

## Grade 5 ELA Curricular Frameworks with ELL Scaffolds

### Grade 5 Unit 1 Reading Literature and Reading Informational

#### Unit 1: RL.5.1, RI.5.1, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li>   <li>• WIDA 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li>   <li>• WIDA ELD 3, 4 or 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant.</li> <li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Read “closely,” make connections, quotes</li> <li>• <b>LFC:</b> Use of quotations or reported speech</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.5.1 and RI.5.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts in L1 and/or identify single words from direct quotes that connect to appropriately leveled explicit text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts L1 and/or identify direct quotes that connect to explicit text from appropriately leveled text.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use simple related sentences with key content based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from approaching grade level texts. Use complete sentences and some content based vocabulary.	Explain what the text says explicitly and inferentially by referring to direct quotes from grade level texts. Use detailed sentences of varying lengths with embedded clauses and content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a> connect quote and explanation</li> <li>• Words from quotes</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a> connect quote and explanation</li> <li>• Sentence strips</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a> connect quote and explanation</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a> connect quote and explanation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a> connect quote and explanation</li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.5.2, RI.5.2 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.5.2:</p> <ul style="list-style-type: none"> <li>• Identify the key details in a text.</li> <li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns.</li> <li>• Identify the theme of the text.</li> <li>• Determine central message or theme.</li> </ul> <p>RI.5.2:</p> <ul style="list-style-type: none"> <li>• Summarize the key points of a text.</li> <li>• Identify details to support the main idea.</li> <li>• Identify at least two main ideas in informational texts.</li> <li>• Explain how the author supports main ideas in informational text with key details.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Theme, main idea, poems, summarize, analyze</li> <li>• <b>LFC:</b> Explanatory phrases and clauses (This happened because... when she....)</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.5.2, RI.5.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Identify and summarize the theme of a text by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of a text. Use single words to match pictures or answer yes/no or either/or questions.	Identify and summarize the theme of a text by drawing conclusions from explicit and implicit text in L1 and/or identify the theme of a text by using short phrases to complete sentence frames with matching pictures or answer wh- questions.	Identify and summarize the theme of a text by drawing conclusions from explicit and implicit text. Use key content based vocabulary and simple related sentences.	Identify and summarize the theme of a grade level text by drawing conclusions from explicit and implicit text. Use complete sentences with some emerging complexity and content based vocabulary.	Identify and summarize the theme of a grade level text by drawing conclusions from explicit and implicit text. Use detailed sentences of varying lengths with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a>/ graphic organizer</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• L1 support</li> <li>• Cloze sentences</li> <li>• <a href="#">Choice questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a>/ graphic organizer</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• L1 support</li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a>/ graphic organizer</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story map/<a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story map/<a href="#">Graphic Organizers</a></li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.5.4, RI.5.4 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>• WIDA ELD 3, 4, or 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).</li> <li>• Identify metaphors and similes.</li> <li>• Analyze similes and metaphors in text and how it impacts the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Figurative, connotative, academic word list</li> <li>• <b>LFC:</b> Nouns, comparative adjectives, sentences with figurative language</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.5.4 and RI.5.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using pictures, gestures, drawings and/or high-frequency, content-related single words in phrases	Read and demonstrate understanding of words and phrases, including figurative language, in L1 and/or from a leveled text in English, using key, content-based vocabulary in phrases or short sentences	Read and demonstrate understanding of words and phrases, including figurative language, from an adapted text using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a text within grades 4-5 complexity levels using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.	Read and demonstrate understanding of words and phrases, including figurative language, from a grade-level text using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word wall</a></li> <li>• Sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: RL.5.6, RI.5.6 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.5.6:</p> <ul style="list-style-type: none"> <li>• Identify the narrator's point of view.</li> <li>• Explain how the point of view impacts the events in the text.</li> </ul> <p>RI.5.6:</p> <ul style="list-style-type: none"> <li>• Discuss the similarities and differences unique to the various perspectives presented in text.</li> <li>• Give descriptions about how the information is presented for each perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Narrative, point of view, first person, third person, primary source</li> <li>• <b>LFC:</b> Comparatives, superlatives</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Reading Literature and Reading Informational

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.5.6. RI.5.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe how the point of view of the author or narrator influences the description of events by using L1 and/or in English, by answering Yes/no or either/or questions or using single words to complete T-chart.	Describe how the point of view of the author or narrator influences the description of events in L1 and/or in English, by using short phrases to complete the T-chart or to answer questions.	Describe how the point of view of the author influences the description of events by answering simple analytical questions using adapted text. Use key content based grade level vocabulary in simple sentences which may include errors.	Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author's point of view. Use complete sentences with some content based grade level vocabulary.	Speculate how the point of view of the author influences the description of events by explaining how the description could change based on the author's point of view. Use detailed sentences of varying lengths with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Teacher created <a href="#">T-chart</a> (POV/event)</li> <li>• <a href="#">Think Aloud</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Choice questions</a></li> <li>• L1 support</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created partially completed <a href="#">T-chart</a> (POV/event)</li> <li>• <a href="#">Think Aloud</a></li> <li>• <a href="#">Word/picture Wall</a></li> <li>• Sentence strips</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-chart</a> (POV/event)</li> <li>• <a href="#">Think Aloud</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-chart</a> comparing POV/ event</li> <li>• <a href="#">Think Aloud</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-chart</a> comparing POV/event</li> </ul>



## Grade 5 Unit 1 Reading Foundation

### Unit 1: RF.5.3, RF.5.3.A and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>○ RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific strategies for decoding words in texts.</li> <li>• Apply the specific strategies for decoding and spelling multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Phonemic awareness</li> <li>• <b>LFC:</b> Syllabication rules</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Reading Foundation

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.5.3 and RF.5.3.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns.	Decode common double syllabic unknown words in appropriately leveled text by identifying known patterns and word morphology.	Decode double syllabic unknown words in adapted text by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 4-5 text level band by identifying known patterns and word morphology.	Decode unknown multisyllabic words in grade 5 text in and out of context.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Syllabication rules (poster)</li> <li>• Highlight patterns</li> <li>• <a href="#">Word/picture Wall</a></li> <li>• Teacher created word pattern charts</li> <li>• Word trees</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabication rules (poster)</li> <li>• Highlight patterns</li> <li>• <a href="#">Word/ picture Wall</a></li> <li>• Teacher created word pattern charts</li> <li>• Word trees</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabication rules (poster)</li> <li>• Highlight patterns</li> <li>• <a href="#">Word Wall</a></li> <li>• Teacher created word pattern charts</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabication rules (poster)</li> <li>• Highlight patterns</li> <li>• Teacher created word pattern charts</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabication rules (poster)</li> </ul>

## Grade 5 Unit 1 Reading Foundation

### Unit 1: RF.5.4, RF.5.4.A, RF.5.4.B, RF.5.4.C and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RF.5.4. Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>○ RF.5.4.A. Read grade-level text with purpose and understanding.</li> <li>○ RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use various strategies to understand text and read with purpose.</li> <li>• Accurately read grade-level poetry and prose aloud.</li> <li>• Use an appropriate rate and expression when reading aloud.</li> <li>• Use various strategies to support word recognition and understanding.</li> <li>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Purpose, comprehension, fluency, expression, content clues, self-correct</li> <li>• <b>LFC:</b> Sentence structure and specific vocabulary and/or context clues at ELP level, rhythm, cognates, synonyms</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Reading Foundation

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.5.4, RF.5.4.A, RF.5.4.B, RF.5.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read or listen to text with approximation and state or repeat the purpose and identify key words associated with pictures.	Read texts with accuracy and expression and demonstrate comprehension in L1 and/or read leveled texts with approximation and demonstrate comprehension using short phrases.	Read adapted texts with fluency, approximation and expression and demonstrate comprehension using simple sentences and key content based vocabulary.	Read texts at the grade 4-5 text level band with fluency, expression and accuracy and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts fluency, accuracy and expression and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
	Use context to confirm the meaning of unknown words in L1 and/or unknown words in a controlled text by listening to the teacher model how to use 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 a leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words by using sentence level and extended context clues, cognates and schemata.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a> (completed)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a> (partial)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Paraphrasing</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> </ul>		

## Grade 5 Unit 1 Writing

### Unit 1: W.5.1, W.5.1.A, W.5.1.B, W.5.1.C, W.5.1.D and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.               <ul style="list-style-type: none"> <li>○ W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>○ W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>○ W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>○ W.5.1.D. Provide a conclusion related to the opinion presented.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish fact from opinions.</li> <li>• Organize text by using a specific organizational structure (e.g., cause/effect, chronological order).</li> <li>• Group supporting details to support the writer's purpose.</li> <li>• Introduce a topic or text clearly.</li> <li>• State an opinion to be supported with evidence.</li> <li>• Write a thesis statement to focus the writing.</li> <li>• Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.</li> <li>• Logically order reasons that are supported by facts and details.</li> <li>• Quote directly from text when appropriate.</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>• Provide a conclusion or section related to the opinion presented.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Topic sentence, opinion, conclusion, facts, quote, logically order</li> <li>• <b>LFC:</b> Verb forms, quotations, citations, adverbs of time, manner, placement of transition words in a sentence, clauses</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.5.1, W.5.1.A, W.5.1.B, W.5.1.C, W.5.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write a paragraph that introduces explains, and concludes an opinion by finding the details that support the facts in L1 and/or using drawings and high-frequency vocabulary in phrases that represent key ideas.	Write a paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts in L1 and/or using drawings and general vocabulary in phrases and short sentences with formulaic structures that represent key ideas.	Write a paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts using key vocabulary in simple sentences with repetitive, grammatical structures that represent multiple, related ideas.	Write an organized paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts using content vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Write a clear and coherent paragraph that that introduces explains, and concludes an opinion by finding the details that support the facts using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Shared Writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological resources</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: W.5.4.and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1-3 above).</li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Produce writing that is clear and understandable to the reader.</li><li>• Unpack writing tasks (type of writing assignment).</li><li>• Unpack writing purpose (the writer’s designated reason for writing).</li><li>• Focus the organization and development of a topic to reflect the task and purpose.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Task, purpose, audience, coherent</li><li>• <b>LFC:</b> Sentence level grammar and syntax</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>



## Grade 5 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.5.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Produce organized writing tasks that are clear and understandable to the purpose and audience in L1 and/or communicate ideas by drawings labeled with key single words or phrases.	Produce organized writing tasks that are clear and understandable to the purpose and audience in L1 and/or construct short phrases with key content based vocabulary that address task, purpose and audience.	Produce organized writing tasks that are clear and understandable to the purpose and audience in simple sentences with key content based grade level vocabulary.	Produce organized writing tasks that are clear and understandable to the purpose and audience in complete sentences with some content based grade level vocabulary	Produce organized writing tasks that are clear and understandable to the purpose and audience in detailed sentences of varying lengths with content based grade level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Word Bank</a></li> <li>• Completed <a href="#">Outlines</a></li> <li>• <a href="#">Pictures/Photographs/</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Outlines</a> (parts completed)</li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Outlines</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Word Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model writing</li> <li>• Shared writing</li> <li>• <a href="#">Outlines</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: W.5.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a>).</li><li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Practice revising and editing skills.</li><li>• Change word choice and sentence structure in writing to strengthen the piece.</li><li>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.</li><li>• Recognize spelling, grammar, and punctuation errors.</li><li>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Peer editing, writing process, drafts, revising</li><li>• <b>LFC:</b> Sentence structure, verb forms, subject-verb agreement</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 5 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.5.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using pictures, drawings and high-frequency, content-related single words in phrases that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process in L1 and/or using drawings and general, content-based vocabulary in phrases or short sentences with formulaic structures that represent key ideas.	Improve and strengthen writing by applying the steps of the writing process using key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Improve and strengthen writing by applying the steps of the writing process using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Partner Work</a></li> <li>• Teacher support</li> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Partner Work</a></li> <li>• Teacher support</li> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Partner Work</a></li> <li>• Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: W.5.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use digital tools to collaborate on written works.</li> <li>• Ask for guidance when appropriate</li> <li>• Use technology for producing and publishing writing, and collaborating with others.</li> <li>• Demonstrate keyboarding skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Collaborate, interact, publish</li> <li>• <b>LFC:</b> Subject verb agreement, embedded clauses</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.5.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Publish written work to apply technology and collaborative skills and develop keyboarding skills using L1 and/or using Illustrations or diagrams and key high-frequency words in phrase patterns.	Publish written work to apply technology and collaborative skills and develop keyboarding skills using L1 and/or by using selected vocabulary in key phrases and short sentences.	Publish written work to apply technology and collaborative skills and develop keyboarding skills by using key vocabulary in a series of simple, related sentences.	Publish written work to apply technology and collaborative skills and develop keyboarding skills using key vocabulary in expanded sentences with emerging complexity.	Publish written work to apply technology and collaborative skills and develop keyboarding skills using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• <a href="#">Peer feedback</a></li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing <a href="#">Checklist</a></li> <li>• <a href="#">Peer feedback</a></li> <li>• <a href="#">Technology</a> support</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: W.5.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Research a topic through investigation of the topic.</li><li>• Explore a topic in greater detail by developing a research question that helps bring focus to the topic.</li><li>• Gather information from multiple sources to support a topic.</li><li>• Select relevant information from texts to support main ideas or claims.</li><li>• Group like ideas to organize writing.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Research, solve, inquiry; content-based, grade-level vocabulary, source</li><li>• <b>LFC:</b> Specific to writing task</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 5 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.5.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use high-frequency, content-related single words in phrases that represent key ideas.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic in L1. And/or use general, content-based vocabulary in phrases and short sentences with formulaic structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use key, content-based vocabulary in simple sentences with repetitive grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Research a topic and take notes using several sources to build a knowledge base and to investigate different aspects of a topic. Use precise content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• Teacher modeling and support</li> <li>• Notes</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• Teacher modeling and support</li> <li>• Notes</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• Teacher support</li> <li>• Notes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• Multiple reference materials</li> <li>• Notes</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 5 Unit 1 Writing

### Unit 1: W.5.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Produce numerous pieces of writing over various time frames.</li> <li>• Develop skills in research.</li> <li>• Reflect on the choices made while writing.</li> <li>• Reflect on and revise writing</li> <li>• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Time frame, research, revisions; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Capitalization, punctuation, various verb forms</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>



## Grade 5 Unit 1 Writing

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.5.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences in L1 and/or produce single key words or drawings in response to appropriately leveled text for discipline-specific tasks, purposes and audiences.	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences in L1 and/or produce writing in response to an appropriately leveled text, for discipline-specific tasks, purposes and audiences. Use key short phrases to complete sentence frames.	Produce writing in response to adapted text for discipline-specific tasks, purposes and audiences. Use key content based grade level vocabulary in simple related sentences.	Produce writing in response to a grade 4-5 text level band for discipline-specific tasks, purposes and audiences. Use complete sentences with emerging complexity and content based grade level vocabulary.	Produce writing in response to a grade level text for discipline-specific tasks, purposes and audiences. Use detailed sentences of varying lengths and complexity with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model responses</li> <li>• Template</li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model responses</li> <li>• Template</li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model responses</li> <li>• Template</li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Word Bank</li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work</li> </ul>

## Grade 5 Unit 1 Speaking and Listening

### Unit 1: SL.5.1, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ul style="list-style-type: none"> <li>○ SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>○ SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>○ SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic.</li> <li>• Engage in conversations about grade-appropriate topics and texts.</li> <li>• Participate in a variety of rich, structured conversations.</li> <li>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</li> <li>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Take turns, speaking rules, directions, specific to text, teacher created roles, pose, clarify, reflect, paraphrase</li> <li>• <b>LFC:</b> Grammar, syntax in academic conversations, questions (formal and informal structures), retelling, present/past tense verbs, comparing, use conversational turns</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Speaking and Listening

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.5.1, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<p><b>Outcomes and Scaffolds</b></p>	<p>Formulate questions and talking points on specific topic in L1 and/or formulate “who and where” questions and talking points. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner in L1 and/or using single words. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded dialogues to identify</p>	<p>Formulate questions and talking points on specific topic in L1 and/or formulate wh-questions and talking points about a specific topic for oral discussion and/or role play. Listen to and share ideas and thoughts through conversation by taking turns speaking about with a partner using phrases. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions in L1 and listen to recorded or other students’ dialogues to identify</p>	<p>Formulate questions and talking points from specific topic to create a dialogue using simple sentences and key content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking with a partner using simple sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions using simple sentences with</p>	<p>Formulate questions and talking points on a specific topic using complete sentences of emerging complexity and some content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complete sentences. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using complete sentences of emerging complexity</p>	<p>Formulate questions and talking points on specific topic using detailed sentences of varying lengths and complexity and content based grade level vocabulary. Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking using complex sentences in extended discourse. Identify and develop various roles and follow agreed-upon rules in small and whole group discussions by using detailed sentences of</p>

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	various roles with single word responses.	various roles and respond with short phrase responses.	key content based grade level vocabulary.	vocabulary with content-related vocabulary.	varying lengths and complexity and content based grade level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Video Clips</li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• Role Play</li> <li>• Use of simple scripts</li> <li>• Notes in English and L1</li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Video Clips</li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">L1 support</a></li> <li>• Role Play</li> <li>• Use of simple scripts</li> <li>• Notes in English and L1</li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Role Play</li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Video Clips</a></li> <li>• Role Play</li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• Role Play</li> <li>• <a href="#">Partner</a></li> </ul>

## Grade 5 Unit 1 Speaking and Listening

### Unit 1: SL.5.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (see grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations).</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speak for a variety of purposes.</li> <li>• Distinguish between formal and informal discourse.</li> <li>• Adapt speech to a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Formal vs. informal English; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Varies by ELP level</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Speaking and Listening

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.5.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by watching a very short video that exhibits formal English and draw the people talking in Cartoons with bubbles.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by answering questions with selected vocabulary in key phrases.	Adapt social speech to a variety of contexts and tasks using formal English when appropriate using key vocabulary in simple, related sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate using key vocabulary in expanded and some complex sentences.	Adapt social speech to a variety of contexts and tasks, using formal English when appropriate by using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Cartoons</a></li> <li>• <a href="#">Video Clips and Films</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Video Clips and Films</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> <li>• <a href="#">Visuals</a></li> <li>• Prompts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Video Clips and Films</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• Video Clips and Films</li> <li>• <a href="#">Technology and Technological Resources</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: L.5.1, L.5.1.A, L.5.1.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.5.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>○ L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>○ L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> </ul> </li> <li>• WIDA ELD 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define conjunctions, prepositions, and interjections.</li> <li>• Identify conjunctions, prepositions, and interjections in sentences.</li> <li>• Explain the purpose of conjunctions, prepositions, and interjections in sentences.</li> <li>• Identify the tense of verbs.</li> <li>• Identify perfect verb tenses in writing.</li> <li>• Conjugate verbs using the perfect verb tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Conjunction, preposition, interjection, verb tense,</li> <li>• <b>LFC:</b> Use of conjunctions, prepositions and perfect verb tenses</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.5.1, L.5.1.A, L.5.1.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Form and use the perfect verb tenses when writing and speaking with phrases and by answering multiple-choice, questions.	Form and use the perfect verb tenses when writing and speaking using basic, vocabulary in phrases and short sentences created by the teacher.	Form and use the perfect verb tenses when writing and speaking using key, grade-level vocabulary in a series of simple, related sentences.	Form and use the perfect verb tenses when writing and speaking using key, vocabulary in a series of expanded and some complex sentences.	Form and use the perfect verb tenses when writing and speaking using precise vocabulary in a series of complex sentences of varying lengths and structures.
	Explain the function of conjunctions, prepositions, and interjections in particular sentences in L1 and/or use selected vocabulary in controlled text.	Explain the function of conjunctions, prepositions, and interjections in particular sentences in L1 and/or by organizing a list of words into those three categories.	Explain the function of conjunctions, prepositions, and interjections in particular sentences using key vocabulary in a series of simple, related sentences.	Explain the function of conjunctions, prepositions, and interjections by using key vocabulary in expanded sentences with emerging complexity.	Explain the function of conjunctions, prepositions, and interjections using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> </ul>



## Grade 5 Unit 1 Language

### Unit 1: L.5.2, L.5.2.A, L.5.2.E and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.5.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>○ L.5.2.A. Use punctuation to separate items in a series.*</li> <li>○ L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define and identify items in a series.</li> <li>• Separate items in a series using appropriate punctuation.</li> <li>• Spell grade-appropriate words correctly.</li> <li>• Use references as needed to aid in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Spell, accurate</li> <li>• <b>LFC:</b> Apply punctuation and spelling rules</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.5.2, L.5.2.A, L.5.2.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Demonstrate command of English punctuation and spelling conventions for high-frequency, content-related vocabulary words in phrases.	Demonstrate command of English spelling conventions for general, content-based vocabulary from leveled texts.	Demonstrate command of English spelling conventions for key, content-based vocabulary.	Demonstrate command of English spelling conventions for content-based vocabulary within grades 3-4 complexity band.	Demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Punctuation and spelling rules charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Punctuation and spelling rules charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Punctuation and spelling rules charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Punctuation and spelling rules charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: L.5.4., L.5.4.A, L.5.4.C and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>○ L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>○ L.5.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decipher the meanings of words and phrases by using sentence context.</li> <li>• Identify the purpose and use of glossaries and dictionaries.</li> <li>• Determine the structure of glossaries and dictionaries.</li> <li>• Use both print and digital glossaries and dictionaries to define and clarify words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Context clues, definition, restatement, example, reference materials</li> <li>• <b>LFC:</b> Present tense, definition genre</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.5.4., L.5.4.A, L.5.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Determine and clarify meaning of unknown, words, multiple meaning words and phrases through context clues in L1 and/or high-frequency, content-related single words using sentence level context clues in English. Consult reference materials to check spelling of high-frequency Grade 5 words.	Determine and clarify meaning of unknown, content-based words and multiple meaning words and phrases through context clues in L1 and/or common, content-based words and phrases using sentence level context clues in English. Consult reference materials to check spelling of high-frequency Grade 5 words.	Determine and clarify the meaning of unknown, key, and multiple meaning content-based words or phrases using sentence and paragraph level context clues in adapted content Grade 5 text. Consult reference materials to check spelling of high-frequency Grade 5 words.	Determine and clarify the meaning of unknown, content-based words, multiple meaning words and phrases using sentence and paragraph level context clues in texts. Consult reference materials to check spelling of high-frequency Grade 5 words.	Determine and clarify the meaning of unknown and multiple meaning words and phrases, using sentence and paragraph level, context clues in reading and content areas. Consult reference materials to check spelling of high-frequency Grade 5 words.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Think-aloud</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Reference materials</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Think-aloud</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Reference materials</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Think-aloud</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Think-aloud</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: L.5.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics.</li> <li>• Choose the most accurate word when describing contrast, addition, or other relationships.</li> <li>• Choose the most accurate word when discussing a particular topic.</li> <li>• Use knowledge of conjunctions to broaden vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Academic, general, domain-specific, content-based, grade level vocabulary</li> <li>• <b>LFC:</b> Embedded clauses</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 5 Unit 1 Language

### Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.5.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms when matching words with pictures.	Read and listen to acquire general, academic and domain-specific words and phrases in order to use these terms in writing and speech in L1 and/ or produce key, grade-level terms in phrases and/or short sentences when writing or speaking.	Read and listen to acquire key general, academic and domain-specific words and phrases from adapted texts in order to produce these terms in writing and speech using simple, related sentences.	Read and listen to acquire general, academic and domain-specific words and phrases from texts within grade 3-4 complexity band in order to produce these terms in writing and speech using expanded and some complex sentences.	Read and listen to acquire grade-appropriate general, academic and domain-specific words and phrases in order to produce these terms in clear and coherent writing / speech using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Personal Dictionary</a></li> <li>• Cloze sentences</li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Bilingual dictionary</a></li> <li>• <a href="#">Personal Dictionary</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Personal Dictionary</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Personal Dictionary</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Personal Dictionary</a></li> </ul>