

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.5.3 WIDA ELDS: Reading Speaking Writing	Compare and contrast two or more characters, the setting or events in a story or drama and compare and contrast using specific details from the text.		Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story or drama. Refer to specific details, using a Graphic Organizers . <i>Note: See use of dictionaries in footnote.</i>		VU: Compare, contrast, details, drama, genres, settings
					LFC: Transition words (although, even though)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally and/or in written form compare two characters, the setting or the events in a story in L1 and/or by using Pictures and Photographs and key, grade-level single words in memorized patterns.	Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story in L1 and/or in phrases and short sentences.	Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story, using key, content-based, grade-level vocabulary in simple, related sentences and short paragraphs.	Orally and/or in written form compare and contrast two or more characters, the setting or the events in a story or drama by using key, content-based, grade-level vocabulary in expanded and some complex sentences in sequential paragraphs.	Orally and/or in written form compare & contrast two or more characters, the setting or the events in a story or drama by preparing an essay using precise, content-based, grade level vocabulary & complex sentences with a variety of grammatical structures.
Learning Supports	Native language support Graphic Organizers Partner work Illustrations/diagrams/drawings Cartoons Posters Pictures and Photographs	Native language support Graphic Organizers Partner work Cartoons Posters Pictures and Photographs Sentence Frame	Graphic Organizers Posters Partner work	Graphic Organizers Posters 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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.5.4, L.5.5.a WIDA ELDS Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		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/diagrams/drawings , <i>dictionaries and</i> Figurative Language Charts/Posters .		VU: Similes, metaphors, context clues, figurative
					LFC: Word patterns (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 by matching the words/phrases to an illustration.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by defining those words in short phrases with an illustration as needed.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by using synonyms/antonyms to define the words.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes by defining them through sentences that indicate understanding.	Read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes in grade level text.
Learning Supports	Native language support Bilingual dictionary Picture Dictionary Illustrations/diagrams/drawings Cartoons Posters Pictures and Photographs Matching Word Card Game Figurative Language Charts/Posters	Native language support Bilingual dictionary Picture Dictionary Illustrations/diagrams/drawings Cartoons Posters Pictures and Photographs Figurative Language Charts/Posters	Native language support Bilingual dictionary Picture Dictionary Partner work Figurative Language Charts/Posters	Bilingual dictionary Picture Dictionary Partner work Figurative Language Charts/Posters	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.5.7 WIDA ELDS: Reading Writing	Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text.		<u>Describe</u> , in written form, 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 .		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, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about a text in L1 and/or match the graphics or media to icons and list of high-frequency adjectives.	Describe, in written form, how the graphics or the media in a multimedia presentation help the reader understand more about 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, in written form, 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, content-based, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Describe, in written form, 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 expanded and some complex sentences and key, content-based, grade-level vocabulary.	Describe, in written form, 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 complex sentences, and content-based vocabulary on grade level.
Learning Supports	Native language support Graphic Organizers Partner work Illustrations/diagrams/drawings Word/Picture Wall Posters Pictures and Photographs	Native language support Graphic Organizers Partner work Illustrations/diagrams/drawings Word/Picture Wall Posters Pictures and Photographs	Graphic Organizers Sentence Frame Word Wall	Graphic Organizers Sentence Starter	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.5.9 WIDA Reading Speaking	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Orally compare and contrast stories in the same genre (eg. mysteries and adventures) on their approaches to similar themes and topics <i>using a story element Template and Illustrations/diagrams/drawings.</i>		VU: Compare, contrast, mystery, adventure, non fiction, fiction
					LFC: Transitional words, Sentence patterns (this one/that one)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics in L1 and/or by matching objects/icons to the concept using high-frequency, grade-level single words in memorized patterns.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics in L1 and/or by completing a Graphic Organizers using key, grade level vocabulary in phrases.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics by completing a Graphic Organizers and then developing simple, related sentences using key, content-based, grade-level vocabulary.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics by summarizing the information in a Graphic Organizers and then developing expanded and some complex sentences using key, content-based, grade-level vocabulary.	Orally compare and contrast stories in the same genre on their approaches to similar themes and topics clearly and coherently using precise, content-based, grade-level vocabulary in multiple, complex paragraph (s).
Learning Supports	Native language support Graphic Organizers Illustrations/diagrams/drawings Word/Picture Wall Pictures and Photographs and Photographs Story Elements Worksheet	Native language support Graphic Organizers Illustrations/diagrams/drawings Word/Picture Wall Pictures and Photographs and Photographs Story Elements Worksheet	Graphic Organizers Post-it notes Story Elements Worksheet	Graphic Organizers Post-it notes Story Elements Worksheet	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.5.10 WIDA ELDS: 2 Reading	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.		Read to understand texts independently and proficiently <i>using multiple resources and</i> Highlighted Words/Boldface Words .		VU: Appropriate to text
					LFC: Appropriate to text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to understand texts independently and proficiently in L1 and/or read to understand key, grade-level words by responding to simple comprehension questions and/or drawing their answers.	Read to understand texts independently and proficiently in L1 and/or read to understand phrases and short sentences with labeled Pictures and Photographs .	Read to understand adapted texts independently and proficiently by responding using key, content-based, grade-level vocabulary in simple sentence format.	Read to understand adapted texts independently and proficiently by responding with specific grade-level vocabulary and a more complex sentence structure.	Read to understand grade 4-5 texts independently and proficiently with detailed sentences of various length and more complex sentence/paragraph structure.
Learning Supports	Native language support Multiple resources Highlighted Words/Boldface Words Illustrations/diagrams/drawings Choice questions Word/Picture Wall	Native language support Multiple resources Highlighted Words/Boldface Words Illustrations/diagrams/drawings Wh- questions Word/Picture Wall	Multiple resources Highlighted Words/Boldface Words Word Wall	Multiple resources Highlighted Words/Boldface Words	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.5.5 WIDA ELDS: 2-5 Reading Writing	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts or information in two or more texts. <i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>		In written form compare and contrast the overall structure of concepts or information in two or more texts using a Graphic Organizers and groups.		VU: Chronology, comparison, cause/effect, problem and solution
					LFC: Transitional comparative phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	In written form, compare and contrast the overall structure of concepts or information in two or more texts in L1 and/or by matching key, high-frequency single words to Pictures and Photographs .	In written form, compare and contrast the overall structure of concepts or information in two or more texts in L1 and/or by using key, grade-level vocabulary in short sentences using formulaic structures.	In written form, compare and contrast the overall structure of concepts or information in two or more texts by using key, content-based, grade-level vocabulary in multiple, simple, related sentences with some repetitive structures.	In written form, compare and contrast the overall structure of concepts or information in two or more texts using key, content-based, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	In written form, compare and contrast the overall structure of concepts or information in two or more texts by producing detailed, paragraphs of complex sentences of varying lengths with grade-level, content-based vocabulary appropriate to the theme.
Learning Supports	Native language support Partner work work Teacher Support Story Map Illustrations/diagrams/drawings	Native language support Partner work work Teacher Support Story Map Graphic Organizers Sentence Frame	Small group/ triads Graphic Organizers Word Bank Sentence Starter	Small group/ triads 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.5.6 WIDA ELDS: Reading Speaking	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 multiple accounts</u> of the same event or topic and <i>discuss your conclusions with a Partner work, using Cue Cards, Language Ladders and Illustrations/diagrams/drawings, as needed.</i>		VU: Accounts, points of view, Compare, contrast, analyze, review, events
					LFC: Personal pronouns, conjunctions, describing a point of view
					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 work in L1 and/or use high-frequency, grade-level 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 work in L1 and/or use key, grade-level vocabulary in phrases and short sentences with formulaic structures, labeling Pictures and Photographs , as needed.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work using key, content-based, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work using key, content-based, grade-level vocabulary in expanded sentences of emerging complexity of grammatical structures.	Read to analyze multiple accounts of the same event or topic and discuss conclusions with a Partner work using precise, content-based, grade-level vocabulary in multiple, complex sentences of varying grammatical structures.
Learning Supports	Native language support Partner work work Teacher Support Choice questions Cue Cards Graphic Organizers Illustrations/diagrams/drawings	Native language support Partner work work Graphic Organizerss Cue Cards Illustrations/diagrams/drawings Sentence Frame Language Ladders	Partner work work Cue Cards Graphic Organizerss Language Ladders	Partner work work Cue Cards Graphic Organizerss Language Ladders	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.5.3.a 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 and out of context.		Decode unfamiliar multisyllabic words in and out of context, using letter-sound correspondences, syllabication patterns, and morphology <i>using</i> Charts/Posters and Illustrations/diagrams/drawings . <i>Note: ELLs who recently arrived may need additional, direct instruction about the contrasting letter-sound correspondences, syllabication patterns and morphology between English and their native language.</i>		VU: Prefixes, suffixes, root words,
					LFC: Sound to letter relationships, context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode high-frequency, unfamiliar, multisyllabic, key, grade-level words in context by applying known strategies.	Decode common, unfamiliar, multisyllabic, grade-level words in context by applying known strategies.	Decode unfamiliar, multisyllabic, grade-level words in context by applying known strategies.	Decode unfamiliar, multisyllabic, grade-level words in and out of context by applying known strategies.	Decode unfamiliar, multisyllabic, grade-level words in and out of context by applying known strategies.
Learning Supports	Native language support Teacher Support Charts/Posters (for rules) Word Bank Technology and Technological Resources Sound/Symbol Charts/Posters	Native language support Teacher Support Charts/Posters (for rules) Word Bank Technology and Technological Resources	Charts/Posters (for rules) Word Bank Technology and Technological Resources	Charts/Posters 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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.5.4.a WIDA ELDS: 2 Reading Writing	Read grade-level text with purpose and understanding.		Read grade-level text and orally <u>explain</u> the purpose to <u>demonstrate</u> understanding <i>using multiple resources, Plot Diagram and peer support.</i>		VU: Appropriate to text (word study)
					LFC: Context clues, verb tenses,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level texts and orally explain the purpose to demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using Pictures and Photographs and single words in phrases.	Read grade-level texts and orally explain the purpose to demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using Pictures and Photographs and general, grade-level vocabulary in phrases and short sentences with formulaic structures.	Read adapted texts and orally explain the purpose to demonstrate comprehension using key, content-based, grade-level vocabulary in multiple, simple, related sentences with repetitive grammatical structures.	Read texts within the grade 2-3 complexity band and orally explain the purpose to demonstrate comprehension using key, content-based, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	Read grade-level texts and orally explain the purpose to demonstrate comprehension using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Partner work Illustrations/diagrams/drawings Choice questions Teacher Support Multiple resources Plot Diagram	Native language support Partner work Illustrations/diagrams/drawings Teacher Support Multiple resources Plot Diagram	Small group/ triads Multiple resources Plot Diagram Word Bank	Small group/ triads Multiple resources Plot Diagram	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.5.4.b WIDA ELDS: 2 Reading Speaking	Read grade-level prose and poetry aloud with appropriate rate, expression, and accuracy		Read <u>aloud</u> prose and poetry with appropriate rate, expression, and accuracy <i>by practicing with a teacher or <u>Partner work</u>, or some type of recording device (tablet, smartphone etc.).</i>		VU: Poetry, prose, eye contact, breath, rate, accuracy
					LFC: Structures appropriate to prose and poetry, prosody
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or repeat or state known, grade-level words from a leveled text.	Read prose and poetry orally in L1 and/or common and known phrases from a grade-level text with limited accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted grade-level texts.	Read prose and poetry orally with fluency and accuracy, and expression in texts within the grades 4-5 complexity band.	Read grade-level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	Native language support Partner work Simple scripts/Readers’ Theater Technology and Technological Resources Word Bank Songs/Chants	Native language support Partner work Simple scripts/Readers’ Theater Technology and Technological Resources Word Bank	Partner work Simple scripts/Readers’ Theater Technology and Technological Resources	Partner work Simple scripts/Readers’ Theater 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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.5.4.c WIDA ELDS: 2 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 using Think Alouds , a Checklist and a Partner work .		VU: Context clues, recognize, identify, reread
					LFC: Recognizing definitions of words in the sentences or phrases, verb tenses,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and apply context clues to confirm the meaning of unknown words in a grade level text in L1 and/or unknown, high-frequency, grade-level words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schema.	Identify and apply context clues to confirm the meaning of unknown words in a grade level text in L1 and/or use selected, grade-level phrases from a leveled text by using sentence-level context clues, cognates and schema.	Identify and apply context clues to confirm the meaning of unknown, grade-level words in an adapted text by using sentence and paragraph level context clues, cognates and schema.	Identify and apply context clues to confirm the meaning of unknown content-based words in a text within grades 3-4 complexity level by using cognates, schema, and sentence- and paragraph-level context clues.	Identify and apply context clues to confirm the meaning of unknown words in a grade-level text by using cognates, schema, and sentence-level and paragraph-level context clues.
Learning Supports	Native language support Picture Dictionary Bilingual dictionary Partner work work Teacher Support Think Alouds Checklist	Native language support Picture Dictionary Bilingual dictionary Partner work work Checklist Think Alouds	Bilingual dictionary Small group/ triads Checklist Think Alouds	Small group/ triads Checklist Think Alouds	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: W.5.1.c WIDA ELDS: 2 Writing	Link opinion and reasons using phrases.		Write sentences that link opinions and rationale <i>using a Web and phrase wall.</i>		VU: Opinions, ideas, point of view, supports, reasons,
					LFC: Transitional phrases to link opinions and reasons
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write sentences that link opinions and rationale in L1 and/or link opinions and rationale by matching Pictures and Photographs to key, grade-level words or short phrases.	Write sentences that link opinions and rationale in L1 and/or link opinions and rationale by listing key, grade-level phrases of details/reasons with Pictures and Photographs , when necessary.	Write sentences that link opinions and rationale that include key, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Write sentences that link opinions and rationale using key, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	Write sentences that link opinions and rationale using grade-level, vocabulary in extended discourse with a variety of complex sentences.
Learning Supports	Native language support Matching Word Card Game Word/Picture Wall Phrase wall Teacher Support Web	Native language support Web Word/Picture Wall Phrase wall	Web Phrase wall	Web	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.5.3.a WIDA ELDS:2 Writing	Write a narrative creating an introduction that introduces a narrator and/or character.		Write a narrative that introduces the narrator and/or character with a Story Map/Web and Shared Writing activities .		VU: Narrative, characters, narrator, introduction, parts of a narrative.
					LFC: First and third person singular, verb tenses and agreement, descriptive words and phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative that introduces the narrator and/or characters in L1 and/or introduce the narrator and/or characters with visual representation and list the attributes.	Write a narrative that introduces the narrator and/or characters in L1 and/or write short phrases to introduce the narrator and characters and use basic, grade-level vocabulary.	Write a narrative that introduces the narrator and/or characters through a series of related, simple sentences that include key examples of grade-level, content-based vocabulary and some fluency.	Write a narrative that introduces the narrator and/or characters through a series of organized, expanded and some complex sentences and paragraphs that include grade-level, content-based vocabulary and fluency.	Write a narrative that introduces the narrator and characters through a series of clear and coherent, complex sentences and paragraphs that include substantial examples of grade-level, content based vocabulary and fluency.
Learning Supports	Native language support Partner work work Illustrations/diagrams/drawings Word Bank Story Map Shared Writing	Native language support Partner work work Illustrations/diagrams/drawings Word Bank Story Map Shared Writing	Story Map Partner work work Shared Writing Word Bank	Story Map Partner work work Shared Writing	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.5.3.b WIDA ELDS: 2 Writing	Use narrative techniques, such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.		<u>Write</u> a narrator’s or character’s response to a situation or event using narrative techniques such as dialogue, descriptions, and pacing, <i>with the aid of a reference sheet, cartoon format and Teacher Modeling.</i>		VU: narrator, techniques, dialogue, responses, situations, circumstances, characters <hr/> LFC: First and third person, verb tenses, use of quotations <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write a narrator’s or character’s response to a situation using narrative techniques in L1 and/or draw a narrator’s or character’s response to a situation or event and label the elements using key, grade-level words in phrases or memorized patterns.	Write a narrator’s or character’s response to a situation using narrative techniques in L1 and/or draw a narrator’s or character’s response to a situation or event and label the elements using key, grade-level phrases or short sentences with formulaic structures.	Write a narrator’s or character’s response to a situation using one narrative technique in a series of paragraphs using key, grade-level vocabulary in related, simple sentences with some repetitive structures.	Write a narrator’s or character’s response to a situation using narrative techniques in an organized series of well-developed paragraphs using key, grade-level vocabulary in expanded and some complex sentences.
Learning Supports	Native language support Illustrations/diagrams/drawings Word Bank Cartoons Reference Sheet Teacher Modeling	Native language support Pictures and Photographs Word Bank Cartoons Reference Sheet Teacher Modeling Illustrations/diagrams/drawings	Reference Sheet Teacher Modeling Word Bank	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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.5.3.c WIDA ELDS: 2 Writing	Use a variety of transitional phrases to manage the sequence of events.		<u>Write</u> and use a variety of transitional phrases to manage the sequence of events <i>with a timeline, phrase wall and Teacher Modeling</i> .		VU: Transitional, phrases, events, sequences
					LFC: Transitional words (definition, usage, placement) Past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	When writing, use a variety of transitional phrases to manage sequence of events in L1 and/or place the appropriate transitional word or phrase at the proper juncture of visual representations of events (3-4 events).	When writing, use a variety of transitional phrases to manage sequence of events in L1 and/or place the appropriate transitional phrase at the proper juncture of a series of events (5-8) in a given process (e.g. cooking a meal).	When writing, use a variety of transitional phrases to manage the sequence of events by using a series of simple, related sentences that describe the steps of a process.	When writing, use a variety of transitional phrases to manage sequence of events in an organized paragraph with expanded and some complex sentences.	When writing, use a variety of transitional phrases to manage sequence of events in a clear and coherent paragraph using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Native language support Illustrations/diagrams/drawings Phrase/picture wall Timeline Teacher Modeling	Native language support Illustrations/diagrams/drawings Phrase/picture wall Timeline Teacher Modeling	Timeline Phrase wall Teacher Modeling	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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.5.3.d WIDA ELDS: 2 Writing	Use concrete words and phrases and sensory details to convey experiences and events precisely.		<u>Develop</u> the topic with concrete words and phrases and sensory details <i>using</i> Charts/Posters , Graphic Organizers , Teacher Modeling and Partner work .		VU: Phrases, sensory, specific details,
					LFC: Descriptive words and phrases, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop the topic with concrete words, phrases and sensory details in L1 and/or use actions and high-frequency words to represent key ideas.	Develop the topic with concrete words, phrases and sensory details in L1 and/or use general, grade-level vocabulary in phrases and short sentences with formulaic patterns that represent key ideas.	Develop the topic with key grade-level words and sensory details by producing a series of simple, related sentences with some repetitive grammatical structures.	Develop the topic with, concrete words, phrases and sensory details using key, grade-level vocabulary in expanded sentences with emerging complexity of grammatical structures.	Develop the topic with concrete words, phrases and sensory details using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Small group/ triads Illustrations/diagrams/drawings/ Word Bank Feelings Charts/Posters Gestures	Native language support Small group/ triads Graphic Organizers Feelings Charts/Posters Word Bank	Small group/ triads Graphic Organizers Word Bank	Small group/ triads 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.5.3.e WIDA ELDS: 2 Writing Listening	Create a conclusion that follows from the narrated experiences or events.		Write a conclusion that follows from the narrated experiences or events with the aid of an Outline , <i>notes</i> and <i>visuals</i> .		VU: Appropriate to text
					LFC: Listening for a purpose
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion in a clear and coherent paragraph that follows from the narrated experiences or events in L1 and/or draw a conclusion and match it to key, grade-level words.	Write a conclusion in a clear and coherent paragraph that follows from the narrated experiences or events in L1 and/or write a conclusion using basic, grade-level vocabulary in simple phrases or short sentences with visuals.	Write a conclusion in paragraph form that follows from the narrated experiences or events and includes some key, grade-level vocabulary in a series of simple, related sentences.	Write a conclusion in an organized paragraph that follows from the narrated experiences or events and includes key, grade-level vocabulary in expanded and some complex sentences.	Write a conclusion in a clear and coherent paragraph that follows from the narrated experiences or events using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations/diagrams/drawings Word Bank Teacher Support Notes in L1 and English Outline	Native language support Illustrations/diagrams/drawings Word Bank Notes in L1 and English Outline	Notes Outline Word Bank	Notes Outline	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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.5.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing, appropriate to task, purpose, and audience.		<u>Develop and organize</u> coherent writing which is appropriate to the task, purpose, and audience <i>using a planning Charts/Posters for purpose and audience, Word Wall and Template.</i>		VU: Task, audience, author’s purpose, author’s point of view, writer’s style.
					LFC: Verb tenses, compound sentences,
					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 that represent key ideas.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience in L1 and/or use formulaic sentence patterns that represent key ideas.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience and conveys multiple, related ideas using grade-level vocabulary in a series of simple, related sentences.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using grade-level vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Develop and organize coherent writing that is appropriate to the task, purpose, and audience using precise, grade-level vocabulary in complex sentences.
Learning Supports	Native language support Planning Charts/Posters for purpose and audience Template Illustrations/diagrams/drawings Word/Picture Wall	Native language support Word/Picture Wall Planning Charts/Posters for purpose and audience Template	Planning Charts/Posters for purpose and audience Template Word Wall	Planning Charts/Posters for purpose and audience	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 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>Apply</u> all phases of the writing process (planning, revising, editing, rewriting or trying a new approach) to create develop and strengthen writing using <i>peer editing with a Checklist, Story Map, and multiple resources.</i>		VU: Peer editing, writing process, drafts, revising, new approaches, introduction, closing, body;
					LFC: Sentence and paragraph structure, indenting, punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply all phases of the writing process to develop, strengthen, and focus a narrative using L1 and/or use drawings and high-frequency, grade-level single words in phrases to represent key ideas.	Apply all phases of the writing process to develop, strengthen, and focus a narrative using L1 and/or use drawings and general, grade-level vocabulary in short sentences using formulaic patterns to represent key ideas.	Apply all phases of the writing process to develop, strengthen, and focus a writing task that represents multiple, related ideas using key, grade-level vocabulary in simple sentences using repetitive structures.	Apply all phases of the writing process to develop, strengthen, and focus an organized writing task using key, grade-level vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Apply all phases of the writing process to develop, strengthen, and focus a clear and coherent writing task using precise, grade-level vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Native language support Partner work Illustrations/diagrams/drawings Word/Picture Wall Story Map Multiple resources Checklist for editing	Native language support Partner work Illustrations/diagrams/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	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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.5.9.a WIDA ELDS: 2 Reading Writing	Apply grade 5 Reading standards to literature, by responding to literature through writing that compares and contrasts two or more characters, setting, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact].		<u>Compare and contrast</u> two or more characters, setting, or events in a story or drama, drawing on specific details in the text using Venn Diagram , <i>word and phrase walls</i> and Teacher Modeling .		VU: Compare, contrast, setting, series of events
					LFC: Sentence structure, verb in past tense, comparative phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the various elements of grade-level literature in L1 and/or match high-frequency, grade-level words about the characters, setting or events in a story to Pictures and Photographs .	Compare and contrast the various elements of grade-level literature in L1 and/or choose two characters, settings, or events and use general, grade-level vocabulary to write simple phrases to compare and contrast them.	Compare and contrast selected elements of literature within the grade 4-5 complexity band using grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Compare and contrast various elements of literature within the grade 4-5 complexity band using grade-level vocabulary in organized paragraphs with expanded and some complex sentences.	Compare and contrast the various elements of grade-level literature using precise, grade-level vocabulary in well-developed series of paragraphs with multiple and complex sentences.
Learning Supports	Native language support Venn Diagram Teacher Modeling Word Wall Phrase wall Illustrations/diagrams/drawings	Native language support Venn Diagram Teacher Modeling Word Wall Phrase wall Illustrations/diagrams/drawings	Venn Diagram Teacher Modeling Word Wall Phrase wall	Venn Diagram	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 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).		Produce writing pieces routinely for specific time frames with Rubric and various Template .		VU: Reflection, research, revision
					LFC: Verb tenses, paragraph formation, punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce writing pieces routinely for specific time frames in L1 and/or using Pictures and Photographs , drawing, Gestures and high-frequency, grade-level single words in memorized patterns.	Produce writing pieces routinely for specific time frames in L1 and/or using basic, grade-level vocabulary in short sentences with formulaic structures and Illustrations/diagrams/drawings , as needed.	Produce writing pieces routinely for specific time frames using key, grade-level vocabulary in simple, related sentences with some repetitive grammatical structures.	Produce writing pieces routinely for specific time frames using key, grade-level vocabulary in expanded and some complex sentences.	Produce writing pieces routinely for specific time frames using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Illustrations/diagrams/drawings Pictures and Photographs Teacher Support Template Rubric	Native language support Illustrations/diagrams/drawings Pictures and Photographs Teacher Support Template Rubric	Template Rubric	Template Rubric	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: SL.5.1.c WIDA ELDS: 1 Speaking Listening	Pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others.		Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others <i>by working with Partner work and using Dialogue Starters as needed.</i>		VU: Pose, ask, answer, ponder, propose <hr/> LFC: Question formation, Use of inflection, intonation <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others in L1 and/or answer simple everyday questions using visual supports as needed.	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others in L1 and/or ask simple everyday questions and answer simple questions with short phrases and chunks.	Ask and answer specific questions by making comments that contribute to a discussion using key, grade-level vocabulary in a series of simple, related sentences.	Ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others, using grade-level vocabulary in expanded sentences with emerging complexity.
Learning Supports	Choice questions Gestures Partner work Cue Cards Dialogue Starters Pictures and Photographs Question Stem Bank	Partner work Cue Cards Dialogue Starters Pictures and Photographs Question Stem Bank	Partner work Cue Cards Dialogue Starters Paraphrasing	Partner work Cue Cards Paraphrasing	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: L.5.1.b WIDA ELDS: 2 Speaking Writing	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses when writing and speaking.		Form and use the perfect verb tenses when writing and speaking using Posters and Language Reference Sheet .		VU: Perfect tense
					LFC: Modals, verb tenses, past, present, and future
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objective	Form and use the perfect verb tenses when writing and speaking with phrases and by answering multiple-choice, questions.	Form and use the perfect verb tenses when writing and speaking using basic, grade-level vocabulary in phrases and short sentences created by the teacher.	Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of simple, related sentences.	Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of expanded and some complex sentences.	Form and use the perfect verb tenses when writing and speaking using precise, grade-level vocabulary in a series of complex sentences of varying lengths and structures.
Learning Supports	Native language support Posters Language Reference Sheet Teacher Support Word Bank Gestures Choice questions	Native language support Posters Language Reference Sheet Teacher Support Word Bank	Posters Language Reference Sheet Word Bank	Posters 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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: L.5.1.d WIDA ELDS: 2 Listening Writing	Recognize and correct inappropriate shifts in verb tense.		Recognize and correct inappropriate shifts in verb tenses by working with a Partner work or in a small group using Language Reference Sheet and Charts/Posters .		VU: Inappropriate, shift
					LFC: Verb tenses, words or inflections that indicate tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize present and regular past tense verbs by identifying them in a sentence.	Identify the correct form of the verb so that it agrees with the time frame.	Recognize and correct inappropriate shifts in verb tenses by choosing the correct tense for each simple sentence in the paragraph.	Recognize and correct inappropriate shifts in verb tenses in a texts using key, grade-level vocabulary in expanded sentences with emerging complexity.	Recognize and correct inappropriate shifts in verb tenses in a texts using grade-level vocabulary in multiple, complex sentences.
Learning Supports	Native language support Teacher Support Choice questions Language Reference Sheet Charts/Posters	Native language support Teacher Support Charts/Posters Language Reference Sheet	Language Reference Sheet Teacher Support Charts/Posters	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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: L.5.1.e WIDA ELDS: 2 Writing Speaking	Use correlative conjunctions (e.g., either/or, neither/nor) when writing and speaking.		Use correlative conjunctions when writing and speaking, by <i>highlighting them in the text and using a Charts/Posters</i> .		VU: Conjunctions, joining words
					LFC: Conjunctions, definitions of the conjunctions, placement and usage
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify basic conjunctions with Pictures and Photographs and symbols.	List the conjunctives with their definitions/ Pictures and Photographs and place in guided practices.	Use correlative conjunctions by completing simple sentences that require them.	Use correlative conjunctions in writing and speaking when using multiple, expanded sentences with emerging complexity at grade level.	Use correlative conjunctions in writing and speaking when using multiple, complex sentences at grade level.
Learning Supports	Native language support Illustrations/diagrams/drawings Pictures and Photographs Charts/Posters Teacher Support Highlighted Words/Boldface Words	Native language support Illustrations/diagrams/drawings Pictures and Photographs Charts/Posters Partner work Highlighted Words/Boldface Words	Highlighted Words/Boldface Words Charts/Posters Small group/ triads	Highlighted Words/Boldface Words Charts/Posters	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: L.5.2. b WIDA ELDS: 2 Writing	Use a comma to separate an introductory element from the rest of the sentence.		<u>Write</u> to use commas that separate an introductory element from the rest of the sentence by <i>using a Charts/Posters and Partner work.</i>		VU: Commas, periods, question marks
					LFC: Choose correct punctuation and placement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Put commas in teacher generated word lists to separate the words, using Illustrations/diagrams/drawings as needed.	Create a short list of words, organized by topic and convert them to short phrases/sentences that require commas.	Identify the introductory element of a simple sentence and separate it from the rest of the sentence with a comma.	Use commas to separate introductory elements from the rest of the sentences in expanded and some complex sentences.	Use commas to separate an introductory element from the rest of the sentence in complex sentences.
Learning Supports	Native language support Teacher Support Word Bank Charts/Posters Partner work Gestures Illustrations/diagrams/drawings	Native language support Teacher Support Word Bank Charts/Posters Partner work	Charts/Posters Teacher Modeling Partner work	Charts/Posters	

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: L.5.3.a WIDA ELDS: 2 Writing	Construct sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest.		Write sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest by working with Partner work and following Teacher Modeling .		VU: Combine, reduce, expand
					LFC: Punctuation, rules for combining clauses, transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write simple sentences that indicate comprehension.	Expand sentences by increasing descriptive words and phrases.	Construct sentences that are more interesting, combine two or more ideas/concepts and expand on previous ideas.	Increase linguistic complexity by constructing sentences that are longer and combine different concepts/ideas, using more content based and technical vocabulary.	Construct sentences on grade level that combine and expand ideas and reduce those as needed in order to maintain reader/listener interest over a period of time.
Learning Supports	Native language support Teacher Modeling Charts/Posters Word/Picture Wall Partner work Pictures and Photographs Gestures	Native language support Teacher Modeling Charts/Posters Word/Picture Wall Partner work Pictures and Photographs	Teacher Modeling Partner work	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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Grade 5 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: L.5.3.b WIDA ELDS: Reading Speaking	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.		<u>Compare and contrast</u> the varieties of English used in stories, dramas and poems <i>by working with a small group and using technological resources (you tube videos, internet resources).</i>		VU: Words with many meanings (polysemous) registers, dialects
					LFC: Sentence structure, elements of poetry/drama
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast examples of language varieties and explain the similarities and differences using in L1 and/or match different words to the same picture, indicating use of registers and dialects.	Compare and contrast examples of language varieties and explain the similarities and differences in L1 and/or identify key grade-level words used in stories that indicate varieties of English and multiple meanings of words.	Compare and contrast examples of different dialect/register and explain the similarities and differences using key, grade-level vocabulary in a series of simple, related sentences.	Compare and contrast examples of language varieties and explain the similarities and differences using key grade-level vocabulary in a series of expanded sentences with emerging complexity of grammatical structures.	Compare and contrast examples of language varieties and explain the similarities and differences using grade-level vocabulary in a series of complex sentences with varying lengths and grammatical structures.
Learning Supports	Native language support Teacher Support Pictures and Photographs Gestures Technology and Technological Resources	Native language support Teacher Support Pictures and Photographs Technology and Technological Resources	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. 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.