

ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.6.2 WIDA ELDS:2-5 Reading Speaking	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		<u>Explain and summarize</u> the central message via details from a story, drama, or poem using <i>graphic organizers, shared group activities</i> .		VU: Phrases: (on page __, in other words); logical connectors; content-based, grade-level vocabulary
					LFC: Complex sentences using relative clauses <i>i.e.</i> who, that which
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain and summarize the central idea and key details in L1 and/or identify the central idea of a leveled text by matching phrase citations to visual representations.	Explain and summarize the central idea and key details in L1 and/or by matching sentence citations from leveled texts or excerpts of grade-level texts to visual representations of text.	Explain and summarize the central idea and key details using key vocabulary in a series of simple, related sentences.	Explain and summarize the central idea and key details using key vocabulary in expanded and complex sentences.	Explain and summarize the central idea and key details using precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map Template Partner Work L1 support Phrase citations Visuals	Story Map Template Partner Work L1 support Sentence citations Visuals	Story Map Template Partner Work	Story Map Marking the text	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.6.3 WIDA ELDS: 2 Reading Speaking Listening	Describe how a particular drama’s plot unfolds in a series of episodes in 6 th grade text(s).		Describe and sequence plot in a story <i>by using a plot diagram and creating a video.</i>		VU: Main idea; plot; content-based grade-level vocabulary
					LFC: Describe people, places, things <i>i.e.</i> present progressive tense, adverbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and sequence how the story’s plot unfolds in grade level text in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text.	Describe and sequence how the story’s plot unfolds in L1 and/or sequence the plot by sorting content-related visuals with short sentences from leveled texts or excerpts from a grade-level text.	Describe and sequence how the story’s plot unfolds from adapted literature using key vocabulary in a series of simple, related sentences.	Describe and sequence how the story’s plot unfolds from literature within the grade-level band using key vocabulary in expanded and some complex sentences.	Describe and sequence how the story’s plot unfolds in a series of episodes in grade-level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Plot diagram Role playing or re-enacting scenarios Story Map L1 support Illustrated text Recordings of text (Technology) Bilingual Dictionary Glossary	Plot diagram Role playing or re-enacting scenarios Story Map Bilingual Dictionary Glossary L1 support Illustrated text Recordings of text (Technology)	Plot diagram Role playing or re-enacting scenarios Story Map Bilingual Dictionary Glossary	Plot diagram Role playing or re-enacting scenarios	Plot diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.6.3 WIDA ELDS: 2 Reading Speaking Listening	Describe how characters respond or change as the plot moves toward a resolution in 6 th grade text(s).		Describe changes and responses in characters over time <i>using plot diagram and character web.</i>		VU: Characters, change, resolution; content-based, grade-level vocabulary
					LFC: Describing actions, people, places, thing; present and past tense verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe changes and responses of characters as plot moves to resolution in L1 and/or answering yes/no or either/or questions with single words, gestures or visuals.	Describe changes and responses of characters as plot moves to resolution in L1 and/or answering wh-questions using selected vocabulary in key phrases.	Describe changes and responses of characters as plot moves to resolution using key vocabulary in a series of simple, related sentences.	Describe changes and responses of characters as plot moves to resolution using key vocabulary in expanded and some complex sentences.	Describe changes and responses of characters as plot moves to a resolution in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Plot diagram Character Web Role play Word/picture Wall Illustrated text Native Language Texts L1 support Gestures	Plot diagram Character Web Role play Word/picture Wall Illustrated text Native Language Texts L1 support Sentence Frames	Plot diagram Character Web Role play Word Wall	Plot diagram Character Web Role play	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.6.4 WIDA ELDS: 2-5 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).		Read to determine word and phrase meaning using a figurative language word wall, online support and student created visual representations of word meanings.		VU: Context clues, figurative, connotative, technical; content-based, grade-level vocabulary <hr/> LFC: Sentences with figurative language <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of word meanings.	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of phrase meanings.	Read to determine word and phrase meaning in an adapted literary text.	Read to determine word and phrase meaning in a literary text within grade-level band.
Learning Supports	Online Resources Figurative language Word Wall Native Language Support Student Created Visuals Partner Work Charts/Posters Picture Dictionary	Online Resources Figurative language Word Wall Native Language Support Student Created Visuals Partner Work Charts/Posters	Online Resources Figurative language Word Wall Student Created Visuals Partner Work	Online Resources Figurative language Word Wall Student Created Visuals	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.6.4 WIDA ELDS: 2 Reading Speaking Listening	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.		<u>Define and analyze</u> words and phrases in a text, as it relates to tone <i>using a dictionary and think alouds</i> .		VU: Tone; content-based, grade-level vocabulary
					LFC: Subject verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Define and analyze word choice, as it relates to tone in an adapted grade-level text in L1 and/or choose a single word or picture that matches tone from a leveled text.	Define and analyze word choice, as it relates to tone in an adapted grade-level text in L1 and/or choose a phrase that matches tone from a leveled text by sorting known words and phrases.	Define and analyze word choice, as it relates to tone in an adapted grade-level text using key vocabulary in a series of simple, related sentences.	Define and analyze word choice, as it relates to tone in a text within the grade-level band using key vocabulary in expanded and some complex sentences.	Define and analyze word choice as it related to tone in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Think Aloud Choral Reading Bilingual Dictionary L1 support Pictures/Photographs	Think Aloud Choral Reading Bilingual Dictionary L1 support Sentence Frames	Think Aloud Choral Reading	Think Aloud	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.6.5 WIDA ELDS: 2 Reading Speaking Listening	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		Analyze how one sentence fits into a text’s structure and contributes to theme development from sentences <i>using a think aloud</i> .		VU: Theme, literary analysis; content-based, grade-level vocabulary
					LFC: Subject verb agreement, embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words in one sentence and how they connect to the theme.	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words and phrases in one sentence to understand theme.	Analyze one sentence and discuss how it connects to the theme using key vocabulary in a series of simple, related sentences.	Analyze one sentence and discuss how it connects to the theme using key vocabulary in expanded and some complex sentences.	Analyze one sentence and discuss how it connects to the theme using precise vocabulary in multiple, complex sentences.
Learning Supports	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Small Groups Pictures/Photographs Semantic Web Bilingual Dictionary Glossary L1 support	Think Aloud Triads or Small Groups Word Wall	Think Aloud	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.6.8 WIDA ELDS: 2 Reading Speaking Listening	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		<u>Compare and contrast</u> texts in different forms or genres of similar themes and topics <i>through the use of a Venn Diagram.</i>		VU: Compare, contrast, audio, visual, live version, perceive; content-based, grade-level vocabulary
					LFC: Comparative and superlative adjectives; conjunctions; adverbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast texts in different forms or genres of similar themes and topics in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/no or choice questions.	Compare and contrast texts in different forms or genres of similar themes and topics in L1 and/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Compare and contrast texts in different forms or genres of similar themes and topics using key vocabulary in a series of simple, related sentences.	Compare and contrast texts in different forms or genres of similar themes and topics using key vocabulary in expanded and some complex sentences.	Compare and contrast texts in different forms or genres of similar themes and topics using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Word/picture Wall L1 support Pictures/Photographs Video Clips/Films Word card	Venn Diagram Word/picture Wall L1 support Pictures/Photographs Video Clips/Films Sentence strips	Venn Diagram Word Wall	Venn Diagram	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.6.10 WIDA ELDS: 2 Reading Speaking Listening	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Read to comprehend a variety of literature in the grade 6 text complexity band using <i>graphic organizers, L1 support and online resources.</i>		VU: Content-based, grade-level vocabulary
					LFC: Specific to text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to comprehend a variety of literature in L1; and/or selected vocabulary in memorized patterns.	Read to comprehend a variety of literature in L1; and/or selected vocabulary in leveled literature.	Read to comprehend a variety of adapted literature and key vocabulary in the grade-level band.	Read to comprehend a variety of literature within the grade-level band.	Read to comprehend a variety of grade-level literature.
Learning Supports	Online Resources Graphic Organizer Word/picture Bank L1 support Cloze sentences	Online Resources Graphic Organizer Word/picture Bank L1 support Sentence Frames	Online Resources Graphic Organizer Word Bank	Online Resources Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RI.6.1 WIDA ELDS: 2-5 Reading Speaking	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <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>		<u>Read</u> to cite the most supportive textual evidence from informational text <i>using graphic organizers and marking the text.</i>		VU: Explicit, evidence, quotes, inferences; content-based, grade-level vocabulary
					LFC: Use quotation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Read to cite the most supportive textual evidence in L1 and/or by matching phrase citations from leveled, informational text to visual representations of the text in English.	Read to cite the most supportive textual evidence in L1 and/or by matching sentence citations from leveled, informational text to visual representations of the text in English.	Read to cite the most supportive textual evidence from adapted, informational text.	Read to cite the most supportive textual evidence from informational texts within the grade-level band.	Read to cite the most supportive textual evidence from grade-level informational text.
	Graphic organizer Highlight/mark text Partner L1 support Phrase citations Pictures of text Word/picture wall Cornell note (partially completed by teacher)	Graphic organizer Highlight/mark text Partner L1 support Sentence citations Pictures of text Word/picture wall Cornell note (partially completed by teacher)	Graphic organizer Partner Word wall Highlight/mark text Cornell note taking sheet	Graphic organizer Highlight/mark text Cornell note taking sheet	

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SLO: 10 CCSS: RI.6.3 WIDA ELDS: 2 - 5 Reading Speaking	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		Read and analyze how a key individual, event, or idea is developed in an informational text by <i>using a Cornell note-taking sheet, marking the text, pictures and a word wall.</i>		VU: Traits, characteristics, events, challenges; content-based, grade-level vocabulary
					LFC: Sentence structure, adjectives, sequential phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching phrase citations from a leveled text to visual representations.	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching sentence citations from leveled texts to visual representations of text.	Read and analyze how a key individual, event, or idea is developed from an adapted informational text using key vocabulary in a series of simple, related sentences.	Read and analyze how a key individual, event, or idea is developed from informational text within the grade-level band using key vocabulary in expanded sentences with emerging complexity.	Read and analyze how a key individual, event, or idea is developed from grade-level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Highlight/mark text Cornell note (partially completed by teacher) L1 support Phrase citations Pictures of text Partner Word/picture wall	Highlight/mark text Cornell note (partially completed by teacher) L1 support Sentence citations Pictures of text Partner Word/picture wall	Highlight/mark text Cornell note taking sheet Partner Word wall	Highlight/mark text Cornell note taking sheet	

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SLO: 11 CCSS: RI.6.5 WIDA ELDS: 2 - 5 Reading Speaking	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.		Read and analyze how a particular sentence contributes to the development of ideas in an informational text <i>by using an outline or web.</i>		VU: Structure; content-based, grade-level vocabulary <hr/> LFC: Complex sentences with various verb forms <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read and analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match word and phrase citations to the overall structure of a leveled text.	Read and analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match sentence citations to overall structure of a leveled text.	Read and analyze how a particular sentence contributes to the development of ideas using key vocabulary in simple, related sentences.	Read to analyze how a particular sentence contributes to the development of ideas using key vocabulary in expanded sentences of emerging complexity.
Learning Supports	Outline (completed) Web (completed) L1 support Phrase citations Pictures of text Word/picture wall	Outline (partially completed by teacher) Web (partially completed) L1 support Sentence citations Pictures of text Word/picture wall	Outline Web Word wall Highlight/mark text	Outline Web	

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SLO: 12 CCSS: RI.6.8 WIDA ELD: 2-5 Reading Speaking	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		Read and analyze the argument and specific claims in a text using <i>visuals, peer support, and / or graphic organizers</i> .		VU: Analyze, interpretation, conflict(-ing), contradict(-ion); content-based, grade-level vocabulary LFC: Comparatives, superlatives, pronouns, conjunctions LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read and analyze the argument and specific claims in a text in L1 and/or in leveled informational texts in English, match conflicting, high-frequency words and phrases to visual representations.	Read and analyze the argument and specific claims in a text in L1 and/or in leveled informational text in English, match conflicting, factual, sentence-level descriptors to visual representations using selected vocabulary in key phrases.	Read and analyze the argument and specific claims in a text using key vocabulary in simple, related sentences.	Read and analyze the argument and specific claims in texts using key vocabulary in expanded and some complex sentences.
Learning Supports	Venn diagram Phrase citations Visuals L1 text and/or support	Venn diagram Sentence citations Visuals L1 text and/or support Sentence frames	Venn diagram Partner	Venn diagram	

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SLO: 13 CCSS: RI.6.9 WIDA ELDS: 2 - 5 Reading Speaking	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		<u>Compare and contrast</u> one author’s presentation of events with that of another <i>by using a graphic organizers and L1 support.</i>		VU: Similarities, differences, facts, fiction; content-based, grade-level vocabulary <hr/> LFC: Simple, compound and complex sentences, word order and parallelism <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Compare and contrast one author’s presentation of events with that of another from an informational text in L1 and/or match selected words and pictures.	Compare and contrast one author’s presentation of events with that of another from an informational text in L1 and/or produce selected vocabulary in key phrases and short sentences.	Compare and contrast one author’s presentation of events with that of another using key vocabulary in a series of simple, related sentences.	Compare and contrast one author’s presentation of events with that of another using key vocabulary in expanded and some complex sentences.
Learning Supports	Graphic organizer Template L1 support Word/picture wall	Graphic organizer Template L1 support Sentence frame Word/picture wall	Graphic organizer Template Word wall	Graphic organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: R I.6.10 WIDA ELDS: 2 Reading Speaking	By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<u>Read and comprehend</u> a variety of literary nonfiction using a <i>graphic organizer appropriate to the text</i> .		VU: Nonfiction, proficient, complexity; content-based, grade-level vocabulary
					LFC: Varies according to reading task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend, with scaffolding, a variety of literary nonfiction in L1 and/or a variety of excerpts from adapted, illustrated informational text with increasing complexity.	Read and comprehend, with scaffolding, a variety of literary nonfiction in L1 and/or excerpts of illustrated nonfiction with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from adapted literary nonfiction with increasing complexity.	Read and comprehend, with scaffolding, a variety of literary nonfiction with increasing complexity within the grade-level band.	Read and comprehend, with scaffolding, a variety of literary nonfiction with increasing complexity at grade-level.
Learning Supports	Graphic Organizer Phrase citations Illustrations Native Language Support and texts Partner Work	Graphic Organizer Sentence citations Illustrations Native Language Support and texts	Graphic Organizer Adapted Text	Graphic Organizer	

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SLO: 15 CCSS: W.6.3.b WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events and/or characters.		Develop a narrative with effective techniques using <i>a word bank template and L1 support</i> .		VU: Transitional words, word choice, clauses, signal shift; content-based, grade-level vocabulary
					LFC: Quotations, descriptive sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop a narrative with effective techniques in L1 and/or using drawings and selected words in phrase patterns.	Develop a narrative with effective techniques in L1 and/or using visuals and selected vocabulary in key phrases and short sentences.	Develop a narrative with effective techniques using key vocabulary in a series of simple, related sentences.	Develop a narrative with effective techniques using key vocabulary in expanded and some complex sentences.	Develop a narrative with effective techniques using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources (Technology) Word bank of transitional words and phrases Sentence Frames Cloze sentences Visuals L1 support	Online resources (Technology) Word bank of transitional words and phrases Sentence Starters Sentence Frames Visuals L1 support	Online resources Word bank of transitional words and phrases Sentence Starters	Online resources Word bank of transitional words and phrases	Online 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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.6.3d. WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.		<u>Write narratives</u> to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language <i>using a writing diamond</i> .		VU: Sensory and descriptive nouns and adjectives; content-based, grade-level vocabulary
					LFC: Describe people, place, things actions
					LC: Varies by ELP level.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative with descriptive details, and sensory language in L1 and/or with selected vocabulary under pictures.	Write narrative with descriptive details and sensory language in L1 and/or with selected vocabulary in key phrases as captions under pictures.	Write narrative with descriptive details, sensory language and key vocabulary in a series of simple, related sentences.	Write a narrative with descriptive details, sensory language and key vocabulary in expanded and some complex sentences.	Write a narrative with descriptive details, sensory language and precise vocabulary in multiple, complex sentences.
Learning Supports	Sensory details chart Writing diamond Word/picture Wall Visuals Word captions Gestures L1 support	Sensory details chart Writing diamond Word/picture Wall Visuals Phrase captions L1 support	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart Writing diamond

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

ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.6.3.a WIDA ELDS: 2 Writing	When writing narratives, engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		<u>Write a narrative</u> by introducing a narrator and well-structured event sequences <i>using teacher modeling and a story map</i> .		VU: Event sequencing; content-based, grade-level vocabulary
					LFC: Sequencing: adverbs of time, relative clauses and subordinate conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives by introducing a narrator and well-structured event sequences in L1 and/or use phrases or captions under pictures in English with selected vocabulary.	Write narratives by introducing a narrator and well-structured event sequences in L1 and/or write sentence-level narratives as captions under pictures in English with selected vocabulary.	Write narratives by introducing a narrator and well-structured event sequences with key vocabulary in a series of simple, related sentences.	Write narratives by introducing a narrator and well-structured event sequences with key vocabulary in expanded sentences of emerging complexity.	Write narratives by introducing a narrator and well-structured event sequences with precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map Word/picture Wall Visuals Phrase captions Gestures L1 support	Story Map Word/picture Wall Visuals Sentence captions L1 support	Story Map Word Wall	Story Map	Story Map

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.6.3.c WIDA ELDS: 2 Writing	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.		<u>Write</u> narratives using appropriate and varied transitional phrases and clauses in order to convey sequence and signal shifts using <i>a word bank of transitional words and phrases, visuals, peer and L1 support</i> .		VU: Transitional words, word choice, clauses, signal shift; content-based, grade-level vocabulary
					LFC: Language conventions and forms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives by using transitional phrases, and clauses in order to convey sequence and signal shifts in L1 and/or using drawings and selected words that in phrase patterns.	Write narratives by using transitional phrases, and clauses in order to convey sequence and signal shifts in L1 and/or using visuals and selected vocabulary in phrases and short sentences.	Write narratives by using transitions, phrases, and clauses in order to convey sequence and signal shifts using key vocabulary in a series of simple, related sentences.	Write narratives by using transitions, phrases, and clauses in order to convey sequence and signal shifts using key vocabulary in expanded and some complex sentences.	Write narratives by using transitions, phrases, and clauses in order to convey sequence and signal shifts using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources (Technology) Word bank of transitional words and phrases Sentence Frames Cloze sentences Visuals L1 support	Online resources (Technology) Word bank of transitional words and phrases Sentence Starters Sentence Frames Visuals L1 support	Online resources Word bank of transitional words and phrases Sentence Starters	Online resources Word bank of transitional words and phrases	Online resources

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.6.3.e WIDA ELDS: 2 Writing	When writing narratives, provide a conclusion that follows from the narrated experiences or events.		Write to conclude a narrative text by using a closing strategy, visuals, peer and L1 support.		VU: Vocabulary pertaining to concluding statements; content-based, grade-level vocabulary
					LFC: Compound tenses, complex sentence structure (clauses)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to conclude a narrative text by using L1 and/or using selected words or drawings in phrase patterns.	Write to conclude a narrative text by using L1 and/or using selected vocabulary in key phrases and short sentences.	Write to conclude a narrative text by using key vocabulary in simple, related sentences.	Write to conclude a narrative text by using key vocabulary in expanded and some complex sentences.	Write to conclude a narrative text using precise vocabulary in multiple, complex sentences.
Learning Supports	Online resources Sentence frames L1 support Word/picture bank Cloze sentences Closing strategy	Online resources Sentence frames L1 support Word/picture bank Closing strategy	Online resources Word bank Closing strategy	Online resources Closing strategy	Online resources Closing strategy

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.6.1 WIDA ELDS: 2 Writing	Write arguments to support claims with clear reasons and relevant evidence.		Write arguments to support claims with clear reasons and relevant evidence <i>using think-alouds and a graphic organizer (t-chart).</i>		VU: For and against. pros and cons; content-based, grade-level vocabulary <hr/> LFC: Compare and contrast - relative clauses and subordinate conjunctions <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write arguments to support claims with clear reasons and relevant evidence in L1 and/or match selected vocabulary as captions under pictures.	Write arguments to support claims with clear reasons and relevant evidence in L1 and/or use selected vocabulary in phrases and short sentences.	Write arguments to support claims with clear reasons and relevant evidence with key vocabulary in a series of simple, related sentences.	Write arguments to support claims with clear reasons and relevant evidence with key vocabulary in expanded and some complex sentences.
Learning Supports	T-chart Word/picture Wall Visuals Phrase captions Gestures L1 support	T-chart Word/picture Wall Visuals Sentence captions L1 support	T-chart Word Wall	T-chart	T-chart

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.6.1.a WIDA ELDS: 2 Writing	Write arguments to introduce and support claims and organize the reasons and evidence clearly.		Write arguments to introduce and support claims by organizing the reasons and evidence clearly <i>using a word wall, checklist, and teacher modeling.</i>		VU: Opinion, topic; content-based, grade-level vocabulary <hr/> LFC: First person singular. "I think...I believe that." <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write arguments to introduce and support claims by organizing the reasons and evidence clearly in L1 and/or use pictures, drawings or selected words in phrase patterns.	Write arguments to introduce and support claims by organizing the reasons and evidence clearly in L1 and/or use pictures, drawings or selected vocabulary in phrases or short sentences.	Write arguments to introduce and support claims by organizing the reasons and evidence clearly using key vocabulary in a series of simple, related sentences.	Write arguments to introduce and support claims by organizing the reasons and evidence clearly using key vocabulary in expanded and some complex sentences.
Learning Supports	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Online sources Checklist Word wall Personal dictionary Sentence starters	Online sources Checklist	Online sources Checklist

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.6.1.b WIDA ELDS: 2 Writing	When writing arguments, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		<u>Write</u> arguments to introduce and support claims with clear reasons, relevant evidence and credible sources <i>using a word wall, online resources, a checklist for credibility, and teacher modeling.</i>		VU: Argument; content-based, grade-level vocabulary
					LFC: First person singular. "I think...I believe that.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources in L1 and/or use pictures, drawings or selected words in phrase patterns.	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources in L1 and/or use pictures, drawings or selected vocabulary in phrases or short sentences.	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using key vocabulary in a series of simple, related sentences.	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using key vocabulary in expanded and some complex sentences.	Write arguments to introduce and support claims with clear reasons, relevant evidence and credible sources using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Online sources Checklist Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Online sources Checklist Word wall Personal dictionary Sentence starters	Online sources Checklist	Online sources Checklist

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: W.6.1.c.d WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.		<u>Write</u> arguments with words, phrases and clauses that clarify the relationship among claims <i>using a word wall, charts and teacher modeling.</i>		VU: Clarifying words and phrases; content-based, grade-level vocabulary LFC: First person singular. "I think...I believe that." LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write arguments with precise words, phrases and clauses that clarify the relationships among claims in L1 and/or use pictures, drawings and selected words in phrase patterns.	Write arguments with precise words, phrases and clauses that clarify the relationships among claims in L1 and/or use pictures, drawings and selected vocabulary in phrases or short sentences.	Write arguments with key words, phrases and clauses that clarify the relationships among claims in a series of simple, related sentences.	Write arguments with key words, phrases and clauses that clarify the relationships among claims in expanded and some complex sentences with a variety of grammatical structures.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: W.6.1.e WIDA ELDS: 2 Writing	When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.		<u>Write</u> arguments with concluding sections that follow the argument <i>using a word wall, personal dictionary, and teacher modeling.</i>		VU: Opinion, topic, text; content-based, grade-level vocabulary
					LFC: First person singular. “I think...I believe that.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write arguments with concluding sections in L1 and/or use pictures, drawings and selected, high-frequency words in phrase patterns.	Write arguments with concluding sections in L1 and/or use pictures, drawings and selected vocabulary in phrases or short sentences.	Write arguments with concluding sentences using key vocabulary in a series of simple, related sentences.	Write arguments with concluding sentences, using key vocabulary in expanded and some complex sentences.	Write arguments with a concluding section using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher modeling Charts Word/picture wall Personal dictionary Cloze sentence L1 support	Teacher modeling Charts Word/picture wall Personal dictionary Sentence frames L1 support	Teacher modeling Charts Word wall Personal dictionary Sentence starters	Teacher modeling	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: W.6.4 WIDA ELDS: 2 Writing	When writing narratives and arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<u>Develop and organize</u> a coherent argument which is appropriate to the reader <i>using a graphic organizer, word wall and template.</i>		VU: Task, purpose, audience; content-based, grade-level vocabulary
					LFC: Sentences appropriate to task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize a coherent argument that is appropriate to the reader in L1 and/or use drawings and selected words in phrase patterns.	Develop and organize a coherent argument that is appropriate to the reader in L1 and/or use selected vocabulary in phrases and short sentences.	Develop and organize a coherent argument that is appropriate to the reader using key vocabulary in a series of simple, related sentences.	Develop and organize an organized argument that is appropriate to the reader using key vocabulary in expanded and some complex sentences.	Develop and organize a coherent argument that is appropriate to the reader using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Word/picture wall Template Visuals L1 Support Cloze sentences	Graphic organizer Word/picture Wall Template Visuals L1 Support Sentence frames	Graphic organizer Word Wall Template Sentence starters	Graphic organizer Template	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.6.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		<u>Plan, revise, edit, and rewrite</u> narrative <i>using peer editing with a checklist, storyboard, and dictionary/thesaurus.</i>		VU: Editing, rewriting, peer edit; content-based, grade-level vocabulary
					LFC: Complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus writing in L1 and/or use drawings and selected words in phrase patterns.	Write, plan, revise and edit to develop, strengthen, and focus writing in L1 and/or use selected vocabulary in key phrases and short sentences.	Write, plan, revise and edit to develop, strengthen, and focus writing using key vocabulary in simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus writing using key vocabulary in expanded and some complex sentences.	Write, plan, revise and edit to develop, strengthen, and focus writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard L1 Support Cloze sentences	Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard L1 Support	Storyboard Template Peer checklist Technology support	Writing outline Peer checklist Technology support	Technology support (i.e., spell check, online thesaurus, grammar check)

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: W.6.6 WIDA ELDS: 2 Writing	Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		<u>Produce and publish</u> narrative writing <i>using Microsoft Office, a peer and a checklist.</i>		VU: Collaborate, interact, publish; content-based, grade-level vocabulary
					LFC: Subject verb agreement, embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish narrative writing in L1 and/or by using drawings and selected words in phrase patterns.	Publish narrative writing in L1 and/or by using visuals and selected vocabulary in key phrases and short sentences.	Publish narratives using key vocabulary in a series of simple, related sentences.	Publish narratives using key vocabulary in expanded and some complex sentences.	Publish narrative writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Publishing checklist Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard Cloze sentences L1 Support	Publishing checklist Teacher feedback Technology support Template Word/picture wall Visuals/Storyboard Sentence frames L1 Support	Publishing checklist Peer feedback Technology support Template Word Wall	Publishing checklist Peer feedback Technology support	Technology support (i.e., spell check, online thesaurus, grammar check)

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: W.6.8 WIDA ELDS: 2 Writing	Provide basic bibliographic information for sources when writing arguments.		List basic bibliographic information for sources when writing arguments <i>using online resources, template and teacher modeling.</i>		VU: Process, analysis, resources; content-based, grade-level vocabulary LFC: Explanatory sentences LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	List bibliographic information for sources when writing arguments in L1 and/or by listing titles of sources that represent key ideas.	List bibliographic information for sources when writing arguments in L1 and/or by listing book titles and authors of sources.	List basic bibliographic information for sources.	List basic bibliographic information for sources when writing arguments.
Learning Supports	Teacher modeling L1 support Word/picture bank Online resources Template (semi-completed) Cloze sentences	Teacher modeling L1 support Word/picture bank Online resources Template (semi-completed) Sentence frames	Word bank Online resources Template	Online resources	Online resources

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: W.6.9.a WIDA ELDS: 2 Writing	Draw evidence from 6 th grade literary texts to support analysis, reflection, and research; apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).		Write to cite evidence from informational texts to support analysis and reflection <i>using a graphic organizer and marking the text.</i>		VU: Cite evidence; content-based, grade-level vocabulary
					LFC: Referential phrases, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from informational texts in L1 and/or use pictures and selected words in phrase patterns.	Write to cite evidence from informational texts in L1 and/or use visuals and selected vocabulary in key phrases and short sentences.	Write to cite evidence from adapted informational texts using key vocabulary in a series of simple, related sentences.	Write to cite evidence from informational texts using key vocabulary in expanded and some complex sentences.	Write clearly and coherently to cite evidence from informational texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer (completed) Marking the text Word/picture wall Visuals Cloze sentences L1 support	Graphic organizer (partially completed by teacher) Marking the text Word/picture wall Visuals Sentence Frames L1 Support	Graphic organizer (partially completed by teacher) Marking the text Template Word Wall	Graphic organizer	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: SL.6.1 WIDA ELDS: 2-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		Participate in a variety of collaborative discussion settings using <i>an outline, notes and Conversation Cue cards</i> .		VU: In my opinion, I feel that, I understand that; content-based, grade-level vocabulary
					LFC: Compound and complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of discussions using L1 and/or in teacher-led discussions, use high-frequency, selected words and phrases in memorized patterns.	Participate in a variety of discussions, in L1 and/or in teacher-led discussions, use selected vocabulary in phrases and short sentences.	Participate in a variety of collaborative discussion using key vocabulary in a series of simple, related sentences.	Participate in a variety of collaborative discussion settings using key vocabulary in expanded sentences with emerging complexity.	Participate in a variety of collaborative discussion settings using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline Notes in L1 & English Conversation Cue cards Multiple reference Materials Pictures/Photographs Word/picture wall L1 support	Outline Notes in L1 & English Conversation Cue cards Multiple reference materials Sentence frames Pictures/Photographs Word/picture wall L1 support	Outline Notes Conversation Cue cards Multiple reference materials Word wall	Outline Notes Conversation Cue cards Multiple reference materials (thesaurus, dictionary)	Outline

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: SL.6.1.a WIDA ELDS: 2 Speaking Listening	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		Share ideas based on texts studied <i>using notes and Cue cards</i> .		VU: According to, The text states; content-based, grade-level vocabulary
					LFC: Declarative and interrogatory sentences; subordinate conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Share ideas in a grade-level discussion using L1 and/or use selected words in phrase patterns.	Share ideas in a grade-level discussion in L1 and/or use selected vocabulary in phrases and short sentences.	Share ideas in a grade-level discussion using key vocabulary in a series of simple, related sentences.	Share ideas in a grade-level discussion using key vocabulary in expanded and some complex sentences.	Share ideas in a grade-level discussion using precise vocabulary in multiple, complex sentences.
Learning Supports	Cornell notes (completed) Cue cards Teacher modeled techniques Word/picture wall Visuals Gestures L1 support	Cornell notes (completed) Cue cards Teacher modeled techniques Word/picture wall Visuals Sentence frames L1 support	Cornell note-taking Cue cards Word wall Peer groups	Cornell note-taking Cue cards Peer groups	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: SL.6.1b. WIDA ELDS: 1 Speaking Listening	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		<u>Speak and listen to peers to create</u> rules for collaborative discussions <i>using a reference sheet of specific discussion rules.</i>		VU: Goals, roles, deadlines; content-based, grade-level vocabulary LFC: Verb forms; declarative sentences LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use selected single words in phrase patterns.	Speak and listen to peers to create guidelines, student roles and classroom goals in L1 and/or use selected vocabulary in key phrases and short sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom using key vocabulary in a series of simple, related sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals using key vocabulary in expanded and some complex sentences.	Speak and listen to peers to create guidelines for discussion, choose student roles and set classroom goals using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference sheet of specific discussion rules Role play Template Word/picture wall L1 support Cloze sentences	Reference sheet of specific discussion rules Role play Template Word/picture wall L1 support Sentence frames	Reference sheet of specific discussion rules Role play Template Word wall	Reference sheet of specific discussion rules Role play Template	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: SL.6.1.c WIDA ELDS: 2 -5 Speaking Listening	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion <i>using sentence frames and L1 support.</i>		VU: Elaborate, detail, 5-W words; content-based, grade-level vocabulary <hr/> LFC: Asking informational and clarifying questions; expressing and supporting opinions <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using L1 and/or use selected words in phrase patterns.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or use selected vocabulary in key phrases and short sentences.	Compose and respond to questions by making comments that contribute to the discussion using key vocabulary in a series of simple, related sentences.	Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion, using key vocabulary in expanded and some complex sentences.
Learning Supports	Sentence frames Word/picture wall Visuals/Gestures L1 support Choice questions	Sentence frames Word/picture wall Visuals L1 support Wh-questions	Sentence starters Word wall		

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: SL.6.1.d WIDA ELDS: 2-5 Speaking Listening	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		Participate in collaborative discussion and review key ideas expressed <i>using a graphic organizer and notes.</i>		VU: Reflect, paraphrase; content-based, grade-level vocabulary
					LFC: Retelling, present/past tense verbs, comparing
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in collaborative discussion and review key ideas expressed in L1 and/or listen to discussion to gain understanding using pictures, gestures and single words in phrase patterns.	Participate in collaborative discussion and review key ideas expressed in L1 and/or use selected words in key phrases and short sentences.	Participate in collaborative discussion and review key ideas expressed by producing key vocabulary in a series of simple, related sentences.	Participate in collaborative discussion and review key ideas expressed by producing key vocabulary in expanded and some complex sentences.	Participate in collaborative discussion and review key ideas expressed using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic organizer Notes in English and L1 Word/picture wall L1 support Choice questions	Graphic organizer Notes in English and L1 Word/picture wall L1 support Sentence frames	Graphic organizer Notes Word wall	Graphic organizer	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: SL.6.2 WIDA ELDS: 2-5 Speaking listening	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		<u>Listen</u> to information and <u>explain</u> how it contributes to a topic <i>using notes and an outline</i> .		VU: Interpret, explain; content-based, grade-level vocabulary
					LFC: Present and past tense verbs, dependent and independent clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using selected single words in phrase patterns.	Listen to presentation of grade level information and explain how it contributes to a topic in L1 and/or use selected vocabulary in key phrases and short sentences.	Listen to presentation of adapted grade level information and explain how it contributes to a topic producing key vocabulary in a series of simple, related sentences.	Listen to presentation of grade level information and explain how it contributes to a topic by producing key vocabulary in expanded and some complex sentences.	Listen to presentation of grade level information and explain how it contributes to a topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline (completed) Notes Word/picture bank L1 support Cloze sentences Pictures/Visuals	Outline (partially completed) Notes Word/picture bank L1 support Sentence frames Pictures/Visuals	Outline (partially completed) Notes Word bank	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. 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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: SL.6.3 WIDA ELDS: 2 Speaking Listening	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<u>Speak and identify</u> a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by <i>using a T-chart, word wall and teacher modeling.</i>		VU: Analyze, interpretation, conflict(-ing), contradict(-ion), disagree / agree, factual; content-based, grade-level vocabulary
					LFC: Comparatives, superlatives, pronouns, conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and identify a speaker’s argument and specific claims, using L1 and/or by using gestures and high-frequency words in phrase or memorized patterns.	Speak and identify a speaker’s argument and specific claims, using L1 and/or by using selected vocabulary in key phrases and short sentences.	Speak and identify a speaker’s argument and specific claims, using key vocabulary in a series of simple, related sentences.	Speak and identify a speaker’s argument and specific claims, using key vocabulary in expanded sentences with emerging complexity.	Speak and identify a speaker’s argument and specific claims, using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher modeling Completed T-chart Visuals Gestures Yes / no questions L1 support Word/picture wall	Teacher modeling Semi-completed T-chart Word/Picture Wall Visuals L1 support Sentence frames Word/picture wall	Teacher modeling T-chart Word wall	Teacher modeling	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 CCSS: SL.6.6 WIDA ELDS: 2 All domains	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.		<u>Demonstrate</u> a command of formal English and its conventions when writing, speaking, reading, or listening <i>using a word wall</i> .		VU: Formal vs. informal English; content-based, grade-level vocabulary
					LFC: Structured sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate a command of formal English and its conventions by producing or processing high-frequency, selected words in phrase or memorized patterns.	Demonstrate a command of formal English and its conventions by producing or processing selected vocabulary in key phrases and short sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in a series of simple, related sentences.	Demonstrate a command of formal English and its conventions by producing or processing key vocabulary in expanded sentences with emerging complexity.	Demonstrate a command of formal English and its conventions by producing or processing precise vocabulary in multiple, complex sentences.
Learning Supports	Reference materials (print & digital, bilingual & English) Word/picture wall L1 support Gestures Pictures/Visuals	Reference materials (print & digital, bilingual & English) Word/picture wall L1 support Pictures/Visuals	Reference materials (print & digital, bilingual & English) Word wall Template	Reference materials (print & digital, bilingual & English)	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 CCSS: L.6.1.a WIDA ELDS: 1-5 Reading Speaking Listening	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).		<u>Speak and write</u> with pronouns in the proper case and gender using <i>teacher modeling and a referent chart</i> .		VU: Pronouns (subjective, objective, possessive); content-based, grade-level vocabulary
					LFC: Sentences with pronouns and referents
					LC: Varies by ELP level
	<i>ELP 1</i>	<i>ELP 2</i>	<i>ELP 3</i>	<i>ELP 4</i>	<i>ELP 5</i>
Language Objectives	Speak and write with high frequency pronouns in the proper case and gender with selected vocabulary.	Speak and write with common pronouns in the proper case and gender with selected vocabulary and short sentence structures.	Speak and write with pronouns in the proper case and gender with key vocabulary and simple sentence structures.	Speak and write with pronouns in the proper case and gender with vocabulary and language structures within the grade-level band.	Speak and write with pronouns in the proper case and gender with precise vocabulary and language structures.
Learning Supports	Reference materials Teacher created referent Chart Pictures L1 support Word/picture wall Cloze sentences	Reference materials Teacher created referent Chart Pictures L1 support Word/picture wall Sentence frames	Reference materials Teacher created referent Chart Word wall	Reference materials (print and digital) Teacher created referent Chart	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: L.6.1.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Speak and write with high frequency pronouns in the proper case and gender with key content-based, leveled vocabulary.		<u>Demonstrate</u> correct use of intensive pronouns <i>using a pronoun chart and visuals</i> .		VU: Intensive pronouns; content-based, grade-level vocabulary
					LFC: Describing people and actions
					LC: Varies by ELP level
	<i>ELP 1</i>	<i>ELP 2</i>	<i>ELP 3</i>	<i>ELP 4</i>	<i>ELP 5</i>
Language Objectives	Use high frequency intensive pronouns (myself, himself) when writing or speaking with selected vocabulary.	Use common intensive pronouns when writing or speaking with selected vocabulary and short sentences.	Use intensive pronouns when writing or speaking with key vocabulary and simple sentence structure.	Use intensive pronouns when writing or speaking with key vocabulary and language structures.	Use intensive pronouns when writing or speaking with precise vocabulary and language structures.
Learning Supports	Pronoun Chart Word/picture wall Cloze sentences Pictures L1 support	Pronoun Chart Word/picture wall Sentence frames Pictures L1 support	Pronoun Chart Word wall	Pronoun Chart	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 40 CCSS: L.6.2.a WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		<u>Write</u> using the proper capitalization and punctuation conventions of standard English <i>using teacher created mechanics chart and checklist.</i> <i>Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.</i>		VU: Punctuation marks, capitalization; content-based, grade-level vocabulary
					LFC: Sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high-frequency, selected vocabulary.	Write using the proper capitalization and punctuation conventions of standard English with selected vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key vocabulary and simple sentence structure.	Write using the proper capitalization and punctuation conventions of standard English with key vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with precise vocabulary and language structures.
Learning Supports	Reference materials (print and digital, bilingual and digital) Teacher created mechanics Chart Teacher created checklist L1 support / comparison	Reference materials (print and digital, bilingual and digital) Teacher created mechanics Chart Teacher created checklist L1 support /comparison	Reference materials (print and digital, bilingual and digital) Teacher created mechanics Chart Teacher created checklist	Reference materials (print and digital) Teacher created mechanics Chart Teacher created checklist	Reference materials (print and digital)

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 41 CCSS: L.6.2.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Demonstrate command of the conventions of standard English to spell correctly.		Demonstrate accurate spelling through <i>using a dictionary and spellcheck for support.</i>		VU: Spelling conventions; content-based, grade-level vocabulary
					LFC: Apply conventional spelling rules
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of English spelling conventions for selected, high frequency words.	Demonstrate command of English spelling conventions for selected content-related vocabulary.	Demonstrate command of English spelling conventions for key vocabulary.	Demonstrate command of English spelling conventions for reading and content-based vocabulary within the grade-level band.	Demonstrate command of English spelling conventions for reading and content-based, grade-level vocabulary.
Learning Supports	Reference materials (print and digital; bilingual and English) Word/picture wall L1 support	Reference materials (print and digital; bilingual and English) Word/picture wall L1 support	Reference materials (print and digital; bilingual and English) Word wall	Reference materials (print and digital) Word wall	Reference materials (print and digital)

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 42 CCSS: L.6.3.a WIDA ELDS: 2 Writing Speaking	Vary sentence patterns for meaning when writing and speaking.		<u>Vary sentence patterns for meaning</u> when writing, speaking, reading, or listening <i>using teacher modeling and template.</i>		VU: Sentence patterns; content-based, grade-level vocabulary
					LFC: Sentences with different patterns/structures
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Copy or complete varied sentence patterns for meaning when writing, speaking using high-frequency words in phrase or memorized patterns.	Vary sentence patterns for meaning when speaking and writing using phrases and short sentences.	Vary sentence patterns for meaning when speaking and writing using simple, related sentences.	Vary sentence patterns for meaning when speaking and writing using expanded sentences with emerging complexity.	Vary sentence patterns for meaning when speaking and writing using multiple, complex sentences.
Learning Supports	Teacher modeling Template Word/picture wall L1 support	Teacher modeling Template Word/picture wall L1 support	Teacher modeling Template Word wall	Teacher modeling Word wall	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 43 CCSS: L.6.3.b WIDA ELDS: 2 Writing Speaking	Maintain consistency in style and tone when writing and speaking.		<u>Maintain</u> consistency in style and tone when writing and speaking <i>using multiple resources and a checklist of strategies.</i>		VU: Intonation, inflection, pausing, breathing, slowing down, eye contact; content-based, grade-level vocabulary
					LFC: Correct use of transition words.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Maintain consistency in style and tone when writing and speaking in L1 and/or using selected, high-frequency words in phrase or memorized patterns.	Maintain consistency in style and tone when writing and speaking in L1 and/or using selected vocabulary in phrases and short sentences.	Maintain consistency in style and tone when writing and speaking using key vocabulary in a series of simple, related sentences.	Maintain consistency in style and tone when writing and speaking using key vocabulary in expanded sentences with emerging complexity.	Maintain consistency in style and tone when writing and speaking using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word bank	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 44 CCSS: L.6.4.a WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		<u>Read to determine</u> the meaning of unknown and multiple meaning words and phrases through context clues <i>using a reference chart and using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).</i>		VU: Suffixes, prefixes, root words, synonyms, antonyms, multiple meaning
					LFC: Nouns, verbs, adjectives, adverbs, phrase
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues, pictures and selected, high-frequency, vocabulary.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with selected vocabulary and short sentences.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with key vocabulary and simple sentence structures.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with vocabulary and language structures within the grade-level band.	Read to determine the meaning of unknown and multiple-meaning words and phrases through context clues with grade-level vocabulary and language structures.
Learning Supports	Reference materials (print and digital; bilingual and English) Word/picture wall L1 support	Reference materials (print and digital; bilingual and English) Word/picture wall L1 support	Reference materials (print and digital; bilingual and English) Word wall	Reference materials (print and digital) Word wall	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 45 CCSS: L.6.4.b WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		Clarify the meaning of unknown words and phrases using multiple resources and a checklist of strategies.		VU: Multiple-meaning words, phrases, strategies; content-based, grade-level vocabulary
					LFC: Sentences with unknown and multiple meaning words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the meaning of unknown words and phrases in L1 and/or in leveled texts and presentations.	Determine or clarify the meaning of unknown words and phrases in L1 and/or in leveled texts and presentations.	Determine or clarify the meaning of unknown words and phrases in adapted texts and presentations.	Determine or clarify the meaning of unknown words and phrases in texts and presentations within the grade-level band.	Determine or clarify the meaning of unknown words and phrases in grade-level text and presentations.
Learning Supports	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word bank	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies	

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 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 46 CCSS: L.6.4.c.d WIDA ELDS: 1-5 Reading Speaking Writing Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		Read to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content <i>using multiple resources</i> .		VU: Pronunciation, meaning, part of speech, etymology; content-based, grade-level vocabulary
					LFC: Varies with reading task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of unknown and multiple-meaning words and phrases in L1 and/or in leveled texts and presentations.	Read to determine the meaning of unknown and multiple-meaning words and phrases in L1 and/or in leveled texts and presentations.	Read to determine the meaning of unknown and multiple-meaning words and phrases based on adapted texts and presentations.	Read to determine the meaning of unknown and multiple-meaning words and phrases within the grade-level band.	Read to determine the meaning of unknown and multiple-meaning words and phrases.
Learning Supports	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture Bank L1 support Visuals Native language text	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word/picture bank L1 support Visuals Native language text	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies Word bank	Multiple resources (i.e., dictionaries, grammar reference sheets) Checklist of strategies	

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ELA – Grade 6 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 47 CCSS: L.6.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.		<u>Read and listen</u> in order to speak and write with grade-level general, academic and domain-specific words using <i>a word bank and note cards</i> .		VU: General, academic and domain specific words
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen in order to speak and write with grade-level, general, academic and domain-specific words in L1, and/or by producing key ideas using selected, high-frequency, words with phrase or memorized patterns.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words in L1, and/or by producing key ideas using selected vocabulary in phrases and short sentences.	Read and listen in order to speak and write with general, academic and key, domain-specific words by in a series of simple, related sentences.	Read and listen in order to speak and write with general, academic and key domain-specific words in expanded sentences with emerging complexity.	Read and listen in order to speak and write with academic and precise domain-specific words by in multiple, complex sentences.
Learning Supports	Note Cards Partner Work Cloze Sentences Word/picture Bank Native Language Explanations	Note Cards Partner Work Cloze Sentences Word/picture Bank	Note Cards Partner Work	Note Cards	

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