

ELA – Grade 5 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.5.1 WIDA ELDS: 2 Reading Speaking	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.		Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text <i>using</i> Sentence Citations <i>and</i> <i>highlighting the text</i> .		VU: Quotations, paraphrasing, citations, plagiarism, explicitly, implicitly
					LFC: Quotation marks, punctuation,
					LC: Varies by ELP level
Language Objectives	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text in L1 and/or refer to a text using illustrations and direct quotes provided by the teacher.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text in L1 and/or by highlighting the quotes and using selected phrases and short sentences.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text using key vocabulary in simple, related sentences.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text in complete using key vocabulary in expanded and some complex sentences.	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Highlighting the text Teacher Modeling Illustrations/diagrams/drawings	Native language support Sentence Citations Highlighting the text	Highlighting the text Sentence Citations Graphic Organizers	Sentence Citations	

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 CCSS: RL.5.7 WIDA ELDS: 2 Reading Speaking	Analyze how the graphics or the media in a multimedia presentation help the reader to understand the meaning, tone, or beauty of a text.		Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text <i>using</i> Graphic Organizers <i>and</i> Word Walls.		VU: Multimedia, film, presentation, beauty, tone, text
					LFC: Past tense of verbs, descriptive adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text in L1 and/or match the graphics or media words to icons, and list all the words associated with those and/or draw Pictures of them.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text in L1 and/or identify the key phrases and words of the media or graphics that help the reader understand the meaning and beauty of the text.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text by using key vocabulary in a series of simple, related sentences.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using key vocabulary in expanded and some complex sentences.	Describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Graphic Organizers Partner work Illustrations Word/Picture Wall Charts/Posters Pictures /photographs	Native language support Graphic Organizers Partner work Illustrations Word/Picture Wall Charts/Posters Pictures /photographs	Graphic Organizers Sentence Frame Word Wall	Graphic Organizers Sentence Starter	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.5.10 WIDA ELDS: 2 Reading Speaking	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		By the end of the year, <u>read to understand</u> literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently using <i>multiple resources</i> .		VU: Comprehend, independently, proficiently
					LFC: Varies by text read
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	By the end of the year read to understand grade-level texts independently and proficiently in L1 and/or read to understand key words by responding to simple comprehension questions and/or drawing their answers.	Read to understand the high end of grade 4-5 texts independently and proficiently in L1 and/or by the end of the year understand leveled texts independently and proficiently and understand excerpts from grade-level band of texts read-aloud.	By the end of the year read to understand adapted texts independently and proficiently.	By the end of the year read to understand texts within the grade-level band independently and proficiently.	Read to understand the high end of grade 4-5 texts independently and proficiently.
Learning Supports	Native language support Native language texts Teacher Support Multiple resources Illustrations/diagrams/drawings	Native language support Native language texts Teacher Support Multiple resources Illustrations/diagrams/drawings	Multiple resources Partner work	Multiple resources Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RI.5.6 WIDA ELDS: 2-5 Reading Writing	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		<u>Read to analyze</u> multiple accounts of the same event or topic, noting important similarities and differences in the point of view they <i>represent using</i> Venn Diagram, <i>other</i> Graphic Organizers <i>and working with a partner.</i>		VU: Accounts, similarities, differences, represent, points of view; content-based, grade-level vocabulary
					LFC: Sentence patterns used in contrasting, transitional words
					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 and discuss conclusions with a partner in L1 and/or use high-frequency, selected vocabulary in phrases and memorized patterns and answer yes/no questions about the topic.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner in L1 and/or use selected vocabulary in phrases and short sentences, labeling Pictures, as needed.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner using key vocabulary in a series of simple, related sentences.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner using key vocabulary in expanded sentences of emerging complexity.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a partner using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Teacher Support Choice questions Cue Cards Venn Diagram Illustrations/drawings	Native language support Partner work Graphic Organizerss Cue Cards Illustrations/drawings Sentence Frame	Partner work Cue Cards Graphic Organizerss	Partner work Graphic Organizerss	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RI.5.7 WIDA ELDS: Reading Writing Speaking	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		<u>Find and comprehend</u> information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently by <i>working with a partner and</i> Marking the Text <i>or using</i> Post-it Notes.		VU: Multiple sources, print, digital, efficiently; content-based, grade-level vocabulary LFC: Verb tenses, comparative forms of adjectives, transitional words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently in L1 or identify key vocabulary words by marking in the text.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently in L1 or identify key vocabulary words/ phrases and sentences and marking them in the text.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently by writing the answers in simple, related sentences.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently by writing the answers in expanded and some complex sentences.	Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently using multiple, complex sentences.
Learning Supports	Native language texts Technology and Technological Resources Teacher Support Partner work Marking the Text	Native language texts Technology and Technological Resources Teacher Support Partner work Marking the Text	Technology and Technological Resources Partner work Marking the Text Post-it Notes	Technology and Technological Resources Post-it Notes	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.5.9 WIDA ELDS: Reading Writing Speaking	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 <i>using Note Cards and Graphic Organizers.</i>		VU: Integrate, topic, knowledgeably
					LFC: Conjunctions, clauses, transitional words, punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Integrate information from several grade-level texts, and write a number of paragraphs in L1 and/or find the main idea in two adapted texts, using manipulatives, gestures, Pictures and illustrations as needed. Make a presentation to a small group or partner using single words.	Integrate information from several grade-level texts, and write a number of paragraphs in L1 and/or identify the main ideas in two adapted texts and find at least one supporting detail. Complete a paragraph with selected vocabulary in key phrases and short sentences. Be prepared to express them orally.	Integrate information from several adapted texts on the same topic, writing a paragraph with key vocabulary in simple, related sentences. Be prepared to express them orally.	Integrate information from several texts within the grade-level band, and write a number of paragraphs with key vocabulary in expanded and some complex sentences that indicate an in depth knowledge of the subject. Be prepared to express those ideas orally.	Integrate information from several grade-level texts, and write a number of paragraphs with precise vocabulary in multiple, complex sentences that indicate an in depth knowledge of the subject. Be prepared to express those ideas orally.
Learning Supports	Native language support Small group/ triads Teacher Support Illustrations Note Cards Graphic Organizerss	Native language support Small group/ triads Note Cards Graphic Organizerss	Small group/ triads Graphic Organizers Note Cards	Small group/ triads Graphic Organizers Note Cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.5.10 WIDA ELDS: Reading	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		<u>Read to understand</u> informational texts Including history/social studies, science and technical texts, at the high end of the 4-5 text complexity band independently and proficiently <i>using</i> Graphic Organizers, <i>illustrations, and</i> Partner work.		VU: Appropriate to text; content-based, grade-level vocabulary
					LFC: Context clues, words in apposition, verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to comprehend grade level informational texts in L1 and/or read to comprehend a leveled text or selected excerpts from grade-level texts.	Read to comprehend grade-level informational texts in L1 and/or read to comprehend a leveled text or excerpts from grade-level texts.	Read and comprehend a variety of adapted informational texts and excerpts from grade-level informational texts.	Read and comprehend a variety of informational text within the grade level band.	Read and comprehend a variety of informational grade level texts.
Learning Supports	Native language support Partner work Illustrations/Drawings Graphic Organizers	Native language support Partner work Illustrations/Drawings Graphic Organizers	Partner work Graphic Organizers	Graphic Organizerss Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.5.4.a WIDA ELDS: Reading Speaking	Read grade-level text with purpose and understanding.		Read text with purpose and comprehension using Schema and a Plot Diagrams.		VU: Purpose, understanding; content-based, grade-level vocabulary
					LFC: Verb tenses, transitional words, punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using Pictures and high-frequency single words in phrases and memorized patterns.	Read grade-level texts, orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts or excerpts from grade-level text, explain the purpose using Pictures and selected vocabulary in phrases and short sentences.	Read adapted texts, orally explain the purpose and demonstrate comprehension using key vocabulary in multiple, simple, related sentences.	Read texts within the grade-level band, orally explain the purpose and demonstrate comprehension using key vocabulary in expanded sentences with emerging complexity.	Read grade-level texts, orally explain the purpose and demonstrate comprehension using precise grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language texts Native language support Partner work Illustrations/ Drawings Schema Teacher Support Plot Diagram Word/Picture Bank	Native language support Native language texts Partner work Illustrations/ Drawings Teacher Support Plot Diagram Word/Picture Bank	Small group/ triads Plot Diagram Word Bank Schema	Small group/ triads Plot Diagram Schema	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.5.4.c WIDA ELDS: Reading	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Identify and apply context clues to confirm or self-correct word recognition and understanding when necessary by <i>working with a partner and using a Checklist, Cognates and Marking the Text.</i>		VU: Self-correct, recognition, understanding, rereading
					LFC: Context clues, looking for Cognates, proper placement of adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and apply context clues to confirm or self-correct word recognition in a grade level text in L1 and/or choose the correct word from a short list of known grade-level words.	Identify and apply context clues to confirm or self-correct word recognition in a grade level text in L1 and/or by highlighting sentence clues in a leveled text or selected excerpts from a grade-level text.	Identify and apply sentence – level context clues to confirm or self-correct word recognition in an adapted text.	Identify and apply sentence and paragraph level context clues to confirm or self-correct word recognition in a text within the grade-level band.	Identify and apply sentence and paragraph level context clues to confirm the meaning or self-correct word recognition in a grade-level text.
Learning Supports	Native language support Native language texts Partner work Teacher Support Marking the Text Checklist Cognates	Native language support Native language texts Partner work Checklist Marking the Text Cognates	Small group/ triads Checklist Marking the Text Cognates	Small group/ triads Cognates	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: W.5.2.c WIDA ELDS: Writing	Link ideas within and across categories of information using clauses (e.g., <i>in contrast, especially</i>).		<u>Link ideas</u> within and across categories of information using <u>transitional words</u> . (e.g. in contrast, especially) <i>with Reference Sheet, multiple resources and technology/ Technology and Technological Resources.</i>		VU: Clauses, link, categories, information
					LFC: Subordinate clause, main clauses, transitional words, conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Link ideas within and across categories using transitional words in L1 and/or by highlighting selected transitional words and phrases in sentences and repeating them with a partner.	Link ideas within and across categories using transitional words in L1 and/or by completing a cloze activity with selected transitional phrases.	Link ideas within and across categories using transitional words by writing a series of simple, related sentences.	Link ideas within and across categories using transitional words by writing a series of expanded and some complex sentences.	Link ideas within and across categories using transitional words by writing a series of well- organized paragraphs with multiple, complex sentences.
Learning Supports	Native language support Partner work Teacher Support Multiple resources Teacher Modeling Technology	Native language support Partner work Teacher Support Multiple resources Teacher Modeling Technology Cloze activities	Partner work Multiple resources Technology Reference Sheet	Multiple resources Technology Reference Sheet	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: W.5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to the task, purpose, and audience.		Develop and organize coherent writing which is appropriate to the task, purpose, and audience <i>using a Purpose and Audience Planning Chart, Word Wall and Template.</i>		VU: Clear, concise, appropriate, task , purpose, audience
					LFC: Verb tenses, subject verb agreement, organization of ideas
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use drawings and high-frequency, single words in phrases and/or memorized patterns.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use selected vocabulary in phrases and short sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience and conveys multiple, related ideas using key vocabulary in a series of simple sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using key vocabulary in expanded and some complex sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations/drawings Word/Picture Wall Purpose and Audience Planning Chart Template	Native language support Word/Picture Wall Purpose and Audience Planning Chart Template	Purpose and Audience Planning Chart Template Word Wall	Purpose and Audience Planning Chart Template	

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SLO: 12 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>With guidance and support from peers and adults,</u> develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach to create develop and strengthen writing using <i>peer editing, a Checklist, Story Map, and multiple resources.</i>		VU: Peer editing, writing process, drafts, revising, new approaches; content-based, grade-level vocabulary
					LFC: Sentence and paragraph structure, indenting, punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach in L1 and/or by writing short phrases accompanied by Pictures and then expanding.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach in L1 and/or by using drawings and selected vocabulary in short sentences.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach by completing a writing task that represents multiple, related ideas using key vocabulary in simple sentences.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach by completing an organized writing task using key vocabulary in expanded and some complex sentences.	With guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Illustrations/drawings Word/Picture Wall Story Map Multiple resources Checklist for editing	Native language support Partner work Illustrations/drawings Word/Picture Wall Story Map Multiple resources Checklist for editing	Multiple resources Checklist for editing Partner work Story Map	Multiple resources Checklist for editing Partner work	

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SLO: 13 CCSS: W.5.6 WIDA ELDS: Writing	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.		<u>With some guidance and support from adults and peers,</u> use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others <i>with</i> Technology and Technological Resources <i>and</i> literary Reference Sheet.		VU: Internet, internet terminology, collaborate, interact
					LFC: Subject/verb agreement, verb tenses, punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Collaborate with peers to write and publish a research article in L1 and/or write and publish a series of short phrases or words by using the internet to find Pictures and assist in translating native language.	Collaborate with peers to write and publish a research article in L1 and/or write and publish a series of sentences and short phrases using the internet.	Work in a small group to write and publish shared writing (a short story with illustrations) using the internet, using key vocabulary in a series of simple, related sentences.	Collaborate with peers to write and publish a piece of writing that includes a number of well-organized paragraphs using the internet, as needed using key vocabulary in expanded and some complex sentences.	Collaborate with peers to write and publish a research article, using the internet to search for information using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Technology and Technological Resources Partner work Teacher Support	Native language support Technology and Technological Resources Small group/ triads Teacher Support	Technology and Technological Resources Small group/ triads Literary Reference Sheet Teacher Support	Technology and Technological Resources Small group/ triads Literary Reference Sheet	

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SLO: 14 CCSS: W.5.6 WIDA ELDS: 2 Listening Writing	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		<u>Demonstrate</u> sufficient command of keyboarding skills to type a minimum of two pages in a single sitting following oral directions <i>using</i> Visuals, <i>and</i> Technology and Technology and Technological Resources.		VU: Keyboard, fingers, practice; content-based, grade-level vocabulary
					LFC: Command forms of the verb
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting in L1 and/or using clear Visuals that show where the letters are and model what to do.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting in L1 and/or by using clear Visuals and typing a series of words the teacher puts on the board within a short period of time.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting by using clear Visuals and typing a page at a time of key vocabulary in simple, related sentences.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting by using clear Visuals, and completing one page of typing with known vocabulary words in expanded and some complex sentences.	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting after dictating precise vocabulary in multiple, complex sentences.
Learning Supports	Visuals Teacher Modeling Technology and Technological Resources	Visuals Teacher Modeling Technology and Technological Resources	Visuals Technology and Technological Resources	Visuals 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: SL.5.5 WIDA ELDS: 2-5 Speaking	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		In <u>speaking</u> include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes <i>using</i> Graphic Organizers, <i>and</i> Video Clips and Films <i>and</i> films.		VU: Multimedia, film, presentation, graphics, text, main ideas; content-based, grade-level vocabulary
					LFC: Past tense of verbs, descriptive adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	In writing or speaking include multimedia components and visual displays in presentations in L1 and/or by watching a short video clip and identifying the main idea with a picture of a description.	In speaking, include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes in L1 and/or by watching a short video and identifying the main ideas and themes, in short sentences and phrases, accompanied by drawings, as needed.	In speaking, include multimedia components and visual displays in presentations using key vocabulary in a series of simple, related sentences.	In speaking, include multimedia components and visual displays in presentations using key vocabulary in expanded and some complex sentences.	In speaking, include multimedia components (and visual displays in presentations using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Video Clips and Films Illustrations/drawings Graphic Organizers	Native language support Video Clips and Films Illustrations/drawings Graphic Organizers	Video Clips and Films Illustrations/drawings Graphic Organizers	Video Clips and Films 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. 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: SL.5.6 WIDA ELDS: 2-5 Speaking	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		Adapt social speech to a variety of contexts and tasks, using formal English when appropriate to task and situation <i>using</i> Technology and Technological Resources.		VU: Socio-cultural language, registers, accents; content-based, grade-level vocabulary
					LFC: Formal English vs. everyday English
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by watching a very short video that exhibits formal English and draw the people talking in Cartoons with bubbles.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by answering questions with selected vocabulary in key phrases.	Adapt social speech to a variety of contexts and tasks using formal English when appropriate using key vocabulary in simple, related sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate using key vocabulary in expanded and some complex sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by using precise vocabulary in multiple, complex sentences.
Learning Supports	Native language support Cartoons Video Clips and Films Technology and Technology and Technological Resources Visuals	Native language support Video Clips and Films Technology and Technology and Technological Resources Visuals Prompts	Video Clips and Films Technology and Technology and Technological Resources Visuals	Video Clips and Films Technology and Technology and Technological Resources Visuals	

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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: L.5.1.c WIDA ELDS: 2-5 Writing Speaking	Use verb tense to convey various times, sequences, states, and conditions.		Apply the proper verb tense to convey various times, sequences, states and conditions <i>by working with a partner and using a language reference sheet.</i>		VU: Verb tenses, sequences, states, conditions
					LFC: Verb tenses, modals, subject verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the proper verb tense to convey various times, sequences, states and conditions by sequencing a series of events matching key vocabulary words to the Pictures of time related events.	Apply the proper verb tense to convey various times, sequences, states by choosing the correct form of the verb when it is presented in a sentence frame or cloze activity.	Apply the proper verb tense to convey various times, sequences, states and conditions by writing a series of simple, related sentences in different tenses.	Apply the proper verb tense to convey various times, sequences, states and conditions by using the correct form of the verb in a series of related expanded sentences that contain key vocabulary.	Apply the proper verb tense to convey various times, sequences, states and conditions by writing multiple paragraphs that correctly use at least 3 different tenses in multiple, complex sentences.
Learning Supports	Native language support Language Reference Sheet Teacher Support Partner work	Native language support Language Reference Sheet Teacher Support Partner work	Language Reference Sheet Partner work	Language Reference Sheet Partner work	

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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: L.5.4.c WIDA ELDS: 1-5 Reading Writing	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		<u>Read reference materials</u> (e.g. ,dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <i>using</i> Technology and Technology and Technological Resources <i>and multiple resources</i> .		VU: Consult, digital, key words, clarify
					LFC: Reference skills,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use on line programs and watch/listen to learn pronunciation of high-frequency words and meaning through Pictures if they are provided.	Use on line programs and watch/listen to learn pronunciation of words and then find the meaning of unknown words using internet resources.	Use on line programs and watch/listen to learn pronunciation of words. Find the definition of words using any resources and write a sentence using the words.	Use reference materials both print and digital, to define words and once defined write sentences with the correct meaning of the words.	Use reference materials both print and digital, to define unknown grade-level words and once defined write sentences with the precise meaning of the words.
Learning Supports	Native language support Technology and Technological Resources Multiple resources Teacher Support	Native language support Technology and Technological Resources Multiple resources Teacher Support	Technology and Technological Resources Multiple resources	Technology and Technological Resources Multiple 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: L.5.6 WIDA ELDS: 2-5 Writing	Obtain and use correctly grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).		<u>Learn about and correctly use</u> grade-level appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>) <i>using</i> Word/Picture Walls <i>and technology</i> .		VU: However, although, nevertheless, similarly, moreover, in addition
					LFC: Punctuation, word order
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Correctly use academic and domain-specific words that signal contrast, addition and other relationships in L1 and/or by highlighting them in the text and finding the native language translation for that word.	Correctly use academic and domain-specific words that signal contrast, addition and other relationships in L1 and/or by choosing selected vocabulary from a short list and adding it to the sentence.	Correctly use academic and key domain-specific words that signal contrast, addition and other relationships in a series of simple, related sentences.	Correctly use academic and key, domain-specific words that signal contrast, addition and other relationships in a paragraph with expanded and some complex sentences.	Correctly use grade-level academic and precise domain-specific words that signal contrast, addition and other relationships in a well-organized paragraph with multiple, complex sentences.
Learning Supports	Native language support Technology and Technological Resources Highlighting the text Teacher Modeling Word/Picture Wall	Technology and Technological Resources Teacher Modeling Word/Picture Wall Native language support	Technology and Technological Resources Word Wall	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.