSS: WIDA ELDS: Reading Writing	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.		Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes <i>with the aid of</i> illustrations, <i>dictionaries and</i> Figurative Language Charts.		VU: Simile, metaphor, personification, figurative language; content-based, grade-level vocabulary
					LFC: Specific structures (as...as; like)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes in L1 and/or by matching the high-frequency words/phrases to an illustration.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes in L1 and/or by defining those words in short phrases with an illustration as needed.	Read to determine the meaning of figurative language, metaphors and similes in an adapted text.	Read to determine the meaning of figurative language, metaphors and similes used in a text within grades 4-5 complexity band.	Read to determine the meaning of words and phrases, including figurative language, metaphors and similes in grade level text.
Learning Supports	Native language support Figurative Language Chart Illustrations/diagrams/drawings Pictures and Photographs Matching Word Card Game Cloze Activity Partner work	Native language support Figurative Language Chart Illustrations/diagrams/drawings Pictures and Photographs Partner work Sentence Frame	Partner work Figurative Language Chart	Partner work Figurative Language Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RI.5.6 WIDA ELDS: 2-5 Reading Writing Speaking	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Read to analyze multiple accounts of the same event or topic and note the similarities and differences in the point of view they represent by <i>discussing them with a partner, using a graphic organizer and highlighting the text.</i>		VU: Accounts, stories, events, topics, similarities, differences; content-based, grade-level vocabulary
					LFC: Past tenses, transitional words, conjunctions,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze multiple accounts of the same event or topic in L1 and/or answer yes/no questions about each one with Illustrations, as needed.	Read to analyze multiple accounts of the same event or topic in L1 and/or identify similarities and differences using phrases and short sentences.	Read to analyze multiple accounts of the same event and classify them by their similarities and differences then explain with a series of simple, related sentences.	Read to analyze multiple accounts of the same event or topic and compare them in a series of expanded sentences with emerging complexity.	Read to analyze multiple accounts of the same event or topic, in grade-level text and respond to questions that require an explanation of the different points of view using multiple, complex sentences.
Learning Supports	Phrase Citations Native language support Partner work Teacher Support Illustrations/diagrams/drawings Graphic Organizers Choice questions	Native language support Partner work Teacher Support Illustrations/diagrams/drawings Graphic Organizers	Highlighted Words/Boldface Words Graphic Organizers Partner work	Highlighted Words/Boldface Words Graphic Organizers Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RI.5.9 WIDA ELDS: 2-5 Writing Speaking Reading	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably using Note Cards and Cornell Notes .		VU: Question words; Content-based, grade-level vocabulary
					LFC: Transitional words, structures used to synthesize and analyze information
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Integrate information from several texts on the same topic in L1 and/or find the main idea in two adapted texts and using manipulatives, gestures, pictures and illustrations as needed, make a brief oral presentation to a small group.	Integrate information from several texts on the same topic in L1 and/or identify the main ideas in two texts using phrases and short sentences, then express them orally to a small group of students.	Integrate information from several adapted texts on the same topic writing a series of simple, related sentences and then express them orally.	Integrate information from several texts within the complexity band, and write a number of paragraphs with expanded sentences of emerging complexity, that indicate an in-depth knowledge of the subject and then express those ideas orally.	Integrate information from several grade-level texts, and write a number of paragraphs with complex sentences, that indicate an in-depth knowledge of the subject and then express those ideas orally.
Learning Supports	Native language support Small group/ triads Teacher Support Illustrations/diagrams/drawings Note Cards Cornell Notes	Native language support Small group/ triads Teacher Support Note Cards Cornell Notes	Small group/ triads Cornell Notes Note Cards	Small group/ triads Cornell Notes Note Cards	Cornell Notes Note Cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RI.5.10 WIDA ELDS: 2-5 Reading Speaking	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.		Read texts independently and proficiently <i>using multiple resources and Word Wall</i> .		VU: Content-based, grade-level vocabulary
					LFC: Appropriate to text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read texts independently and proficiently in L1 and/or and read excerpts from grade-level text and respond simple comprehension questions with one or two word answers and/or by drawing pictures.	Read texts independently and proficiently in L1 and/or and read excerpts from grade-level text and respond with Pictures selected vocabulary in phrases or short sentences.	Read adapted texts independently and proficiently by responding with key vocabulary in a series of simple, related sentences.	Read grade 4-5 texts independently and proficiently by responding with key vocabulary in expanded sentences of emerging complexity.	Read grade level texts independently and proficiently by responding with precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Illustrations/diagrams/drawings Choice questions Word/Picture Wall	Native language support Partner work Illustrations/diagrams/drawings wings Sentence Frame Word/Picture Wall	Partner work Sentence Starter Word Wall	Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RF.5.4a WIDA ELDS: 2 Reading Speaking	Read grade-level text with purpose and understanding.		<u>Read</u> text with purpose and comprehension <i>using partner and Story Map</i> .		VU: Purpose, understanding; content-based, grade-level vocabulary
					LFC: Sentence structure at text level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level texts and explain the purpose and demonstrate comprehension in L1 and/or read excerpts from grade-level texts and demonstrate purpose and comprehension by answering yes/no/ Choice questions, using Pictures as needed.	Read grade-level texts and explain the purpose and demonstrate comprehension in L1 and/or read excerpts from grade-level texts and demonstrate comprehension using selected vocabulary in key phrases and short sentences.	Read adapted texts and demonstrate purpose and comprehension by answering questions using key, vocabulary in a series of simple, related sentences.	Read texts at the grade 4 text level band and explain the purpose and demonstrate comprehension using key vocabulary in expanded sentences with emerging complexity.	Read grade-level texts and explain the purpose and demonstrate comprehension using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Story Map Illustrations/diagrams/drawings Choice questions	Native language support Partner work Illustrations/diagrams/drawings Choice questions Story Map	Partner work Story Map Word Wall	Partner work Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RF.5.4c WIDA ELDS: 2 Reading Writing	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<u>Apply context clues to confirm or self-correct</u> when necessary <i>using</i> Think Alouds <i>and a</i> Checklist.		VU: Confirm, self check, self correct, recognition
					LFC: Context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply context clues to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency words in a controlled text by listening to the teacher model how to use sentence level context clues, Cognates and Schemata.	Apply context clues to confirm the meaning of unknown words in a grade-level text in L1 and/or use sentence-level context clues, Cognates and Schemata to confirm unknown key words in selected phrases from a leveled text.	Apply sentence and paragraph-level context clues, Cognates, and Schemata to confirm the meaning of unknown words in an adapted text.	Apply sentence and paragraph-level context clues, <u>Cognates</u> , and schemata to confirm the meaning of unknown, key words in a text within grades 3-4 complexity band.	Apply sentence and paragraph-level context clues, <u>Cognates</u> , and schemata to confirm the meaning of unknown words in a grade-level text.
Learning Supports	Bilingual dictionary L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dictionary L1 support Word/Picture Wall Checklist Think Alouds	Bilingual dictionary Word Wall Checklist Think Alouds	Dictionary Checklist	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: W.5.1.c WIDA ELDS: 2 Writing	Link opinion and reasons using clauses when writing.		Write a piece that links opinions to the reasons supporting those opinions with clauses <i>using</i> Teacher Modeling <i>and</i> Specialized Reference Materials.		VU: Main clauses, subordinate clauses LFC: Components of clauses, words that indicate clauses-if, because, although LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write a clear and coherent opinion that links the reasons supporting the opinion in L1 and/or match an opinion to a reason for that opinion using Pictures and selected words.	Write a clear and coherent opinion that links the reasons supporting the opinion in L1 and/or use a simple clause to join two parts of a simple sentence, linking an opinion to a reason for that opinion.	Link opinion and reasons using various clauses when writing using key vocabulary in a series of simple, related sentences.	Write an organized opinion that links the reasons supporting the opinion using key vocabulary in expanded and some complex sentences.
Learning Supports	Specialized Reference Materials Native language support Partner work Illustrations/diagrams/drawings Teacher Modeling	Specialized Reference Materials Native language support Partner work Illustrations/diagrams/drawings Sentence Frame Teacher Modeling	Partner work Specialized Reference Materials Teacher Modeling	Partner work Specialized Reference Materials	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: W.5.2a WIDA ELDS: 2 Writing	Introduce a topic clearly, provide a general observation and focus, and group related information logically. When writing, include formatting (e.g., headings, Illustrations, and multimedia) when useful to aiding comprehension.		Write an introduction that provides a general observation and focus, include formatting, Illustrations and multimedia to aid comprehension using Mentor Texts and an Outline.		VU: Introduction, focus, logically, multimedia, comprehension
					LFC: Sequential and transitional words, subject/verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Introduce a topic clearly, provide a general observation and focus, with grade-appropriate language, syntax and structure in a logical sequence in L1 and/or introduce a topic logically, and match simple phrases to Pictures.	Introduce a topic clearly, provide a general observation and focus, with grade-appropriate language, syntax and structure in a logical sequence in L1 and/or introduce a topic logically and include some formatting to aid comprehension by writing phrases and short sentences.	Write an introduction that provides a general observation and includes some formatting that aids in comprehension using specific vocabulary in a series of simple, related sentences.	Write an introduction that provides a general observation and includes some technical vocabulary, emerging varied sentence structure and formatting.	Introduce a topic clearly, provide a general observation and focus, with grade-appropriate language, syntax and structure in a logical sequence. Include formatting when useful to aiding comprehension.
Learning Supports	Native language support Picture Dictionary Shared Writing Pictures and Photographs and Photographs Mentor Texts Outline	Native language support Shared Writing Mentor Texts Outline Sentence Frame Pictures and Photographs	Small group/ triads Shared Writing Mentor Texts Outline	Small group/ triads Mentor Texts Outline	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: W.5.2b WIDA ELDS: 2 Writing	Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.		When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic <i>with the aid of a graphic organizer and a Word Bank</i> .		VU: Definitions, facts, details, quotations, information
					LFC: Quotation marks, structures for paraphrasing, subject/verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic in L1 and/or create a web that links the definitions, and some details to the topic. Use Illustrations as needed.	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic in L1 and/or list facts, definitions, quotations and details in phrases and short sentences.	When writing, use facts, definitions, concrete details, quotations, or other information to support a given topic using key vocabulary in a series of simple, related sentences I paragraph form.	When writing, use facts, definitions, concrete details, quotations, or other information to support a given topic using key vocabulary in expanded and some complex sentences.	When writing, use facts, definitions, concrete details, quotations, or other information and examples related to a topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Word Bank Native language support Illustrations/diagrams/drawings Phrase Citations Graphic Organizers Cloze sentences	Word Bank Native language support Sentence Frame Phrase Citations Graphic Organizers	Word Bank Graphic Organizers	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: W.5.2c WIDA ELDS: 2 Writing	Link ideas within and across categories of information using phrases.		Write sentences that link ideas across categories of information using phrases <i>with a graphic organizer and phrase wall.</i>		VU: Link, ideas, categories, information
					LFC: Transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Link ideas within and across categories using phrases in L1 and/or list the ideas/concepts that belong in each category and match Pictures to words.	Link ideas within and across categories using phrases in L1 and/or use selected vocabulary in key phrases and short sentences.	Link ideas within and across categories using key vocabulary in a series of simple, related sentences, joined by phrases.	Link ideas within and across categories using phrases with key vocabulary in expanded sentences with emerging complexity.	Link ideas within and across categories of information by using more precise vocabulary in sentences with great complexity.
Learning Supports	Native language support Matching Word Card Game Word Bank Teacher Support Graphic Organizers Phrase wall	Native language support Graphic Organizers Phrase wall Word Bank	Graphic Organizers Phrase wall	Graphic organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: W.5.2d WIDA ELDS: 2 Speaking Writing	Use precise language and domain-specific vocabulary to inform about or explain the topic.		Express ideas orally and in writing using precise language and domain specific vocabulary to inform or explain a topic, by <i>referring to visuals or a Word Wall</i> .		VU: Content-based, grade-level vocabulary
					LFC: Comparative forms of adjectives , all kinds of adverbs, main and subordinate clauses
					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 inform about or explain a topic in L1 and/or using key, single words from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic in L1 and/or using key phrases from a leveled text.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from an adapted text using simple sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a text within grades 3-4 complexity level band using expanded and some complex sentences.	Express ideas orally and in writing using precise language and domain-specific vocabulary to inform about or explain a topic from a grade-level text using complex sentences.
Learning Supports	Visuals Word/Picture Wall L1 support Cognates	Visuals Word/Picture Wall L1 support Cognates	Visuals Word Wall	Visuals	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.5.2e WIDA ELDS: 2 Writing	Provide a concluding statement or section related to the information or explanation presented.		Write a concluding statement related to the information or explanation presented <i>using</i> Shared Writing <i>and</i> Graphic Organizers.		VU: Conclusion, information, explanation, facts, theories
					LFC: Past tenses, passive voice
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion statement that follows from the information presented in L1 and/or in Pictures, drawings or high-frequency words that represent key ideas.	Write a conclusion statement that follows from the information presented in L1 and/or using selected vocabulary in phrases and short sentences that represent key ideas.	Write a conclusion statement that follows from the information presented using key vocabulary in a simple sentence.	Write a conclusion statement that follows from the information presented using key vocabulary in an expanded sentence with emerging complexity.	Write a conclusion statement that follows from the information presented using precise vocabulary in a complex sentence.
Learning Supports	Native language support Pictures and Photographs Teacher Support Shared Writing Graphic Organizers	Native language support Shared Writing Illustrations/diagrams/drawings Graphic Organizers	Graphic Organizers Shared Writing	Graphic Organizers Shared Writing	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W 5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to task, purpose, and audience.		Write clear and coherent pieces that are appropriate to task, purpose, and audience <i>using a</i> Purpose and Audience Planning Chart, Outline <i>and</i> Word Walls.		VU: Clear, precise, coherent, task, purpose, audience
					LFC: Appropriate to task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write clear and coherent pieces aligned to the task, purpose and audience in L1 and/or write selected words or phrases that are appropriate to task, purpose and audience. Use Pictures as needed.	Write clear and coherent pieces aligned to the task, purpose and audience in L1 and/or complete Sentence Frame that are appropriate to task, purpose and audience using selected vocabulary in key phrases and short sentences.	Write organized pieces that are appropriate to task, purpose, and audience using key vocabulary in a series of simple, related sentences.	Write clear and coherent pieces that are appropriate to task, purpose, and audience using key vocabulary in expanded and some complex sentences.	Write clear and coherent pieces aligned to the task, purpose and audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations/diagrams/drawings Word/Picture Wall Outline Purpose and Audience Planning Chart	Native language support Word/Picture Wall Sentence Frame Outline Purpose and Audience Planning Chart	Outline Purpose and Audience Planning Chart Word Wall	Outline Purpose and Audience Planning Chart	

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SLO: 15 CCSS: W 5.8 WIDA ELDS: 2 Reading Listening Writing	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		<u>Research and take notes</u> using several sources to first build a knowledge base, from experiences or gather relevant information from print and digital sources by investigating different aspects of a topic. <i>Use an Outline, notes and online resources (translators) as well as bilingual/Picture Dictionary for support.</i>		VU: Relevant, information, experiences, digital, summarize, paraphrase, sources, cite, plagiarizing
					LFC: Transitional words, clauses, 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 gather relevant information from print and digital sources of a topic in L1 and/or use Illustrations and high-frequency, single words in key phrases.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic in L1 and/or use Illustrations, visuals and selected vocabulary in key phrases and short sentences.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic. Use key vocabulary in a series of simple, related sentences.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic. Use key vocabulary in expanded sentences with emerging complexity.	Research a topic and take notes using several sources to build a knowledge base and gather relevant information from print and digital sources of a topic. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Multiple reference materials Teacher Modeling Teacher Support Notes L1 support	Outline Multiple reference materials Teacher Modeling Teacher Support Notes L1 support	Outline Multiple reference materials Teacher Modeling Teacher Support Notes	Outline Multiple reference materials Notes	

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. 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.

ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.5.9 WIDA ELDS: 2 Reading Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.		Find evidence in literary or informational texts to support analysis, reflection and research with <i>the aid of</i> Graphic Organizers, Marking the Text <i>and</i> Partner work.		VU: Evidence, literary , informational , analysis, reflection, research
					LFC: Summarizing, synthesizing, transitional words, past tense, compound tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Find evidence in literary or informational texts to support analysis, reflection and research in L1 and/or by matching keys words to ideas and answering yes/no questions.	Find evidence in literary or informational texts to support analysis, reflection and research in L1 and/or by completing a teacher created graphic organizer using selected vocabulary in key phrases and short sentences.	Find evidence in literary or informational texts to support analysis, reflection and research using key vocabulary in a series of simple, related sentences.	Find evidence in literary or informational texts to support analysis, reflection and research using key vocabulary in expanded and some complex sentences.	Find evidence in literary or informational texts to support analysis, reflection and research using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Pictures and Photographs Word/Picture Wall Choice questions Marking the Text Graphic Organizers	Native language support Partner work Pictures and Photographs Word/Picture Wall Graphic Organizers Marking the Text	Marking the Text Partner work Graphic Organizers Word Wall	Marking the Text Graphic organizers	

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ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: SL.5.1a WIDA ELDS: 2-5 Reading Speaking Listening	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		Ask and answer questions about material studied <i>using</i> Note Cards, Word Wall <i>and</i> Dialogue Starters.		VU: Preparation, discussion, required, explicitly, topic, explore; content-based, grade-level vocabulary LFC: Past tenses, conventions for speaking in the first person, transitional words.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about material studied in L1 and/or study the key words and Illustrations about a topic and prepare 2 or 3 cards with simple phrases or Pictures to orally share with others.	Ask and answer questions about material studied in L1 and/or use selected vocabulary in key phrases and short sentences.	Ask and answer questions about material studied using key vocabulary in a series of simple, related sentences.	Ask and answer questions about material studied using key vocabulary in expanded sentences with emerging complexity.	Ask and answer questions about material studied using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Pictures and Photographs Dialogue Starters Note Cards Gestures Manipulatives Word/Picture Wall	Native language support Partner work Dialogue Starters Note Cards Word/Picture Wall	Partner work Dialogue Starters Note Cards Word Wall	Partner work Dialogue Starters Note Cards	

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ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: SL.5.3 WIDA ELDS: 2 Listening Speaking	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		Summarize the points a speaker makes and orally explain how each claim is supported by reasons and evidence <i>with an Outline, notes, Prompts and Word Walls.</i>		VU: Summarize, speaker, evidence, claim, supported, reasons <hr/> LFC: Transitional words, past tenses, passive voice <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Summarize the points a speaker makes and orally explain how each claim is supported by evidence in L1 and/or draw Cartoons/ Illustrations and use selected vocabulary to describe drawings.	Summarize the points a speaker makes and orally explain how each claim is supported by evidence in L1 and/or list the main ideas and attach one supporting reason. Use Pictures to explain the list using selected vocabulary in phrases and short sentences.	Summarize the points a speaker makes and orally explain how some of the claims are supported using key vocabulary in a series of simple, related sentences.	Summarize the points a speaker makes and orally explain how each claim is supported by evidence using key vocabulary in expanded and some complex sentences.
Learning Supports	Native language support Small group/ triads Outline Word/Picture Wall Prompts Notes Teacher Modeling	Native language support Small group/ triads Outline Word/Picture Wall Prompts Notes Teacher Modeling	Small group/ triads Outline Word Wall Prompts Notes	Small group/ triads Outline Notes	

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ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: SL.5.5 WIDA ELDS: 2 Speaking	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays <i>using</i> Technology.		VU: Multimedia, components, visuals, appropriate, ideas, themes, videos, films, graphics
					LFC: Past tenses, comparative forms of adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays in L1 and/or use Gestures and match icons to selected vocabulary.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays in L1 and/or use drawings/Illustrations and key vocabulary in phrases and short sentences.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using key vocabulary in a series of simple, related sentences.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using key vocabulary in expanded and some complex sentences.	Enhance the development of main ideas or themes in oral presentations by including multimedia components and visual displays using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Icons Technology and Technological Resources	Native language support Partner work Illustrations/diagrams/drawings Technology and Technological Resources	Small group/ triads Technology and Technological Resources	Small group/ triads Technology and Technological Resources	

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. 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.

ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: L.5.1a WIDA ELDS: 2 Speaking Writing	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		<u>Explain</u> the function of conjunctions, prepositions, and interjections in general and their function in particular sentences <i>by using reference sheets and working in small groups.</i>		VU: Prepositions, conjunctions, interjections
					LFC: Proper placement of conjunctions, interjections, prepositions and punctuation.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences in L1 and/or use selected vocabulary in controlled text.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences in L1 and/or by organizing a list of words into those three categories.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences using key vocabulary in a series of simple, related sentences.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences by using key vocabulary in expanded sentences with emerging complexity.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences either orally or in writing, using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Teacher Modeling Small group/ triads Language Reference Sheet	Native language support Teacher Modeling Small group/ triads Language Reference Sheet	Teacher Modeling Small group/ triads Language Reference Sheet	Small group/ triads Language Reference Sheet	

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. 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.

ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: L.5.3a WIDA ELDS: 2 Writing	Expand, combine, and reduce sentences for style.		Write sentences that are expanded, combined or reduced for style <i>using</i> Teacher Modeling <i>and a</i> Checklist <i>for editing</i> .		VU: Expand, combine, reduce, style, run on sentences
					LFC: Punctuation, transitional words, subordinate clauses, main clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write sentences that are expanded, combined or reduced for style in L1 and/or complete simple sentences with the aid of selected vocabulary and controlled text.	Write sentences that are expanded, combined or reduced for style in L1 and/or expand simple sentences by increasing selected descriptive words and phrases.	Write sentences that are expanded, combined or reduced for style using key vocabulary in multiple, simple sentences.	Write sentences that are expanded, combined or reduced for style using key vocabulary in expanded and some complex sentences.	Write sentences that are expanded, combined or reduced for style using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Teacher Support Shared Writing Checklist Sentence Frame Cloze activities	Native language support Teacher Support Shared Writing Checklist	Teacher Modeling Checklist	Teacher Modeling Checklist for editing	

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. 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.

ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: L.5.4b WIDA ELDS: 2 Reading	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).		Determine the meaning of unknown words and phrases with Greek or Latin affixes and root words <i>using Cognates, charts and reference sheets</i> .		VU: Suffixes, prefixes, root words
					LFC: Parts of speech
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use common Greek and Latin affixes and roots by using known Cognates from L1 or by pairing up different parts of the word.	Use common Greek and Latin affixes and roots as clues to the meaning of a word. Divide the words into affixes and roots to better comprehend the meaning.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 5 reading and content, using key, 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 texts within grade 4-5 complexity band using key, 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 5 reading and content, using Greek or Latin affixes and roots as clues to the meaning
Learning Supports	Native language support Partner work Cognates Charts/Posters Specialized Reference Materials	Native language support Partner work Cognates Specialized Reference Materials Charts/Posters	Specialized Reference Materials Cognates Charts/Posters	Cognates Specialized Reference Materials	

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ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: L.5.5b WIDA ELDS: 2 Speaking Writing	Recognize and explain the meaning of common idioms, adages, and proverbs.		<u>Recognize and explain</u> the meaning of common idioms, adages, and proverbs using <i>idiom dictionaries and Schema, and Illustrations as needed.</i>		VU: Idioms, adages, proverbs
					LFC: Past tense, comparative forms of adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize the meaning of common idioms, adages and proverbs in L1 and/or read to match a picture to a description of an idiom or proverb or explain the proverb in L1.	Recognize the meaning of common idioms, adages and proverbs in L1 and/or draw Pictures/ Cartoons and/or graphics that clearly illustrate them.	Recognize the meaning of common idioms, adages and proverbs and explain each of them using key vocabulary in multiple, simple sentences.	Recognize the meaning of common idioms, adages and proverbs and explain them in detail using key vocabulary in expanded and some complex sentences.	Recognize the meaning of common idioms, adages and proverbs and explain them using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Idiom Dictionary Schema Illustrations/diagrams/drawings	Native language support Partner work Idiom Dictionary Schema Illustrations/diagrams/drawings Cartoons	Partner work Schema Idiom Dictionary	Small group/ triads Schema Idiom Dictionary	

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ELA – Grade 5 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: L.5.6 WIDA ELDS: 2 Reading Writing	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		<u>Acquire and use accurately</u> general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships <i>by using a semantic web and working with a partner.</i>		VU: Domain specific words, contrast, logical, although, nevertheless, similarly, moreover, in addition to
					LFC: Transition words, conjunctions, clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and use accurately general academic and domain-specific words and phrases in L1 and/or by listing the words with a picture and the native language translation next to it.	Acquire and use accurately general academic and domain-specific words and phrases in L1 and/or by choosing the correct word from a short list created by the teacher.	Acquire and use accurately general academic and domain-specific words and phrases, by using those specific words in simple short sentences.	Acquire and use accurately general academic and domain-specific words and phrases, by using them correctly in a paragraph with expanded and some complex sentences.	Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, by using them correctly in complex sentences.
Learning Supports	Native language support Picture Dictionary Partner work Semantic web Teacher Modeling	Native language support Partner work Semantic web	Partner work Semantic web	Partner work Semantic web	

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