

ELA – Grade 4 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS:RL.4.1 RI.4.1 WIDA: 2 Reading Speaking	Explain what a text explicitly states.		<u>Explain</u> literal information in informational texts and poems using <i>pictures and working with a partner or small group</i> .		VU: Explain
					LFC: Verb tense, verb agreement, adjectives,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain answers to questions about what is explicitly stated in poetry and informational texts at the grades 3-4 text level band in L1 and/or answer questions about what is explicitly stated in non-fiction and fiction appropriately leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Explain answers to questions about what is explicitly stated in poetry and informational texts at the grades 3-4 text level band in L1 and/or explain answers to wh-questions about what is explicitly stated in non-fiction and fiction appropriately leveled texts by using short phrases to complete sentence frames.	Explain answers to questions about what is explicitly stated in adapted grade level poetry and informational texts by answering in simple, related sentences with key content based grade level vocabulary.	Explain answers to questions about what is explicitly stated in poetry and informational texts at the grades 3-4 text level band by producing complete sentences with some content based vocabulary.	Explain answers to questions about what is explicitly stated in grade level poetry and informational texts by producing detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Word Wall L1 support Pictures/Photographs Gestures Partner Work Manipulatives Choice questions	Word Wall L1 support Sentence Frames Manipulatives Partner Work Pictures/Photographs	Word Wall Templates Triads or Small Groups	Triads or Small Groups	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.4.1; RI.4.1 WIDA: 2 Reading Speaking	Draw inferences from a text referring to details and examples.		Draw inferences from details and examples from text using <i>graphic organizers</i> .		VU: Inferences, draw conclusions, details
					LFC: Verb tense, verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw inferences from details and examples in grade 3-4 level texts in L1 and /or answer questions about inferences in appropriately leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Draw inferences from details and examples in grade 3-4 level texts in L1 and/or answer wh-questions about what is inferred in appropriately leveled texts by using short phrases to complete sentence frames.	Draw inferences from details and examples from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Draw inferences from details and examples in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Draw inferences from details and examples in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Teacher model Graphic Organizers Word Bank Choice questions L1 support Partner Work Cards that match word to picture	Teacher model Graphic Organizers Word Bank Choice questions L1 support Partner Work	Teacher model Graphic Organizers Word Bank	Teacher model Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.4.2 WIDA: 2 Reading Speaking	Identify the theme of the story, drama, or poem using details from the text.		Identify central message via details from poem using <i>graphic organizers, shared group activities</i> .		VU: Theme, poems and details LFC: Modal (would, could, might), compound tenses (would, have, been) LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify central message of poem in grade 3-4 level texts in L1 and /or answer questions about inferences in appropriately leveled texts by producing single word answers, pointing to pictures or answering yes/no.	Identify central message of poem in grade 3-4 level texts in L1 and/or answer wh- questions about what is inferred in appropriately leveled texts by using short phrases to complete sentence frames.	Identify central message of poem from adapted texts by answering in simple, related sentences with key content based grade level vocabulary.	Identify central message of poem in grade 3-4 level texts by producing complete sentences with some content based vocabulary.	Identify central message of poem in grade level texts by producing detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Graphic Organizers Word Bank Triads or Small Groups Illustrations/Diagrams/Drawings Gestures L1 support Choice questions	Graphic Organizers Word Bank Triads or Small Groups Illustrations/Diagrams/Drawings L1 support Sentence Frames	Graphic Organizers Word Bank Triads or Small Groups	Graphic Organizers Triads or Small Groups	

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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 4 CCSS: RL.4.3 WIDA: 2 Reading Speaking	Describe in depth a character using direct quotations and evidence from literature.	<u>Describe</u> specific details of character(s) from literature using direct quotes with <i>the aid of a character web</i> .			VU: Quotations, evidence and depth <hr/> LFC: Using quotations, direct speech <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe a character in detail using direct quotations and evidence from grade level text in L1 and/or identify details of a character by illustrating the characters and using adjectives.	Describe a character in detail using direct quotations and evidence from grade level text in L1 and/or identify details of characters by listing model phrases or using short sentences.	Describe a character in detail using direct quotations and evidence from an adapted text in the grade 3-4 text level band. Use simple sentences with key content based vocabulary by writing a simple dialogue for that character.	Describe a character in detail using direct quotations and evidence from grade 3-4 text level band. Use complete sentences of emerging complexity with some content based vocabulary.	Describe a character in detail using direct quotations and evidence from grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Web (completed) Word Bank Dialog starters	Web (partially completed) Word Bank Dialog starters	Character Web Word Bank Dialog starters	Web	

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Illustrations/Diagrams/Drawings Pictures/Photographs/Photographs Gestures L1 support Partner Work Pictures/Photographs that illustrate character traits	Illustrations/Diagrams/Drawings Pictures/Photographs/Photographs L1 support Partner Work			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.4.5 WIDA: 2 Reading Speaking Writing	Explain the major differences between poems, drama, and prose.		<u>Compare and contrast</u> the structural elements of poems and/or drama through written or oral discussion <i>using</i> venn diagrams <i>and working in groups</i> .		VU: Prose, poems, stanza, verse <hr/> LFC: Sentence elements of poetry and drama <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast differences of grade level poems/drama/prose in L1 and/or compare and contrast structural elements of poems/drama by drawing and labeling key vocabulary to describe poems, drama, and prose.	Compare and contrast differences of grade level poems/drama/prose in L1 and/or compare and contrast elements of poems/drama by matching key vocabulary words and phrases to illustrations.	Compare and contrast elements of poems/drama from adapted texts by producing simple sentences using key content based vocabulary.	Compare and contrast differences of poems/drama/prose at the grade 3-4 text level band using complete sentences of emerging complexity with some content based vocabulary.	Compare and contrast differences of grade level poems/drama/prose using detailed sentences of varying lengths and complexity with content based vocabulary.

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Learning Supports	Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Word sort cards	Venn diagrams Partner Work Word Wall Word Bank Pictures/Photographs L1 support Word and phrase sort cards	Venn diagrams Partner Work Word Wall Word Bank	Venn diagrams	
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 6 CCSS: RL.4.5 WIDA: 2 Reading Speaking	Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	Analyze structural elements of poems in oral and reading text using <i>multimedia and teacher guided class discussions</i> .			VU: Verse, rhythm, meter <hr/> LFC: Sentence elements of poetry <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze structural elements of grade level poems in L1 and/or identify simple structural elements of poems by chanting excerpts of poems and producing short answers in response to yes/no or either/or questions.	Analyze structural elements of grade level poems in L1 and/or identify structural elements of poems by producing short answers in response to simple questions.	Analyze structural elements of poems at the grade 3-4 text level band using simple sentences with key content based vocabulary.	Analyze structural elements of poems at the grade 3-4 text level band using complete sentences of emerging complexity with some content based vocabulary.	Analyze structural elements of grade level poems using detailed sentences of varying lengths and complexity with content based vocabulary.

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Learning Supports	Native Language Discussion Partner Work Word Wall Record recitation of poetry L1 support Examples of simple poems with structural parts identified	Native Language Discussion Partner Work Word Wall Record recitation of poetry Sentence Frames L1 support	Native Language Discussion Record recitation of poetry Partner Work Word Wall	Native Language Discussion Partner Work	
	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 7 CCSS: RL.4.5 WIDA: 2 Reading Speaking	Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	Analyze structural elements of selected drama using <i>role play, dialogue, discussions and/or speeches</i> .			VU: Stage directions, drama, voice and mood, narrator <hr/> LFC: Comparatives, superlatives, specific to text <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze structural elements of a drama in L1 and/or identify basic structural elements of a play by matching key content words with pictures or acting out and following stage directions.	Analyze structural elements of a drama in L1 and/or identify structural elements by describing/acting out in one word or short phrase actions or stage directions.	Analyze structural elements of a drama using simple sentences/ phrases and key content based vocabulary to role-play specific parts of a drama and develop dialogue to accompany it.	Analyze structural elements of a drama using completed sentences of emerging complexity with some content based vocabulary when role playing parts of a drama selection.	Analyze structural elements of a drama using detailed sentences of varying lengths and complexity with content based vocabulary when role playing parts of play.

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Learning Supports	Role play Total Physical Response Draw and label the setting/stage Pictures/Photographs L1 support Use of stage diagram Web	Role play Total Physical Response Act out dialog in pairs (Partner Work) Word Bank with action words and selected adjectives L1 support Pictures/Photographs	Role play Total Physical Response Write dialog in pairs (Partner Work)	Role play	
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 8 CCSS: RL.4.6 WIDA: 2 Reading Speaking	Compare and contrast the points of view of a first person narrative versus a third person narrative	<u>Explain</u> differences and similarities of first person versus third person narrations using Venn diagrams <i>and excerpts of texts.</i>			VU: Narrative, point of view, first person, third person, LFC: Comparatives, superlatives LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the differences and similarities of first person versus third person narrations in L1 and identify differences and similarities by sorting single words and/or completing cloze sentences	Explain the differences and similarities of first person versus third person narrations in L1 and identify differences and similarities by sorting short phrases and/or completing sentence frames.	Explain the differences and similarities of first person versus third person narrations using simple sentences with key content based vocabulary.	Explain the differences and similarities of first person versus third person narrations using complete sentences of emerging complexity with some content based vocabulary.	Explain the differences and similarities of first person versus third person narrations using detailed sentences of varying lengths and complexity with content based vocabulary.

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Learning Supports	Venn diagrams (completed) Partner Work Word Wall L1 support Illustrations/Diagrams/Drawings Match words to either first or third person narratives.	Venn diagrams (partially completed) Partner Work Word Wall L1 support Sentence Frames Phrase cards	Venn diagrams Partner Work Word Wall	Venn diagrams	
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 9 CCSS: RI.4.2 WIDA: 2 -5 Reading Speaking	Determine the main idea of grade level text.	<u>Identify</u> the main idea of grade level text using <i>a story map</i> .			VU: Theme, main idea <hr/> LFC: Subject-verb agreement <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea of grade-level informational text in L1 and/or identify the main idea by answering with short answers.	Identify the main idea of grade-level informational text in L1 and/or identify the main idea by answering wh- questions with short answers.	Identify the main idea of adapted grade level informational texts using simple sentences with key content based vocabulary.	Identify the main idea of informational texts at grade 3-4 text level band using complete sentences of emerging complexity with some content based vocabulary.	Identify the main idea of grade-level informational text using detailed sentences of varying lengths and complexity with content based vocabulary.

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Learning Supports	Story Map (completed) Word Wall L1 support Partner Work Single word answers with Illustrations/Diagrams/Drawings Gestures	Story Map (guided) Word Wall L1 support Sentence Frames Partner Work	Story Map Word Wall	Story Map	
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 10 CCSS: RI.4.2 WIDA: 2-5 Reading Speaking	Explain how key details from the text support the main idea.	Explain how details support the main idea of informational texts using <i>graphic organizers</i> .			VU: Details, text, main idea <hr/> LFC: Subject-verb agreement adverbs; specific to text <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how details support the main idea of grade level informational texts in L1 and /or identify how details support the main idea by answering	Explain how details support the main idea of grade level informational texts in L1 and /or identify how details support the main idea by answering wh- questions in short phrases or completing	Explain how details support the main idea of adapted grade level informational texts using simple sentences with key content based vocabulary.	Explain how details support the main idea of informational texts at the grade 3-4 text level band, using complete sentences of emerging complexity with some content based	Explain how details support the main idea of grade level informational texts using detailed sentences of varying lengths and complexity with content based vocabulary.

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	yes/no or either/or questions in single words or completing cloze sentence.	sentence frames.		vocabulary.	
Learning Supports	Graphic Organizers (completed) Partner Work Word Wall L1 support Bold Faced/Highlighted Words Cloze sentence Illustrations/Diagrams/Drawings Key words	Graphic Organizers (partially completed) Partner Work Word Wall L1 support Bold Faced/Highlighted Words Sentence Frames Key phrases	Graphic Organizers Partner Work Word Wall	Graphic Organizers	

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.4.3.a WIDA: 2 Reading Speaking	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.		Apply phonics and syllabication rules to decode multisyllabic words <i>using word pattern charts and syllabication rules poster.</i> <i>Note: ELLs need anchor vocabulary words when applying phonic and syllabication rules.</i>		VU: Phonemic awareness
					LFC: Syllabication rules
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply phonics and syllabication rules to decode high frequency multisyllabic words in context with pictures that	Apply phonics and syllabication rules to decode common multisyllabic words in context that	Apply phonics and syllabication rules to decode multisyllabic words in context that demonstrate mastery of adapted texts at the grade 3-	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate	Apply phonics and syllabication rules to decode multisyllabic words in and out of context that demonstrate the mastery of reading and

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	demonstrate mastery of appropriately leveled texts.	demonstrate mastery of appropriately leveled texts.	4 text level band.	mastery of reading and writing at the grade 3-4 text level band.	writing a grade level text.
Learning Supports	Adapted Text Guided practice Word pattern charts Syllabication rules (Poster) Letter tiles Illustrations/Diagrams/Drawings Total Physical Response Partner Work L1 support High frequency word lists	Adapted Text Guided practice Word pattern charts Syllabication rules (Poster) Letter tiles Illustrations/Diagrams/Drawings Total Physical Response Partner Work L1 support	Adapted Text Guided practice Word pattern charts Syllabication rules Poster	Adapted Text Word pattern charts Syllabication rules (Poster)	
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.4.4.a WIDA: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade level text with a purpose and comprehension <i>using prior knowledge and graphic organizers.</i>		VU: Purpose, comprehension <hr/> LFC: Sentence structure at ELP level <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content based vocabulary that answer	Read texts at the grade 3-4 text level band and orally explain the purpose and demonstrate comprehension using complete sentences and	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based

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	an appropriately leveled text and state or repeat the purpose and identify key words associated with pictures, answer yes/no or either/or questions with single word answers.	the purpose and demonstrate comprehension using short phrases with sentence frames and answering wh- questions in phrases and short sentences.	key questions.	some content based vocabulary.	vocabulary.
Learning Supports	Graphic Organizers (completed) Word Wall L1 support Partner Work Pictures/Photographs	Graphic Organizers (partially completed) Word Wall L1 support Partner Work	Graphic Organizers Template Word Wall	Graphic Organizers	

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RF.4.4.b WIDA: 2 Reading Speaking	Read prose and poetry with fluency and expression		Read prose and poetry texts with fluency and appropriate expression <i>using a partner and technology.</i>		VU: Fluency, expression
					LFC: Sentence structure and specific vocabulary, rhythm
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or single words from an appropriately leveled text or repeat rhyming	Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text in English with accuracy, fluency and	Read prose and poetry orally with fluency, accuracy and expression in adapted or appropriate leveled texts.	Read prose and poetry orally with fluency and accuracy in grades 3-4 grade level text band.	Read grade level prose and poetry orally with fluency, accuracy and expression.

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	words with accuracy, fluency and expression.	expression.			
Learning Supports	Partner Work Triads or Small Groups Recording devices (Technology) L1 support Teacher modeling Highlighted letter patterns Songs/Chants Choral Reading Illustrations/Diagrams/Drawings	Partner Work Triads or Small Groups Recording devices (Technology) L1 support Teacher modeling Highlighted letter patterns Songs/Chants Choral Reading	Partner Work Triads or Small Groups Recording devices (Technology)	Recording devices (Technology)	

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 14 CCSS: RF.4.4.c WIDA: 2 Reading Speaking	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	<u>Use context to self-correct</u> when necessary <i>using a checklist.</i>	VU: Content clues, self-correct <hr/> LFC: Sentence structure with context clues, cognates, synonym <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

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Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in a grades 3-4 text band level by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.
Learning Supports	Bilingual Dictionary L1 support Word Wall Teacher model Checklist	Bilingual Dictionary L1 support Word Wall Checklist	Bilingual Dictionary Word Wall Paraphrasing Checklist	Bilingual Dictionary Paraphrasing	
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.4.1.a WIDA: 2 Writing	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).		Write an opening statement to express a personal opinion connected to the author's purpose <i>through the use of graphic organizers (e.g. Venn diagrams and story webs)</i> .		VU: Vocabulary, opinion, author's purpose, opening statement, point of view LFC: Introductory statements expressing opinions LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Write an opening statement to express a personal opinion connected to the author’s purpose in L1 and/or choose an opening statement and complete cloze sentences with key single words.	Write an opening statement to express a personal opinion connected to the author’s purpose in L1 and/or write an opening statement to express a personal opinion by completing sentence frames with short phrases or choosing an opening statement.	Write an opening statement to express a personal opinion connected to the author’s purpose using simple sentences with key content based grade level vocabulary and language associated with opinion (i.e. “I believe that...”).	Write an opening statement to express a personal opinion connected to the author’s purpose using complete sentences of emerging complexity with some content based grade level vocabulary.	Write an opening statement to express a personal opinion connected to the author’s purpose using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Teacher model Shared writing Graphic Organizers Partner Work Word Wall L1 support Cloze sentences	Teacher model Shared writing Graphic Organizers Partner Work Word Wall L1 support Sentence Frames	Teacher model Shared writing Graphic Organizers Partner Work Word Wall	Teacher model Graphic Organizers	

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 16 CCSS: W.4.1.b WIDA: 2 Writing	State reasons that support the thesis statement (reference text when appropriate).	<u>State</u> reasons that support the thesis statement <i>by creating lists and using outlines.</i>	VU: Thesis, opinion, support
			LFC: Statements that express reasons
			LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3
			ELP 4
			ELP 5

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

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Language Objectives	State reasons that support the thesis statement and express their opinions in L1 and/or by identifying words or phrases that support a thesis statement.	State reasons that support the thesis statement and express their opinions in L1 and/or by identifying short phrases with key content based vocabulary.	State reasons that support the thesis statement and express their opinions using simple sentences with key content based grade level vocabulary.	State reasons that support the thesis statement and express their opinions using complete sentences of emerging complexity with some content based grade level vocabulary.	State reasons that support the thesis statement and express their opinions using complex declarative sentences with content based grade level vocabulary.
Learning Supports	Teacher model Shared writing Outlines Triads or Small Groups Word Wall L1 support Cloze sentences List of phrases	Teacher model Shared writing Outlines Triads or Small Groups Word Wall L1 support Sentence Frames List of phrases	Teacher model Shared writing Outlines Triads or Small Groups Word Wall	Teacher model Outlines	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.4.3.a WIDA: 2 Writing	Develop a narrative including an introduction of a narrator and/or characters.		Develop a beginning to a narrative by introducing narrator and/or characters using <i>template, story chart, character analysis chart, and word bank.</i>		VU: Narrative/narrator, introduction
					LFC: Examples of introductions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write the beginning of a narrative story to introduce narrator or character in L1 and/or complete a narrative story using phrases or short sentences with key content based vocabulary words.	Write the beginning of a narrative story to introduce narrator or character using key content based grade level vocabulary in simple sentences which may include errors that do not interfere with meaning.	Write the beginning of a narrative story to introduce narrator or character using complete sentences of emerging complexity with some content based grade level vocabulary.	Write the beginning of a narrative story to introduce narrator or character using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Model introductions Shared writing Story Elements Worksheet Triads or Small Groups Partner Work Word Bank L1 support	Model introductions Shared writing Story Elements Worksheet Triads or Small Groups Partner Work Word Bank L1 support Sentence Frames	Model introductions Shared writing Story Elements Worksheet Triads or Small Groups Word Bank	Model introductions Shared writing Story Elements Worksheet	

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Cloze sentences				
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.4.3.b,e WIDA: 2 Writing	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.		Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using <i>story maps, comic strips and timelines</i> .		VU: Quotation marks, sequence
					LFC: Prepositional phrases, adverbs of time, relative clauses, dialogue tags
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end in L1 and/or create a sequence of events and descriptions of characters by using one word/ short phrases.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end in L1 and/or create a sequence of events and descriptions of characters by formulating short phrases and simple sentences.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using simple sentences with key content based grade level vocabulary.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using complete sentences of emerging complexity with some content based grade level vocabulary.	Write a narrative with plausible sequence of events and effective descriptions of characters including dialogue, and a clear beginning, middle and end using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Model narrative Shared writing Story Map (completed)	Model narrative Shared writing Story Map (partially completed)	Model narrative Shared writing Story Map	Model narrative Shared writing Story Map	

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	Timelines Word Banks L1 support Labeled drawings Student generated Pictures/Photographs	Timelines Prepared comic (Cartoons) strips Student generated dialog s Word Banks L1 support	Timelines Word Banks	Timelines	
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.4.4 WIDA: 2 Writing	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.		Write to demonstrate clear and coherent writing that will convey ideas to audience with organization suitable to task, purpose and audience <i>using a model, an outline and a word bank.</i>		VU: Task, purpose, audience, narrative, coherent <hr/> LFC: Sentence level grammar and syntax, vivid verbs <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a coherent narrative that addresses task, purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Write a coherent narrative that addresses task, purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	Write a coherent narrative that addresses task, purpose and audience in simple sentences with key content based grade level vocabulary. Sentences may include errors which do not interfere with meaning.	Write a coherent narrative that addresses task, purpose and audience in complete sentences with some content based grade level vocabulary	Write a coherent narrative that addresses task, purpose and audience in detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Model writing Shared writing Word Wall Word Bank Completed Outlines Pictures/Photographs/	Model writing Shared writing Word Bank Outlines (parts completed) Pictures/Photographs Sentence Frames	Model writing Shared writing Outlines Word Wall Word Bank	Model writing Shared writing Outlines	

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	L1 support Cloze sentences	L1 support			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.4.5 WIDA: 2 Writing	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.		<u>Write a clear and coherent composition applying the steps of the writing process</u> (planning, revising, and editing) to develop and strengthen writing skills <i>using a graphic organizer and guidance from a teacher or peer.</i>		VU: Peer editing, writing process, drafts, revising LFC: Sentence structure, verb forms, subject-verb agreement LC: Varies by ELP level paragraph form(indentation)
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using pictures/drawings and single key content based vocabulary.	Write a clear and coherent composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using short phrases with key content based vocabulary in sentence frames.	Write a clear and coherent composition applying the steps of the writing process with simple sentences and key content based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with complete sentences of emerging complexity and some content based grade level vocabulary.	Write a clear and coherent composition applying the steps of the writing process with detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning	Graphic Organizers	Graphic Organizers	Graphic Organizers	Graphic Organizers	

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Supports	Partner Work Template Word Wall Pictures/Photographs L1 support Cloze sentences	Partner Work Template Word Wall Pictures/Photographs L1 support Sentence Frames	Partner Work Template Word Wall	Partner Work	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.4.10 WIDA: 2-5 Writing	Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences.		<u>Complete</u> short narrative writing tasks routinely over short and extended time frames (research, plan, write, reflect and revise) for a range of discipline-specific tasks, purposes and audiences <i>using model responses and word banks</i> .		VU: Narrative, reflection
					LFC: Capitalization, punctuation, noun-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete short narrative writing over different time frames with words and short phrases.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences in L1 and/or complete short narrative writing routinely over different time frames with phrases and simple sentences.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using simple, related sentences with key content based grade level vocabulary.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using complete sentences of emerging complexity and some content based grade level vocabulary.	Complete narrative writing tasks over different time frames for a range of discipline-specific tasks, purposes and audiences using detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning Supports	Model responses Template Word Bank Partner Work Illustrations/Diagrams/Drawings Pictures/Photographs L1 support	Model responses Template Word Bank Partner Work Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model responses Template Word Bank Partner Work	Model responses	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: SL.4.1.a WIDA: 2-5 Speaking Listening	Create questions and talking points to facilitate discussions after reading required material.		Formulate questions and talking points to engage in-class discussion <i>through oral interviews and/or role play activity.</i>		VU: Specific to text
					LFC: Grammar, syntax in academic conversations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	
Language Objectives	Formulate questions and talking points on specific topic using grade level text in L1 and/or formulate “who and where” questions and talking points.	Formulate questions and talking points on specific topic using grade level text in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play.	Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary.	Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content based grade level vocabulary.	Formulate questions and talking points on specific topic using grade level text using detailed sentences of varying lengths and complexity and content based grade level vocabulary.
Learning Supports	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Prompts Partner Work L1 support Manipulatives Role Play Total Physical Response	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Prompts Partner Work L1 support Manipulatives Role Play Total Physical Response	Graphic Organizers Key vocabulary Video Clips/Films Word Wall Role Play Total Physical Response	Graphic Organizers Key vocabulary Video Clips/Films Role Play Total Physical Response	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: SL.4.1.b WIDA: 1-5 Listening Speaking	Identify various roles and follow agreed-upon rules in small and whole group discussions.		Identify and develop various roles and follow agreed-upon rules to engage in class discussion <i>through role plays and whole group discussions.</i>		VU: Teacher created roles, <hr/> LFC: Grammar, syntax in academic conversations <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded read aloud dialogues to identify various roles with single word responses.	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other student read aloud dialogues to identify various roles and respond with short phrase responses.	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions using simple sentences with key content based grade level vocabulary.	Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of emerging complexity with some content based grade level vocabulary.
Learning Supports	Use of simple scripts Role play Manipulatives L1 support Pictures/Photographs Choice Questions Devices to listen to read	Use of simple scripts Role play Manipulatives L1 support Technology Illustrations/Diagrams/Dra wings	Use of simple scripts Role play Manipulatives	Role play	

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ELA – Grade 4 - Unit 1 - ELL Scaffold

	alouds (Technology)	Pictures/Photographs			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: SL.4.2. WIDA: 2 Speaking Listening	Paraphrase portions of a text read aloud or from information presented in diverse media		Paraphrase presented oral information through the <i>use of visuals, technology (recordings and other media) and text.</i>		VU: Paraphrase <hr/> LFC: Academic conversations <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Paraphrase information presented in diverse media in L1 and/or list key words that relate to information read aloud.	Paraphrase information presented in diverse media in L1 and/or match information presented to key phrases.	Paraphrase information presented in diverse media using simple sentences with key content based grade level vocabulary.	Paraphrase information presented in diverse media using complete sentences emerging complexity with some content based grade level vocabulary.	Paraphrase information presented in diverse media using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Video Clips/Films Triads or Small Groups Word Wall Template L1 support Word cards	Video Clips/Films Triads or Small Groups Word Wall Template L1 support Phrase cards	Video Clips/Films Triads or Small Groups Word Wall Template	Video Clips/Films	Video Clips/Films

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: L.4.1.f WIDA: 2 Writing	Construct complete sentences.		<u>Construct</u> complete sentences through <i>the use of sentence strips, list of parts of speech, and word cards.</i>		VU: Parts of speech
					LFC: Grammar, syntax and punctuation in complete sentence
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Construct complete, complex sentences using proper syntax, grammar, and punctuation in L1 and/or complete simple sentences with single words.	Construct complete, complex sentences using proper syntax, grammar, and punctuation in L1 and/or complete simple sentences with short phrases or choose examples of complete sentences.	Construct complete, simple sentences using proper syntax, grammar, and punctuation.	Construct complete compound sentences using proper syntax, grammar, and punctuation as presented in text and/or writer's notebook at grade 3-4 text level band.	Construct complete, complex sentences using proper syntax, grammar, and punctuation as presented in text and/or writer's notebook at grade level.
Learning Supports	List of parts of speech needed to write simple sentences Examples of simple sentences Triads or Small Groups L1 support	List of parts of speech needed to write simple sentences Examples of simple sentences Triads or Small Groups L1 support	List of parts of speech needed to write complete sentences Examples of complete sentences Triads or Small Groups	Examples of sentence variety	

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	Sentence strips Word/picture cards Cloze activity	Sentence strips			
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: L.4.1.f WIDA: 2 Writing	Recognize and correct inappropriate sentence fragments and run-ons.		<u>Identify and edit</u> sentence fragments and run-ons <i>using sentence strips and writing reference chart.</i>		VU: Edit, fragments, run-ons
					LFC: Grammar, syntax and punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and edit sentence fragments and run-ons in L1 and/or choose fragments using appropriately leveled text with simple sentences.	Identify and edit sentence fragments and run-ons in L1 and/or identify fragments and run-ons using appropriately leveled text with simple sentences.	Identify and edit sentence fragments and run-ons using adapted text with simple sentences.	Identify and edit sentence fragments and run-ons using grade 3-4 text.	Identify and edit sentence fragments and run-ons using grade level text.
Learning Supports	Writing reference chart Sentence/fragment/run-on strips Word Wall L1 support	Writing reference chart Sentence/fragment/run-on strips Word Wall L1 support	Writing reference chart Sentence strips Word Wall	Writing reference chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: L.4.2.a,b,d WIDA: 2 Writing	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.		<u>Produce</u> a writing piece using proper mechanics in spelling and grammar through <i>the use of references (dictionaries, writers' journals)</i> .		VU: Reference materials
					LFC: Grammar, syntax and punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a writing piece using detailed sentences of varying lengths and complexity with proper mechanics in spelling and grammar in L1 and/or identify misspelled words by highlighting them.	Produce a writing piece using detailed sentences of varying lengths and complexity with proper mechanics in spelling and grammar in L1 and/or produce a writing piece using proper mechanics in spelling and grammar of short phrases.	Produce a writing piece with simple sentences using proper mechanics in spelling and grammar in response to adapted text using writing resources and references.	Produce a writing piece with complete sentences with emerging complexity using proper mechanics in spelling and grammar in response to grade3-4 level text using writing resources and references.	Produce a writing piece using detailed sentences of varying lengths and complexity with proper mechanics in spelling and grammar in response to grade level text using writing resources and references.
Learning Supports	Bilingual Dictionary Glossary L1 support Writer's journal Pictures/Photographs	Bilingual Dictionary Glossary L1 support Writer's journal Pictures/Photographs	Bilingual Dictionary Glossary Word Wall Writer's journal	Bilingual Dictionary Glossary	

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ELA – Grade 4 - Unit 1 - ELL Scaffold

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: L.4.5.c WIDA: 2 Reading Writing	Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.		Identify antonyms and synonyms through <i>the use of reference materials such as thesaurus, dictionaries, pictures and word walls.</i>		VU: Synonyms and antonyms
					LFC: Grammar, syntax and punctuation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify high frequency antonyms and synonyms.	Identify common antonyms and synonyms by sorting words.	Identify antonyms and synonyms from grade 3-4 level text.	Identify and use antonyms and synonyms from grade 3-4 level text.	Identify and correctly use of antonyms and synonyms from grade level text.
Learning Supports	Bilingual Dictionary Glossary Word Wall Match game L1 support Pictures/Photographs Manipulatives	Bilingual Dictionary Glossary Word Wall Match game L1 support Pictures/Photographs Manipulatives	Bilingual Dictionary Glossary Word Wall	Bilingual Dictionary Glossary	Bilingual Dictionary Glossary

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