

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: RI.11.1 WIDA ELDS: 2-5 Reading Speaking	Cite strong and thorough textual evidence to support analysis of what the text says explicitly.		Read to cite explicit evidence using <a href="#">Cornell Notes</a> , <a href="#">T-Charts/Posters</a> , <a href="#">Word Bank</a> and <a href="#">L1 support</a> .		<b>VU:</b> Literary evidence, infer, evaluate, uncertain
	<i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>				<b>LFC:</b> Modals (would, could, might), compound tenses (would have been)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and cite explicit evidence from L1 informational texts and/or match <a href="#">Phrase Citations</a> from leveled texts to visual representations of the text and use selected, grade-level words in memorized phrases.	Read and cite explicit evidence from L1 informational texts and/or match <a href="#">Sentence Citations</a> from leveled texts to visual representations of the text and use selected, content-based vocabulary in key phrases.	Read and cite explicit evidence from adapted informational texts using key, content-based vocabulary in simple sentences.	Read and cite explicit evidence from informational texts within grades 9-11 complexity level using key, content-based vocabulary in expanded and some complex sentences.	Read and cite explicit evidence from grade level informational text using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Cornell Notes</a> (partially complete by teacher) <a href="#">Phrase Citations</a> <a href="#">Sentence Citations</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a> (partially complete by teacher) <a href="#">T-Charts/Posters</a> <a href="#">Phrase Citations</a> <a href="#">Sentence Citations</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a> <a href="#">T-Charts/Posters</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a>	

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: RI.11.1 WIDA: 2-5 Reading Speaking	Cite strong and thorough textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain.		Read and distinguish between explicit, inferential, and uncertain evidence using <a href="#">Cornell Notes</a> , <a href="#">T-Charts/Posters</a> , and <a href="#">L1 support</a> .		<b>VU:</b> Literary evidence, infer, evaluate, uncertain <hr/> <b>LFC:</b> Modals (would, could, might), compound tenses (would have been), elements of quoting <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read and distinguish inferential and uncertain evidence in L1 informational texts and/or match <a href="#">Phrase Citations</a> from leveled text to visual representations of the text and use selected, grade-level words in memorized phrases.	Read and distinguish inferential and uncertain evidence in L1 informational texts and/or match <a href="#">Sentence Citations</a> from leveled text to visual representations of the text and use selected, grade-level vocabulary in key phrases.	Read and distinguish inferential and uncertain evidence from adapted informational texts using and key, grade-level vocabulary in simple, related sentences.	Read and distinguish inferential and uncertain evidence from informational texts within grades 9-11 complexity level using key, content-based vocabulary in complex sentences.
Learning Supports	<a href="#">Cornell Notes</a> taking sheet (completed by teacher) Sentence citations <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Phrase Citations</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a> taking sheet (semi-completed by teacher) <a href="#">T-Charts/Posters</a> <a href="#">Phrase Citations</a> <a href="#">Sentence Citations</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a> taking sheet <a href="#">T-Charts/Posters</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a> taking sheet	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: RI.11.2 WIDA: 2-5 Reading Speaking	Determine two or more central ideas of a text and analyze their development over the course of the text.		Read and analyze how two or more themes develop using <a href="#">Cornell Notes</a> , <a href="#">Visuals</a> , and <a href="#">L1 support</a> .		<b>VU:</b> Interact, complex, build on, central idea, themes
					<b>LFC:</b> Modals (would, could, might), compound tenses (would have been)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how two or more themes develop in L1 and/or using leveled texts, match phrase and word strips to visual representations of the theme and use selected grade-level words in memorized phrases.	Read and analyze how two or more themes develop in L1 and/or using leveled texts, match phrase or sentence strips to visual representations of the theme and use selected grade-level vocabulary in key phrases.	Read and analyze how two or more themes develop using key, vocabulary in simple, related sentences.	Read and analyze how two or more themes develop using key vocabulary in expanded and some complex sentences.	Read and analyze how two or more themes develop using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Cornell Notes</a> (completed by teacher) <a href="#">Phrase Citations</a> <a href="#">Sentence Citations</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a> (semi-completed by teacher) <a href="#">Sentence Citations</a> <a href="#">Phrase Citations</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Word Bank</a> <a href="#">Sentence Frame</a>	<a href="#">Cornell Notes</a> <a href="#">Word Bank</a>	<a href="#">Cornell Notes</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: RI.11.3 WIDA: 2-5 Reading Speaking	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events using a cause and effect <a href="#">Graphic Organizers</a> , <a href="#">Word Bank</a> , and <a href="#">L1 support</a> .		<b>VU:</b> Transitional words, interact, complex, build on, central idea
					<b>LFC:</b> Complex sentences, conditional clauses,
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events in L1 and/or using a leveled text, use gestures or selected, grade-level words in key phrases.	Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events in L1 and/or using a leveled text, use selected, grade-level vocabulary in key phrases and short sentences.	Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events in an adapted text using key vocabulary in simple, related sentences.	Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events in texts within grades 9-11 complexity levels using key vocabulary in expanded and some complex sentences.	Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Cause/effect <a href="#">Graphic Organizers</a> (Partially completed by teacher) <a href="#">Word Bank</a> (phrase) <a href="#">Word Bank</a> <a href="#">L1 support</a>	Cause/effect <a href="#">Graphic Organizers</a> (Partially completed by teacher) <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a>	Cause/effect <a href="#">Graphic Organizers</a> <a href="#">Word Bank</a>	Cause/effect <a href="#">Graphic Organizers</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: RI.11.4 WIDA: 2-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		Read to determine word and phrase meaning using a <a href="#">Figurative Language Chart</a> , <a href="#">word wall</a> , <i>online support and student created visual representations of word meanings.</i>		<b>VU:</b> Multiple meanings of a key terms, idioms, collocations, noun phrases
					<b>LFC:</b> Complex sentences, compound verb tenses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the figurative and connotative meanings of words and phrases in a text in L1 and/or figurative and connotative meanings of selected words and phrases.	Read to determine the figurative and connotative meanings of words and phrases in a text in L1 and/or figurative and connotative meanings of selected words and phrases.	Read to determine and analyze the figurative and connotative meanings of key words and phrases in an adapted informational text.	Read to determine the figurative and connotative meanings of words and phrases in a text within the grade 9-11 complexity level band.	Read to determine the figurative and connotative meanings of words and phrases in a grade-level text.
Learning Supports	<a href="#">Online resources</a> (dictionaries, <a href="#">Visuals</a> , <a href="#">Figurative Language Chart</a> , bilingual) <a href="#">Figurative Language Chart</a> <a href="#">word wall</a> <a href="#">L1 support</a> <a href="#">Phrase Citations</a> <a href="#">Visuals</a>	<a href="#">Online resources</a> (dictionaries, <a href="#">Visuals</a> , <a href="#">Figurative Language Chart</a> , bilingual) <a href="#">Figurative Language Chart</a> <a href="#">word wall</a> <a href="#">L1 support</a> <a href="#">Phrase Citations</a> <a href="#">Visuals</a>	<a href="#">Online resources</a> (dictionaries, <a href="#">Visuals</a> , <a href="#">Figurative Language Chart</a> , bilingual) <a href="#">Figurative Language Chart</a> <a href="#">word wall</a>	<a href="#">Online resources</a> (dictionaries, <a href="#">Visuals</a> , <a href="#">Figurative Language Chart</a> ) <a href="#">Figurative Language Chart</a> <a href="#">word wall</a>	<a href="#">Online resources</a> (dictionaries, <a href="#">Visuals</a> , <a href="#">Figurative Language Chart</a> )

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: RI.11.5 WIDA: 2-5 Reading Speaking	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		Read to analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument using a <a href="#">Graphic Organizers</a> , <a href="#">Word Bank</a> , and <a href="#">L1 support</a> .		<b>VU:</b> Transitional words, interact, complex, build on, central idea <hr/> <b>LFC:</b> Complex sentences, conditional clauses <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read to analyze and evaluate the effectiveness of the structure used in an exposition or argument from an L1 text and/or from an illustrated, leveled text, using selected, grade-level words in memorized phrases.	Read to analyze and evaluate the effectiveness of the structure used in an exposition or argument from an L1 text and/or from a leveled text, using selected grade-level vocabulary in key phrase or short sentences.	Read to analyze and evaluate the effectiveness of the structure used in an exposition or argument from adapted text using key vocabulary in simple, related sentences.	Read to analyze and evaluate the effectiveness of the structure used in an exposition or argument from text within grades 9-11 complexity level using key vocabulary in expanded and some complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> (semi-completed by teacher) <a href="#">Word Bank</a> <a href="#">Word Bank</a> (phrase) <a href="#">L1 support</a> <a href="#">Visuals</a>	<a href="#">Graphic Organizers</a> (semi-completed by teacher) <a href="#">Word Bank</a> <a href="#">Word Bank</a> (phrase) <a href="#">L1 support</a> <a href="#">Sentence Frame</a>	<a href="#">Graphic Organizers</a> <a href="#">Word Bank</a>	<a href="#">Graphic Organizers</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: RI.11.6 WIDA: 2-5 Reading Speaking	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.		Read to determine and analyze author's point of view by using <a href="#">Graphic Organizers</a> , <a href="#">Sentence Starter</a> , and <a href="#">L1 support</a> .		<b>VU:</b> Transitional words, vocabulary used to persuade, central idea
					<b>LFC:</b> Complex sentences, conditional clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine and analyze author's point of view in L1 and/or using selected, grade-level words in memorized phrases.	Read to determine and analyze author's point of view in L1 and/or using selected, grade-level vocabulary in key phrases and short sentences.	Read to determine and analyze author's point of view in adapted text using key vocabulary in simple, related sentences.	Read to determine and analyze author's point of view in texts within grades 9-11 complexity band using key vocabulary in expanded and some complex sentences.	Read to determine and analyze author's point of view in grade-level text using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> Cloze sentences <a href="#">Word Bank</a> <a href="#">Word Bank</a> (phrase) <a href="#">L1 support</a>	<a href="#">Graphic Organizers</a> <a href="#">Sentence Frame</a> <a href="#">Word Bank</a> <a href="#">Word Bank</a> (phrase bank) <a href="#">L1 support</a>	<a href="#">Graphic Organizers</a> <a href="#">Sentence Starter</a> <a href="#">Word Bank</a>	<a href="#">Graphic Organizers</a>	

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<b>SLO: 8</b> CCSS: RI.11.8 WIDA ELDS: 5 Writing Speaking	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).		Read to evaluate an author's argument using a <i>persuasion map</i> <a href="#">Graphic Organizers</a> and peer support.		<b>VU:</b> Evaluate, argument, claims, valid, evidence
					<b>LFC:</b> Complex, compound sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to evaluate an author's argument in L1 and/or using a leveled text, use pictures, gestures and selected grade-level words in phrase patterns.	Read to evaluate an author's argument in L1 and/or using a leveled text, use pictures and selected grade-level vocabulary in key phrases.	Read to evaluate an author's argument in an adapted informational text using key vocabulary in simple, related sentence.	Read to evaluate an author's argument in an informational text at a grade 7-9 text complexity level using key vocabulary in expanded and some complex sentences.	Read to evaluate an author's argument in a grade level informational text using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion map <a href="#">Graphic Organizers</a> (partial) <a href="#">Word Bank</a> <a href="#">Native Language text</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Pictures and Photographs</a> <a href="#">Choice questions</a>	Persuasion map <a href="#">Graphic Organizers</a> (partial) <a href="#">Word Bank</a> (phrase) <a href="#">Native language text</a> <a href="#">L1 support</a> <a href="#">Partner work</a> Wh- questions	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Partner work</a> <a href="#">Word Bank</a>	Persuasion map <a href="#">Graphic Organizers</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 9</b> CCSS: W.11.1 WIDA ELDS: 2 – 5 Writing Speaking	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Write to <i>analyze</i> topics using valid and sufficient evidence using a <i>persuasion map</i> <a href="#">Graphic Organizers</a> and <i>multiple resources</i> .		<b>VU:</b> Argument, claim, valid, sufficient, reasoning, evidence
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to analyze topics using valid and sufficient evidence in L1 and/or by producing drawings or diagrams and selected grade-level words in phrase patterns.	Write to analyze topics using valid and sufficient evidence in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to analyze topics using valid and sufficient evidence by producing a series of simple, related sentences with key grade-level vocabulary.	Write to analyze topics using valid and sufficient evidence by organizing ideas using key vocabulary in expanded and some complex sentences.	Write to analyze topics using valid and sufficient evidence by producing clear and coherent writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion map <a href="#">Graphic Organizers</a> (partially completed) Cloze sentences <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Persuasion map <a href="#">Graphic Organizers</a> (partially completed) <a href="#">Sentence Frame</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Sentence Starter</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a>	Persuasion map <a href="#">Graphic Organizers</a>	

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<b>SLO: 10</b> CCSS: W.11.1.a. WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, introduce precise, knowledgeable claim(s) and establish the significance of the claim(s).		Write to distinguish precise claim(s) and establish the significance of the claim(s) using <i>an</i> <a href="#">Essay Template</a> , <a href="#">Word Bank</a> and <a href="#">Technology and Technological Resources</a> .		<b>VU:</b> Argument, precise, claim, alternate, opposing
					<b>LFC:</b> Specific to task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to distinguish precise claims and establish the significance of the claim(s) in L1 and/or by producing selected drawings or diagrams with selected, grade-level words in phrase patterns.	Write to distinguish precise claims and establish the significance of the claim(s) in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to distinguish precise claims and establish the significance of the claim(s) by producing a series of simple, related sentences with key, grade-level vocabulary.	Write to distinguish precise claims and establish the significance of the claim(s) by organizing ideas in expanded and some complex sentences with key, grade-level vocabulary.	Write to distinguish precise claims and establish the significance of the claim(s) by producing clear and coherent writing using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Essay Template</a> (partially completed) Cloze sentences <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Essay Template</a> (partially completed) <a href="#">Sentence Frame</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Essay Template</a> <a href="#">Sentence Starter</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Essay Template</a>	

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<b>SLO: 11</b> CCSS: W.11.1a WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, introduce precise, knowledgeable claim(s), and distinguish the claim(s) from alternate or opposing claims.		Write to distinguish precise claims from alternate or opposing claims using an <a href="#">Essay Template</a> .		<b>VU:</b> argument, precise, claim, alternate, opposing
					<b>LFC:</b> specific to task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to distinguish precise claims from alternate or opposing claims in L1 and/or by producing single words that represent ideas using phrase patterns and general, content-related vocabulary.	Write to distinguish precise claims from alternate or opposing claims in L1 and/or by producing phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write to distinguish precise claims from alternate or opposing claims by producing simple sentences that represent multiple-related ideas using repetitive structures and key, content-based vocabulary.	Write to distinguish precise claims from alternate or opposing claims by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write to distinguish precise claims from alternate or opposing claims by producing clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Essay Template</a> (partially completed) Cloze sentences <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Essay Template</a> (partially completed) <a href="#">Sentence Frame</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Essay Template</a> <a href="#">Sentence Starter</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Essay Template</a>	

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## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 12</b> CCSS: W.11.1.a WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, introduce precise, knowledgeable claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.		Write to create and establish clear relationships among ideas, reasons, and evidence using <i>a persuasion map</i> <a href="#">Graphic Organizers</a> and a bank of transitional words and phrases.		<b>VU:</b> Establish, relationships, claims, counterclaims, reason, evidence
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to create and establish clear relationships among ideas, reasons, and evidence in L1 and/or by producing drawings or diagrams with selected, grade-level vocabulary in phrase patterns.	Write to create and establish clear relationships among ideas, reasons, and evidence in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to create and establish clear relationships among ideas, reasons, and evidence by producing a series of simple, related sentences with key, grade-level vocabulary.	Write to create and establish clear relationships among ideas, reasons, and evidence by producing organized ideas in expanded and some complex sentences with key, grade-level vocabulary.	Write to create and establish clear relationships among ideas, reasons, and evidence by producing clear and coherent writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion map <a href="#">Graphic Organizers</a> (partially completed) <a href="#">Word Bank</a> of transitional words Cloze sentences <a href="#">Visuals</a> <a href="#">L1 support</a>	Persuasion map <a href="#">Graphic Organizers</a> (partially completed) <a href="#">Word Bank</a> of transitional words and phrases <a href="#">Sentence Frame</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Word Bank</a> of transitional words and phrases <a href="#">Sentence Starter</a>	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Word Bank</a> of transitional words and phrases	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 13</b> CCSS: W.11.1.b WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.		Write to develop claims and counterclaims while addressing the audience’s needs <i>using a Persuasion Map</i> <a href="#">Graphic Organizers</a> and a <a href="#">Purpose and Audience Planning Chart</a> .		<b>VU:</b> Claim, counterclaim, evidence, strength, limitation, anticipate
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to develop claims and counterclaims while addressing the audience’s needs in L1 and/or by producing diagrams and selected grade-level words in phrase patterns.	Write to develop claims and counterclaims while addressing the audience’s needs in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to develop claims and counterclaims while addressing the audience’s needs by producing a series of simple, related sentences with key, grade-level vocabulary.	Write to develop claims and counterclaims while addressing the audience’s needs by producing expanded and some complex sentences with key, grade-level vocabulary.	Write to develop claims and counterclaims while addressing the audience’s needs by producing clear and coherent writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Purpose and Audience Planning Chart</a> (partially completed) <a href="#">Word Bank</a> Cloze sentences <a href="#">Visuals</a> <a href="#">L1 support</a>	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Purpose and Audience Planning Chart</a> (partially completed) <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Purpose and Audience Planning Chart</a> <a href="#">Sentence Starter</a> <a href="#">Technology and Technological Resources</a>	Persuasion map <a href="#">Graphic Organizers</a> <a href="#">Purpose and Audience Planning Chart</a>	<a href="#">Purpose and Audience Planning Chart</a>

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14 - 15</b> CCSS: W.11.1.c WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.		Write to create cohesion in arguments with varied syntax and transitional words and phrases using a <a href="#">Word Bank of transitional words and phrases</a> and <a href="#">Teacher Modeling</a> .		<b>VU:</b> Words, phrases, clauses, link, create cohesion
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to create cohesion in arguments with varied syntax and transitional words and phrases in L1 and/or by producing diagrams and selected, grade-level words in phrase patterns.	Write to create cohesion in arguments with varied syntax and transitional words and phrases in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to create cohesion in arguments with transitional words and phrases by producing a series of simple, related sentences with key, grade-level vocabulary.	Write to create cohesion in arguments with some varied syntax and transitional words and phrases using key, grade-level vocabulary in expanded and some complex sentences.	Write to create cohesion in arguments with varied syntax and transitional words and phrases by using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Word Bank</a> of transitional words Cloze sentences <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Teacher Modeling</a>	<a href="#">Word Bank</a> of transitional words and phrases <a href="#">Sentence Frame</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Teacher Modeling</a>	<a href="#">Word Bank</a> of transitional words and phrases <a href="#">Sentence Starter</a> <a href="#">Teacher Modeling</a>	<a href="#">Word Bank</a> of transitional words and phrases	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> CCSS: W.11.1.d WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Write to establish an objective tone specific to a discipline using <a href="#">Technology and Technological Resources</a> , <a href="#">Sentence Frame</a> and an <a href="#">Essay Template</a> .		<b>VU:</b> Formal, style, objective, tone, norms, conventions, discipline
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to establish an objective tone specific to a discipline in L1 and/or by producing diagrams and selected, grade-level words in phrase patterns.	Write to establish an objective tone specific to a discipline in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to establish an objective tone specific to a discipline by producing a series of simple, related sentences with key, grade-level vocabulary.	Write to establish an objective tone specific to a discipline using key, grade-level vocabulary in expanded and some complex sentences.	Write to establish an objective tone specific to a discipline using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Essay Template</a> (partially completed) <a href="#">Sentence Frame</a> Cloze sentences <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Essay Template</a> (partially completed) <a href="#">Sentence Frame</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Essay Template</a> <a href="#">Sentence Starter</a> <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Essay Template</a> <a href="#">Technology and Technological Resources</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 17</b> CCSS: W.11.1.e WIDA ELDS: 2 – 5 Writing Speaking	When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.		<u>Write to conclude</u> an argument in an effective manner <i>using multiple resources</i> , an <a href="#">Essay Template</a> and <a href="#">Sentence Frame</a> .		<b>VU:</b> Concluding statement
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to conclude an argument in an effective manner in L1 and/or by producing diagrams and selected, grade-level words in phrase patterns.	Write to conclude an argument in an effective manner in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Write to conclude an argument in an effective manner by producing a series of simple, related sentences with key, grade-level vocabulary.	Write to conclude an argument in an effective manner by producing key, grade-level vocabulary in expanded and some complex sentences.	Write to conclude an argument in an effective manner using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Essay Template</a> (partially completed) Cloze sentences <a href="#">Word Bank</a> <a href="#">Visuals</a> <a href="#">L1 support</a> Multiple resources	<a href="#">Essay Template</a> (partially completed) <a href="#">Sentence Frame</a> <a href="#">Word/picture bank</a> <a href="#">Visuals</a> <a href="#">L1 support</a> Multiple resources	<a href="#">Essay Template</a> <a href="#">Sentence Frame</a> <a href="#">Sentence Starter</a> <a href="#">Word Bank</a> Multiple resources	<a href="#">Essay Template</a> <a href="#">Sentence Frame</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> CCSS: W.11.4 WIDA ELDS: 2-5 Reading Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Produce clear and coherent writing, suitable for task, purpose, and audience <i>using a <a href="#">Graphic Organizers</a> (specific to task and purpose), multiple resources and <a href="#">Visuals</a>.</i>		<b>VU:</b> Purpose, audience, writing tasks (e.g., narrative, persuasive, research etc)
					<b>LFC:</b> Language conventions and forms will vary depending on selected writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce clear and coherent writing in L1 and/or produce diagrams and selected, grade-level words in phrasal structures.	Produce clear and coherent writing in L1 and/or produce phrases and short sentences with emerging expression of ideas using selected, grade-level vocabulary.	Produce emerging expression of multiple, related ideas using simple sentences with occasional variation and key, grade-level vocabulary.	Produce organized expression of ideas with emerging cohesion using short, expanded and some complex sentences with key, grade-level vocabulary.	Produce clear and coherent writing using precise vocabulary in multiple, complex sentences matched to the purpose and audience.
Learning Supports	<a href="#">Graphic Organizers</a> – semi completed by teacher (appropriate to task) <a href="#">Visuals</a> <a href="#">L1 support</a> Multiple resources Cloze sentences <a href="#">Word Bank</a>	<a href="#">Graphic Organizers</a> – semi completed by teacher (appropriate to task) <a href="#">Visuals</a> <a href="#">L1 support</a> Multiple resources <a href="#">Sentence Frame</a> <a href="#">Word Bank</a>	<a href="#">Graphic Organizers</a> (appropriate to task) <a href="#">Word Bank</a> Multiple resources	<a href="#">Graphic Organizers</a> (appropriate to task) Multiple resources	Online resources

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> CCSS: W.11.5 WIDA ELDS: 2 – 5 Reading Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		Develop and strengthen writing by applying the writing process focusing on purpose and audience using a <a href="#">Checklist for editing</a> , <i>peer support</i> and a <a href="#">Purpose and Audience Planning Chart</a> .		<b>VU:</b> Plan, revise, edit, purpose, audience
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to develop writing through editing and addressing purpose and audience in L1 and/or by producing diagrams and selected, grade-level words in phrase patterns.	Develop and strengthen writing by applying the writing process focusing on purpose and audience in L1 and/or by producing phrases and short sentences with selected, grade-level vocabulary.	Develop and strengthen writing by applying the writing process focusing on purpose and audience by producing a series of simple, related sentences with key, grade-level vocabulary.	Develop and strengthen writing by applying the writing process focusing on purpose and audience by producing key, grade-level vocabulary in expanded and some complex sentences.	Develop and strengthen writing by applying the writing process focusing on purpose and audience by using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Purpose and Audience Planning Chart</a> (partially completed) <a href="#">Checklist for editing</a> <a href="#">Word Bank</a> Cloze sentences <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Small group/ triads</a>	<a href="#">Purpose and Audience Planning Chart</a> (partially completed) <a href="#">Checklist for editing</a> <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Small group/ triads</a>	<a href="#">Purpose and Audience Planning Chart</a> <a href="#">Checklist for editing</a> <a href="#">Sentence Starter</a> <a href="#">Technology and Technological Resources</a> <a href="#">Small group/ triads</a>	<a href="#">Purpose and Audience Planning Chart</a> <a href="#">Checklist for editing</a> <a href="#">Small group/ triads</a>	<a href="#">Small group/ triads</a>

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> CCSS: W.11.6 WIDA ELDS: 1-5 Writing	Use <a href="#">Technology and Technological Resources</a> , including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		Write to edit and digitally publish individual and collaborative writing pieces <i>using a checklist of steps and <a href="#">Technology and Technological Resources</a></i> .		<b>VU:</b> Transitional words, word choice, general, specific and technical language
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to edit and publish individual and collaborative multi-paragraph writing pieces in L1 and/or using captions, diagrams, drawings and selected, grade-level words in phrase patterns.	Write to edit and digitally publish individual and collaborative multi-paragraph writing pieces in L1 and/or using <a href="#">Visuals</a> and phrases and short sentences with selected, grade-level vocabulary.	Write to edit and digitally publish individual and collaborative three-paragraph writing pieces using a series of simple, related sentences with key, grade-level vocabulary.	Write to edit and digitally publish individual and collaborative multi-paragraph writing pieces using key, grade-level vocabulary in expanded and some complex sentences.	Write to edit and digitally publish individual and collaborative multi-paragraph writing pieces using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Checklist for publishing steps</a> <a href="#">Word Bank</a> (phrase) Peer/teacher editing <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Checklist for publishing steps</a> <a href="#">Sentence Starter</a> Peer/teacher editing <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Checklist for publishing steps</a> Online resources Peer editing <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Checklist for publishing steps</a> Peer editing <a href="#">Technology and Technological Resources</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> CCSS: W.11.8 WIDA ELDS: 1-5 Writing	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.		Write to assess strengths and limitation of gathered, authoritative sources by <i>using a checklist specific to evaluating task, purpose and audience along with peer and <a href="#">L1 supports</a></i> .		<b>VU:</b> Transitional words, word choice, general, specific and technical language
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to assess strengths and limitation of gathered, authoritative sources by using L1 and/or using diagrams, <a href="#">Visuals</a> and selected, grade-level words in phrase patterns.	Write to assess strengths and limitation of gathered, authoritative sources by using L1 and/or using diagrams and selected, grade-level vocabulary in phrase and short sentences.	Write to assess strengths and limitation of gathered, authoritative sources by using key, grade-level vocabulary in a series of simple, related sentences.	Write to assess strengths and limitation of gathered, authoritative sources by using key, grade-level vocabulary in expanded and some complex sentences.	Write to assess strengths and limitation of gathered, authoritative sources using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist for evaluating sources <a href="#">Word Bank</a> (phrase) Peer/teacher editing <a href="#">Word Bank</a> <a href="#">L1 support</a> Multiple resources	Checklist for evaluating sources <a href="#">Sentence Starter</a> Peer/teacher editing <a href="#">Word Bank</a> <a href="#">L1 support</a> Multiple resources	Checklist for evaluating sources Multiple resources Peer editing <a href="#">Word Bank</a>	Checklist for evaluating sources Peer editing Multiple resources	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> CCSS: W.11.9.b WIDA ELDS: 2, 4-5 Writing Reading	Draw evidence from informational texts to support analysis, reflection, and research; apply grade 11 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).		Write to cite evidence from informational texts to support analysis and reflection using <a href="#">Graphic Organizers</a> , <i>peer</i> and <a href="#">L1 support</a> .		<b>VU:</b> Transitional words, word choice, general, specific and technical language
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from informational texts to support analysis and reflection using L1 and/or using pictures, <a href="#">Visuals</a> and selected grade-level words in phrase patterns.	Write to cite evidence from informational texts to support analysis and reflection using L1 and/or using <a href="#">Visuals</a> and selected, grade-level vocabulary in phrases and short sentences.	Write to cite evidence from adapted informational texts to support analysis and reflection using key, grade-level vocabulary in a series of simple, related sentences.	Write to cite evidence from informational texts to support analysis and reflection from text within grades 9-11 complexity band using key, grade-level vocabulary in expanded and some complex sentences.	Write to cite evidence from informational texts to support analysis and reflection from grade-level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> Multiple resources <a href="#">Word Bank</a> (phrase) Peer/teacher editing <a href="#">Word Bank</a> <a href="#">L1 support</a>	<a href="#">Graphic Organizers</a> Multiple resources <a href="#">Sentence Frame</a> Peer/teacher editing <a href="#">Word Bank</a> <a href="#">L1 support</a>	<a href="#">Graphic Organizers</a> Multiple resources Peer editing <a href="#">Word Bank</a> <a href="#">Sentence Starter</a>	<a href="#">Graphic Organizers</a> Peer editing	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b> CCSS: W.11.10 WIDA ELDS: 2 – 5 Writing Speaking	Write 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 range of tasks, purposes, and audiences.		Write routinely for specific time frames and for various purposes, tasks and audiences using a <a href="#">Purpose and Audience Planning Chart</a> and <a href="#">Essay Template</a> specific to task.		<b>VU:</b> Task, purpose, audience
					<b>LFC:</b> Specific to writing task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write routinely for specific time frames and for various purposes, tasks and audiences in L1 and/or using <a href="#">Visuals</a> and selected, grade-level words in phrase patterns.	Write routinely for specific time frames and for various purposes, tasks and audiences in L1 and/or using <a href="#">Visuals</a> and selected grade-level vocabulary in phrases and short sentences.	Write routinely for specific time frames and for various purposes, tasks and audiences using key, grade-level vocabulary in a series of simple, related sentences.	Write routinely for specific time frames and for various purposes, tasks and audiences using key, grade-level vocabulary in expanded and some complex sentences.	Write routinely for specific time frames and for various purposes, tasks and audiences using precise, vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Purpose and Audience Planning Chart</a> <a href="#">Essay Template</a> <a href="#">Partner work work</a> <a href="#">Word Bank</a> <a href="#">Visuals</a> <a href="#">L1 support</a> Multiple resources	<a href="#">Purpose and Audience Planning Chart</a> <a href="#">Essay Template</a> <a href="#">Partner work work</a> <a href="#">Sentence Frame</a> <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Visuals</a> Multiple resources	<a href="#">Purpose and Audience Planning Chart</a> <a href="#">Essay Template</a> <a href="#">Partner work work</a> Multiple resources	<a href="#">Purpose and Audience Planning Chart</a> <a href="#">Essay Template</a> Multiple resources	Multiple resources

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 24</b> CCSS: SL.11.1 WIDA ELDS: 2-5 Reading Speaking Listening	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse <a href="#">Partner work</a> on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		Listen to and <u>exchange</u> ideas based on research findings relevant to the discussion <i>using a notes and <a href="#">Dialogue Starters</a></i> .		<b>VU:</b> Refer, stimulate, probe, specific to topic
					<b>LFC:</b> Declarative sentences, interrogatives, prosodic features (e.g., stress), specific to topic
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to a grade-level discussion and exchange ideas in L1 and/or listen to and participate in a teacher-facilitated discussion using selected, grade-level words in phrase patterns.	Listen to a grade-level discussion and exchange ideas in L1 and/or listen to and participate in a teacher-facilitated discussion using repetitive phrasal and sentence patterns and selected, grade-level vocabulary.	Listen to a discussion about multiple, related concepts and exchange ideas using key, grade-level vocabulary in simple sentences.	Listen to a grade level discussion and exchange ideas using key grade-level vocabulary in expanded and some complex sentences.	Listen to a grade level discussion and exchange ideas using precise vocabulary in multiple, complex sentences.
Learning Supports	Notes in L1 and English <a href="#">Word Bank</a> Cloze sentences <a href="#">L1 support</a> <a href="#">Dialogue Starters</a>	Notes in L1 and English <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Dialogue Starters</a>	Notes <a href="#">Word Bank</a> <a href="#">Dialogue Starters</a>	Notes	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 25</b> CCSS: SL.11.1.a WIDA ELDS: 1 – 5 Reading Writing	Come to discussions prepared, having read and researched material under study.		Prepare notes on previously-read material in order to participate in discussions using <a href="#">Cornell Notes</a> , <a href="#">Dialogue Starters</a> and peer support.		<b>VU:</b> Refer, stimulate, probe
					<b>LFC:</b> Declarative sentences, interrogatives, prosodic features (e.g., stress)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and write about research material to discuss in L1 and/or listen to and participate in a teacher-facilitated discussion using selected, grade-level words in phrase patterns.	Read and write about research material to discuss in L1 and/or listen to and participate in a teacher-facilitated discussion using repetitive phrasal and sentence patterns with selected, grade-level vocabulary.	Prepare notes on previously-read material in order to participate in discussions using key, grade-level vocabulary in simple, related sentences.	Prepare notes on previously-read material in order to participate in discussions using key, grade-level vocabulary in expanded and some complex sentences.	Prepare notes on previously-read material in order to participate in discussions using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Cornell Notes</a> <a href="#">Word Bank</a> Cloze sentences <a href="#">L1 support</a> <a href="#">Small group/ triads</a> <a href="#">Dialogue Starters</a>	<a href="#">Cornell Notes</a> <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Small group/ triads</a> <a href="#">Dialogue Starters</a>	<a href="#">Cornell Notes</a> <a href="#">Word Bank</a> <a href="#">Small group/ triads</a> <a href="#">Dialogue Starters</a>	<a href="#">Cornell Notes</a> <a href="#">Small group/ triads</a>	<a href="#">Small group/ triads</a>

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 26</b> CCSS: SL.11.1.a WIDA ELDS: 2 – 5 Reading Writing	Explicitly refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		Identify explicit evidence from text and research material to stimulate a thoughtful, well-reasoned exchange of ideas by using <i>a notes</i> , <a href="#">Dialogue Starters</a> and <i>peer support</i> .		<b>VU:</b> Refer, stimulate, probe
					<b>LFC:</b> Declarative sentences, interrogatives, prosodic features (e.g., stress)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify explicit evidence from text and research material to stimulate a thoughtful, well-reasoned exchange of ideas in L1 and/or listen to and participate in a teacher-facilitated discussion using selected, grade-level words in key phrase patterns.	Identify explicit evidence from text and research material to stimulate a thoughtful, well-reasoned exchange of ideas in L1 and/or listen to and participate in a teacher-facilitated discussion using repetitive phrasal and sentence patterns and selected, grade-level vocabulary.	Identify explicit evidence from text and research material to stimulate a thoughtful, well-reasoned exchange of ideas using key, grade-level vocabulary in simple, related sentences.	Identify explicit evidence from text and research material to stimulate a thoughtful, well-reasoned exchange of ideas using key, grade-level vocabulary in expanded and some complex sentences.	Identify explicit evidence from text and research material to stimulate a thoughtful, well-reasoned exchange of ideas using precise vocabulary in multiple, complex sentences.
Learning Supports	Notes in L1 and English <a href="#">Dialogue Starters</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> Cloze sentences <a href="#">L1 support</a>	Notes in L1 and English <a href="#">Dialogue Starters</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a>	Notes <a href="#">Dialogue Starters</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a>	Notes <a href="#">Small group/ triads</a>	<a href="#">Small group/ triads</a>

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 27</b> CCSS: SL.11.1.b WIDA ELDS: 1 Speaking Listening	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.		Speak and listen to create goals, deadlines and roles for collaborative discussions <i>using a <a href="#">Reference Sheet</a> of specific discussion rules and <a href="#">Note Cards</a>.</i>		<b>VU:</b> Rules, directions, checklist, speaking rubric
					<b>LFC:</b> Signal verbs, action verbs, appropriate language, tone, voice
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to create goals, deadlines and roles for collaborative discussions in L1 and/or listen to and participate in a teacher- facilitated discussion using <a href="#">Visuals</a> and spoken words in phrase patterns.	Speak and listen to create goals, deadlines and roles for collaborative discussions in L1 and/or listen to and participate in a teacher- facilitated discussion using <a href="#">Visuals</a> and spoken phrases and short sentences.	Speak and listen to create goals, deadlines and roles for collaborative discussions by producing simple, related sentences.	Speak and listen to create goals, deadlines and roles for collaborative discussions by producing expanded and some complex sentences.	Speak and listen to create goals, deadlines and roles for collaborative discussions using multiple, complex sentences.
Learning Supports	<a href="#">Reference Sheet</a> of specific rules <a href="#">Note Cards</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">Gestures</a> <a href="#">L1 support</a>	<a href="#">Reference Sheet</a> of specific rules <a href="#">Note Cards</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Reference Sheet</a> of specific rules <a href="#">Note Cards</a>	<a href="#">Reference Sheet</a> of specific rules	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 28</b> CCSS: SL.11.1.c WIDA ELDS: 1-5 Speaking Listening	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		Compose and respond to questions in order to connect the discussion to broader themes using a <a href="#">Question Stem Bank</a> and <a href="#">Sentence Starter</a> .		<b>VU:</b> Pose, respond, themes, incorporate, clarify, verify
					<b>LFC:</b> Verbs and verb phrases in questions, prosodic features (e.g., stress)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions in order to connect the discussion to broader themes in L1 and/or by using pictures, gestures and grade-level words in phrase patterns.	Compose and respond to questions in order to connect the discussion to broader themes in L1 and/or using <a href="#">Visuals</a> and grade-level vocabulary in phrases and short sentences.	Compose and respond to questions in order to connect the discussion to broader themes by producing key, grade-level vocabulary in simple, related sentences.	Compose and respond to questions in order to connect the discussion to broader themes by producing expanded and some complex structures with key, grade-level vocabulary.	Compose and respond to questions in order to connect the discussion to broader themes using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Question Stem Bank</a> <a href="#">Sentence Starter</a> <a href="#">Note Cards</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">Gestures</a> <a href="#">L1 support</a>	<a href="#">Question Stem Bank</a> <a href="#">Sentence Starter</a> <a href="#">Note Cards</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Question Stem Bank</a> <a href="#">Sentence Starter</a> <a href="#">Note Cards</a>	<a href="#">Question Stem Bank</a> <a href="#">Sentence Starter</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 29</b> CCSS: SL.11.1.d WIDA ELDS: 1-5 Reading Speaking Listening	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible.		Speak and listen in order to respond to diverse perspective by using peer support, <a href="#">Visuals</a> , <a href="#">Cue Cards</a> and notes.		<b>VU:</b> Refer, stimulate, probe, specific to topic
					<b>LFC:</b> Declarative sentences, interrogatives, prosodic features (e.g., stress), specific to topic
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen develop an understanding of how to respond to diverse perspective by using L1 and/or listen to and participate in a teacher-facilitated discussion using <a href="#">Visuals</a> , gestures and selected, grade-level words in key phrase patterns.	Speak and listen to respond to diverse perspective by using L1 and/or listen to and participate in a teacher-facilitated discussion using <a href="#">Visuals</a> and selected, grade-level vocabulary in key phrases and short sentences.	Speak and listen to respond to diverse perspective by using key, grade-level vocabulary in simple, related sentences.	Speak and listen to respond to diverse perspective by producing expanded and some complex sentences with key, grade-level vocabulary.	Speak and listen to respond to diverse perspective using precise vocabulary in multiple, complex sentences.
Learning Supports	Notes in L1 and English <a href="#">Visuals</a> <a href="#">Cue Cards</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> Cloze sentences <a href="#">L1 support</a>	Notes in L1 and English <a href="#">Visuals</a> <a href="#">Cue Cards</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a>	Notes <a href="#">Small group/ triads</a> <a href="#">Word Bank</a>	Notes <a href="#">Small group/ triads</a>	<a href="#">Small group/ triads</a>

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 30</b> CCSS: SL.11.2 WIDA ELDS: 1-5 Reading Speaking Listening	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.		Speak and listen to integrate multiple sources of information as a means of making informed decision and solving problems by <i>using</i> <a href="#">Graphic Organizers</a> <i>along with</i> <i>peer and</i> <a href="#">L1 support</a> .		<b>VU:</b> Refer, stimulate, probe, specific to topic
					<b>LFC:</b> Declarative sentences, interrogatives, specific to topic
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to develop an understanding of integrating multiple sources of information as a means of making informed decision and solving problems by using L1 and/or listen to and participate in a teacher-facilitated discussion using <a href="#">Visuals</a> and selected, grade-level words in phrase patterns.	Speak and listen to integrate multiple sources of information as a means of making informed decision and solving problems by using L1 and/or listen to and participate in a teacher-facilitated discussion using <a href="#">Visuals</a> and selected, grade-level vocabulary in phrases and short sentences.	Speak and listen to integrate multiple sources of information as a means of making informed decision and solving problems using key, grade-level vocabulary in simple, related sentences.	Speak and listen to integrate multiple sources of information as a means of making informed decision and solving problems using key, grade-level vocabulary in expanded and some complex sentences.	Speak and listen to integrate multiple sources of information as a means of making informed decision and solving problems using precise vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> (partially completed) <a href="#">Word Bank</a> Cloze sentences <a href="#">L1 support</a> <a href="#">Small group/ triads</a>	<a href="#">Graphic Organizers</a> (partially completed) <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Small group/ triads</a>	<a href="#">Graphic Organizers</a> (i.e. <a href="#">Cornell Notes</a> taking sheet) <a href="#">Word Bank</a> <a href="#">Small group/ triads</a>	<a href="#">Graphic Organizers</a> (i.e. <a href="#">Cornell Notes</a> taking sheet) <a href="#">Small group/ triads</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 31</b> CCSS: SL.11.3 WIDA ELDS: 1-5 Reading Speaking Listening	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		Speak and listen to assess strengths and limitation of a speaker's point of view, reasoning and use of evidence and rhetoric by <i>using a <a href="#">Reference Sheet</a>, peer support and <a href="#">Technology and Technological Resources</a>.</i>		<b>VU:</b> Purpose, audience, task, appropriate, formal, informal, convey, perspective,
					<b>LFC:</b> Past and present tenses, modals, subject/verb agreement, pronouns
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to develop an understanding of assessing strengths and limitation of a speaker's point of view, reasoning and use of evidence and rhetoric using L1 and/or <a href="#">Visuals</a> and selected, grade-level words in phrase patterns.	Speak and listen to assess strengths and limitation of a speaker's point of view, reasoning and use of evidence and rhetoric using L1 and/or <a href="#">Visuals</a> and selected, grade-level vocabulary in phrases and short sentences.	Speak and listen to assess strengths and limitation of a speaker's point of view, reasoning and use of evidence and rhetoric using key, grade-level vocabulary in simple, related sentences.	Speak and listen to assess strengths and limitation of a speaker's point of view, reasoning and use of evidence and rhetoric using key, grade-level vocabulary in expanded and some complex sentences.	Speak and listen to assess strengths and limitation of a speaker's point of view, reasoning and use of evidence using precise vocabulary in multiple and complex sentences.
Learning Supports	<a href="#">Reference Sheet</a> <a href="#">Technology and Technological Resources</a> <a href="#">Word Bank</a> Cloze sentences <a href="#">L1 support</a> <a href="#">Small group/ triads</a>	<a href="#">Reference Sheet</a> <a href="#">Technology and Technological Resources</a> <a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Small group/ triads</a>	<a href="#">Reference Sheet</a> <a href="#">Technology and Technological Resources</a> <a href="#">Word Bank</a> <a href="#">Small group/ triads</a>	<a href="#">Reference Sheet</a> <a href="#">Technology and Technological Resources</a> <a href="#">Small group/ triads</a>	<a href="#">Technology and Technological Resources</a> <a href="#">Small group/ triads</a>

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 32</b> CCSS: SL.11.4 WIDA ELDS: 1-5 Reading Speaking	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		Present information in a concise, formal or informal oral report that has a distinct perspective and addresses opposing perspectives <i>using Powerpoint, notes and props</i>		<b>VU:</b> Formal, informal, distinct, alternative, opposing, specific to topic.
					<b>LFC:</b> Past and present tenses, modals, subject/verb agreement, pronouns, usage of quotes
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present information in a concise formal or informal oral report in L1 and/or use <a href="#">Visuals</a> and selected, grade-level words in phrase patterns.	Present information in a concise formal or informal oral report in L1 and/or use <a href="#">Visuals</a> and selected, grade-level vocabulary in phrases and short sentences.	Present information in a concise formal or informal oral report using key, grade-level vocabulary in simple, related sentences.	Present information in a concise formal or informal oral report using key, grade-level vocabulary in expanded and some complex sentences.	Present information in a concise formal or informal oral report using precise vocabulary in multiple, complex sentences.
Learning Supports	PowerPoint <a href="#">Note Cards</a> Cloze sentences <a href="#">Visuals</a> Props <a href="#">Word Bank</a> <a href="#">L1 support</a>	PowerPoint <a href="#">Note Cards</a> <a href="#">Sentence Starter</a> <a href="#">Sentence Frame</a> <a href="#">Visuals</a> Props <a href="#">Word Bank</a> (phrase) <a href="#">L1 support</a>	PowerPoint <a href="#">Note Cards</a> <a href="#">Word Bank</a> Props	PowerPoint <a href="#">Note Cards</a> Props	PowerPoint Props

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 33</b> CCSS: L.11.1 WIDA ELDS: 2-5 Reading Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Write and speak to demonstrate command of standard English grammar and usage when writing or speaking at the respective ELP level by using <i>multiple resources</i> (i.e., <i>dictionaries, grammar reference books</i> ) and <a href="#">Teacher Modeling</a> .		<b>VU:</b> General, specific and technical language pertaining to grammar
					<b>LFC:</b> Sentence structure, modals, all verb tenses, grammar and syntax specific to purpose
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate command of standard English grammar using single words in phrase patterns.	Write and speak to demonstrate command of standard English grammar by using repetitive phrasal and short sentence patterns.	Write and speak to demonstrate command of standard English grammar using in simple, related sentences with some repetitive structures.	Write and speak to demonstrate command of standard English grammar, using expanded and some complex sentences with varying grammatical structures.	Write and speak to demonstrate command of standard English grammar using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Multiple resources <a href="#">Charts/Posters</a> Cloze activity <a href="#">L1 support</a> <a href="#">Teacher Modeling</a>	Multiple resources <a href="#">Charts/Posters</a> <a href="#">Sentence Starter</a> <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Teacher Modeling</a>	Multiple resources <a href="#">Charts/Posters</a> <a href="#">Teacher Modeling</a>	Multiple resources	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 34</b> CCSS: L.11.1a. WIDA ELDS: 2-5 Reading Speaking Writing	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.		Write and speak to demonstrate standard English grammar and usage can change over time at the respective ELP level by using <i>multiple resources (i.e., dictionaries, grammar reference books)</i> and <a href="#">Teacher Modeling</a> .		<b>VU:</b> General, specific and technical language pertaining to grammar
					<b>LFC:</b> Sentence structure, modals, all verb tenses, grammar and syntax specific to purpose
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate that standard English grammar can change over time by listening to <a href="#">Teacher Modeling</a> and using single words in phrase patterns.	Write and speak to demonstrate that standard English grammar can change over time by listening to <a href="#">Teacher Modeling</a> and using repetitive phrasal and sentence patterns.	Write and speak to demonstrate that standard English grammar can change over time using key, grade-level vocabulary in simple, related sentences.	Write and speak to demonstrate that standard English grammar can change over time using key, grade-level vocabulary in expanded and some complex sentences.	Write and speak to demonstrate that standard English grammar can change over time using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple resources Cloze activity <a href="#">L1 support</a> <a href="#">Teacher Modeling</a>	Multiple resources <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Teacher Modeling</a>	Multiple resources <a href="#">Teacher Modeling</a>	Multiple resources	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 35</b> CCSS: L.11.1.b WIDA ELDS: 2-5 Reading Speaking Writing	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.		Demonstrate command of standard English grammar and usage by consulting reference materials, when needed using <i>multiple resources</i> (i.e., dictionaries, grammar reference books) and <a href="#">Mentor Texts</a> .  <i>Note: This is an opportunity to compare and contrast grammatical patterns in English with native language of students.</i>		<b>VU:</b> General, specific and technical language pertaining to grammar <hr/> <b>LFC:</b> Sentence structure, modals, all verb tenses, grammar and syntax specific to purpose <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Demonstrate command of standard English grammar and usage by consulting reference materials when using single words in phrases.	Demonstrate command of standard English grammar and usage by consulting reference materials when using phrasal and short sentence patterns.	Demonstrate command of standard English grammar and usage by consulting reference materials when attempting to use simple, related sentences with emerging variations.	Demonstrate command of standard English grammar and usage by consulting reference materials when attempting to use expanded and some complex sentences with a variety of grammatical structures.
Learning Supports	Multiple resources <a href="#">Mentor Texts</a> Cloze activity <a href="#">L1 support/comparison</a> <a href="#">Teacher Modeling</a>	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Sentence Frame</a> <a href="#">L1 support/comparison</a> <a href="#">Teacher Modeling</a>	Multiple resources <a href="#">Mentor Texts</a>	Multiple resources <a href="#">Mentor Texts</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 36</b> CCSS: L.11.2 WIDA ELDS: 2-5 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Write to apply standard English mechanics and conventions to the use of hyphenation conventions and spelling using <a href="#">Technology and Technological Resources</a> (i.e., a word processing program) and multiple resources (i.e., a dictionary).		<b>VU:</b> Capitalization, punctuation and spelling
					<b>LFC:</b> Sentence structure, capitalization, punctuation
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply standard English mechanics and conventions when using selected grade-level words in phrase patterns.	Write to apply standard English mechanics and conventions when using phrasal and short sentence patterns and selected, grade-level vocabulary.	Write to apply standard English mechanics and conventions when using simple, related sentences with occasional variations and key, grade-level vocabulary.	Write to apply standard English mechanics and conventions when using expanded and some complex sentences with a variety of grammatical structures and key, grade-level vocabulary.	Write to apply standard English mechanics and conventions when using multiple, complex sentences with a variety of grammatical structures and precise, grade-level vocabulary.
Learning Supports	<a href="#">Word Bank</a> Cloze sentences <a href="#">Technology and Technological Resources</a> Multiple resources <a href="#">L1 support</a>	<a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">Technology and Technological Resources</a> Multiple resources <a href="#">L1 support</a>	Multiple resources <a href="#">Technology and Technological Resources</a> <a href="#">Word Bank</a>	Multiple resources <a href="#">Technology and Technological Resources</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 37</b> CCSS: L.11.2.a WIDA ELDS: 2 – 5 Writing	Observe hyphenation conventions.		Write to apply hyphenation conventions using <a href="#">Technology and Technological Resources</a> (i.e., a word processing program) and multiple resources (i.e., a dictionary).		<b>VU:</b> Capitalization, punctuation and spelling
					<b>LFC:</b> Sentence structure, capitalization, punctuation
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply standard hyphenation conventions when using selected, grade-level words in phrase patterns.	Write to apply standard hyphenation conventions when using selected grade-level vocabulary in phrasal and short sentence patterns.	Write to apply standard hyphenation conventions when using key, grade-level vocabulary in simple, related sentences.	Write to apply standard hyphenation conventions when using key, grade-level vocabulary in expanded and some complex sentences.	Write to apply standard hyphenation conventions when using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Word Bank</a> Cloze sentences <a href="#">Technology and Technological Resources</a> Multiple resources <a href="#">L1 support</a>	<a href="#">Word Bank</a> <a href="#">Sentence Frame</a> <a href="#">Technology and Technological Resources</a> Multiple resources <a href="#">L1 support</a>	Multiple resources <a href="#">Technology and Technological Resources</a> <a href="#">Word Bank</a>	Multiple resources <a href="#">Technology and Technological Resources</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 38</b> CCSS: L.11.2.b WIDA ELDS: 2 – 5 Reading Writing	Spell correctly.		<i>Write to apply standard English spelling using <a href="#">Reference Sheet</a>, <a href="#">Technology and Technological Resources</a> (i.e., a word processing program) and multiple resources (i.e., a dictionary).</i>		<b>VU:</b> Capitalization, punctuation and spelling
					<b>LFC:</b> Sentence structure, capitalization, punctuation
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply standard English spelling when using high-frequency, grade-level words.	Write to apply standard English spelling when using selected, grade-level vocabulary.	Write to apply standard English spelling when using key, grade-level vocabulary.	Write to apply standard English spelling when using key, grade-level vocabulary.	Write to apply standard English spelling when using precise, grade-level vocabulary.
Learning Supports	<a href="#">Reference Sheets</a> of spelling patterns <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> Multiple resources <a href="#">L1 support</a>	<a href="#">Reference Sheets</a> of spelling patterns <a href="#">Word Bank</a> <a href="#">Technology and Technological Resources</a> Multiple resources <a href="#">L1 support</a>	<a href="#">Reference Sheets</a> of spelling patterns Multiple resources <a href="#">Technology and Technological Resources</a> <a href="#">Word Bank</a>	<a href="#">Reference Sheets</a> of spelling patterns Multiple resources	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 40</b> CCSS: L.11.3 WIDA ELDS: 2 – 5 Reading Speaking Writing	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		Apply knowledge of how language choices impact meaning, tone and style <i>using</i> <a href="#">Think Alouds</a> , <a href="#">Mentor Texts</a> , <a href="#">Visuals</a> and <i>multiple resources</i> .		<b>VU:</b> Syntax
					<b>LFC:</b> Sentences with various applications of syntax
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply knowledge of how language choices impact meaning, tone and style when using single words in phrase patterns by matching word and <a href="#">Phrase Citations</a> with visual and print examples of meaning, tone and style.	Apply knowledge of how language choices impact meaning, tone and style when using phrases and short sentences by matching <a href="#">Phrase Citations</a> with examples of meaning, tone and style.	Apply knowledge of how language choices impact meaning, tone and style when using simple, related sentences.	Apply knowledge of how language choices impact meaning, tone and style when using expanded and some complex sentences.	Apply knowledge of how language choices impact meaning, tone and style when using multiple, complex sentences.
Learning Supports	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Teacher Support</a> <a href="#">Phrase Citations</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Think Alouds</a> <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Phrase Citations</a> <a href="#">Teacher Support</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Word Bank</a> <a href="#">Think Alouds</a>	Multiple resources <a href="#">Mentor Texts</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 41</b> CCSS: L.11.3.a WIDA ELDS: 2 – 5 Reading Speaking	Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance, as needed.		Vary syntax for effect when speaking and writing using <i>visual representations</i> , <a href="#">Mentor Texts</a> and <i>multiple resources</i> .		<b>VU:</b> Syntax
					<b>LFC:</b> Sentences with various applications of syntax
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Vary syntax for effect when speaking and writing selected phrases.	Vary syntax for effect when speaking and writing short sentences.	Vary syntax for effect when speaking and writing multiple, simple sentences.	Vary syntax for effect when speaking and writing expanded and some complex sentences.	Vary syntax for effect when speaking and writing multiple, complex sentences.
Learning Supports	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Teacher Support</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Think Alouds</a> <a href="#">Word Bank</a> <a href="#">L1 support</a> <a href="#">Teacher Support</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Mentor Texts</a> <a href="#">Word Bank</a> <a href="#">Think Alouds</a>	Multiple resources <a href="#">Mentor Texts</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 42</b> CCSS: L.11.4 WIDA ELDS: 2 – 5 Reading and listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.		Read and listen to <u>clarify</u> the meaning of unknown words and phrases using <a href="#">Cognates</a> , a <a href="#">Bilingual dictionary</a> , and a <a href="#">Reference Sheet for Context Clues</a> .		<b>VU:</b> Multiple-meaning words, phrases, strategies
					<b>LFC:</b> Varies by task
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen to clarify the meaning of unknown words and phrases in L1 and/or by matching selected, grade-level words from leveled text to visual representations of the text.	Read and listen to clarify the meaning of unknown words and phrases in L1 and/or by matching selected, grade-level words and phrases from leveled text to visual representations of the text.	Read and listen to clarify the meaning of unknown words and phrases more fully from adapted text and presentations.	Read and listen to clarify the meaning of unknown words and phrases more fully from text and presentations at grade 9-11 complexity band.	Read and listen to clarify the meaning of unknown words and phrases from grade level text and presentations.
Learning Supports	<a href="#">Cognates</a> <a href="#">Bilingual dictionary</a> <a href="#">Reference Sheet for Context Clues</a> <a href="#">Partner work</a> <a href="#">Visuals</a> <a href="#">Word Bank</a> <a href="#">L1 support</a>	<a href="#">Cognates</a> <a href="#">Bilingual dictionary</a> <a href="#">Reference Sheet for Context Clues</a> <a href="#">Partner work</a> <a href="#">Visuals</a> <a href="#">Word Bank</a>	<a href="#">Cognates</a> <a href="#">Bilingual dictionary</a> <a href="#">Reference Sheet for Context Clues</a> <a href="#">Partner work</a>	<a href="#">Cognates</a> <a href="#">Bilingual dictionary</a> <a href="#">Reference Sheet for Context Clues</a>	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 43</b> CCSS: L.11.4.a WIDA ELDS: 2 – 5 Reading	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		Use context clues in order to comprehend unfamiliar vocabulary using a <a href="#">Reference Sheet</a> , <i>word families</i> and <i>multiple resources</i> .		<b>VU:</b> Multiple meaning words, academic word list
					<b>LFC:</b> Sentences with context clues and words with similar morphological constructions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use sentence and paragraph level, context clues to comprehend unfamiliar vocabulary in L1 and/or use sentence level context clues to comprehend selected unfamiliar, grade-level vocabulary within a leveled text.	Use sentence and paragraph level, context clues to comprehend unfamiliar vocabulary in L1 and /or use sentence level context clues to comprehend selected, unfamiliar grade-level vocabulary within a leveled text.	Use sentence and paragraph level, context clues to comprehend key, unfamiliar, grade-level vocabulary.	Use sentence and paragraph level, context clues to comprehend unfamiliar vocabulary in a text within grade 9-11 complexity band.	Use sentence and paragraph level, context clues to comprehend unfamiliar grade-level vocabulary.
Learning Supports	<a href="#">Reference Sheet for Context Clues</a> Word families poster Multiple resources <a href="#">L1 support/Cognates</a>	<a href="#">Reference Sheet for Context Clues</a> Word families poster Multiple resources <a href="#">L1 support/Cognates</a>	<a href="#">Reference Sheet for Context Clues</a> Word families poster Multiple resources	<a href="#">Reference Sheet for Context Clues</a> Multiple resources	Multiple resources

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 44</b> CCSS: L.11.4.b WIDA ELDS: 2 – 5 Reading Writing	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech using a <a href="#">Reference Sheet</a> , <i>word generation</i> <a href="#">Charts/Posters</a> and <i>multiple resources</i> .		<b>VU:</b> Multiple meaning words, academic word list
					<b>LFC:</b> Sentences with context clues and words with similar morphological constructions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech with selected, grade-level words and phrases matched to visual representations.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech with selected, grade-level phrases and short sentences in a leveled text.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech with key, grade-level vocabulary.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech in texts within grade 9-11 complexity band.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech in grade-level texts.
Learning Supports	<a href="#">Reference Sheet</a> Word generation chart Multiple resources <a href="#">L1 support/Cognates</a> <a href="#">Visuals</a>	<a href="#">Reference Sheet</a> Word generation chart Multiple resources <a href="#">L1 support/Cognates</a>	<a href="#">Reference Sheet</a> Word generation chart Multiple resources	<a href="#">Reference Sheet</a> Multiple resources	Multiple resources

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 45</b> CCSS: L.11.4.c.d WIDA ELDS: 2-5 Reading Speaking Listening	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine, verify, or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		Consult the appropriate reference material to find the pronunciation, word meaning, part of speech and etymology <i>using specialized reference materials</i> , <a href="#">Teacher Modeling</a> and <a href="#">Technology and Technological Resources</a>		<b>VU:</b> Multiple meaning words, synonyms, antonyms, pronunciation, affixes
					<b>LFC:</b> Sentence structure, modals, all verb tenses, match of language forms, pronunciation key
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Consult the appropriate reference material to find the pronunciation, word meaning, part of speech and etymology of selected, illustrated, grade-level vocabulary.	Consult the appropriate reference material to find the pronunciation, word meaning, part of speech and etymology of selected, grade-level vocabulary.	Consult the appropriate reference material to find the pronunciation, word meaning, part of speech and etymology of key, grade-level vocabulary.	Consult the appropriate reference material to find the pronunciation, word meaning, part of speech and etymology of key, grade-level vocabulary.	Consult the appropriate reference material to find the pronunciation, word meaning, part of speech and etymology of grade-level vocabulary.
Learning Supports	<a href="#">Specialized Reference Materials</a> <a href="#">Technology and Technological Resources</a> <a href="#">L1 support/Cognates</a> <a href="#">Visuals</a>	<a href="#">Specialized Reference Materials</a> <a href="#">Technology and Technological Resources</a> <a href="#">L1 support/Cognates</a> <a href="#">Visuals</a>	<a href="#">Specialized Reference Materials</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Specialized Reference Materials</a> <a href="#">Technology and Technological Resources</a>	<a href="#">Specialized Reference Materials</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 46</b> CCSS: L.11.5 WIDA ELDS: 2 – 5 Reading	Demonstrate understanding of <a href="#">Figurative Language Chart</a> , word relationships in word meanings.		Read to determine the meaning of figures of speech and nuances in words with different shades of meaning using <a href="#">Reference Sheets</a> , <i>paint strips</i> , <a href="#">Visuals</a> and <i>multiple resources</i> .		<b>VU:</b> Nuances, figures of speech, connotation, hyperbole, paradox
					<b>LFC:</b> Sentences with <a href="#">Figurative Language Chart</a> and words with similar denotations
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of high-frequency figures of speech and nuances in selected, grade-level words with different shades of meaning in illustrated texts.	Read to determine the meaning of common figures of speech and nuances in selected, grade-level words with different shades of meaning in leveled texts.	Read to determine the meaning of figures of speech and nuances in key, grade-level words with different shades of meaning.	Read to determine the meaning of figures of speech and nuances in words with different shades of meaning in texts within grade 9-11 complexity band.	Read to determine the meaning of figures of speech and nuances in words with different shades of meaning in grade-level texts.
Learning Supports	Multiple resources Figures of speech <a href="#">Reference Sheet</a> Paint strips for shades of meaning <a href="#">L1 support/Cognates</a> <a href="#">Visuals</a>	Multiple resources Figures of speech <a href="#">Reference Sheet</a> Paint strips for shades of meaning <a href="#">L1 support/Cognates</a> <a href="#">Visuals</a>	Multiple resources Figures of speech <a href="#">Reference Sheet</a> Paint strips for shades of meaning	Multiple resources <a href="#">Reference Sheets</a>	Multiple resources

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 47</b> CCSS: L.11.5.a WIDA ELDS: 2 – 5 Reading	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.		Read to determine and analyze the meaning of figures of speech in context <i>using chart, <a href="#">Think Alouds</a>, <a href="#">Visuals</a> and multiple resources.</i>		<b>VU:</b> Nuances, figures of speech, connotation, hyperbole, paradox
					<b>LFC:</b> Sentences with <a href="#">Figurative Language Chart</a> and words with similar denotations
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine and analyze the meaning of figures of speech in L1 and/or read to determine the meaning of high-frequency figures of speech in illustrated texts.	Read to determine and analyze the meaning of figures of speech in L1 and/or read to determine the meaning of selected figures of speech in leveled texts.	Read to determine and analyze the meaning of key, figures of speech used in texts within grade 9-11 complexity band.	Read to determine and analyze the meaning of figures of speech in texts within grade 9-11 complexity band.	Read to determine and analyze the meaning of figures of speech in grade-level texts.
Learning Supports	Multiple resources <a href="#">Figurative Language Chart</a> <a href="#">Think Alouds</a> <a href="#">L1 support</a> <a href="#">Cognates</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Figurative Language Chart</a> <a href="#">Think Alouds</a> <a href="#">L1 support/Cognates</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Figurative Language Chart</a> <a href="#">Think Alouds</a>	Multiple resources	

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

## ELA - Grade 11 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 48</b> CCSS: L.11.6 WIDA ELDS: 2 – 5 Reading Listening Speaking Writing	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Read and listen in order to speak and write with grade-level general, academic and domain-specific words using <i>multiple resources (i.e., thesaurus, dictionaries)</i> , <a href="#">Note Cards</a> and <i>peer support</i> .		<b>VU:</b> General, academic and domain specific words
					<b>LFC:</b> Sentence structure at ELP level
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen in order to speak and write to apply selected, general, academic and domain-specific in a matching activity.	Read and listen in order to speak and write to apply selected general, academic and domain-specific words and phrases using <a href="#">Sentence Frame</a> .	Read and listen in order to speak and write with general, academic and key, domain-specific words and phrases with some independence.	Read and listen in order to speak and write with general, academic and domain-specific words and phrases in texts within grade 9-11 complexity band independently.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words and phrases using reference materials independently.
Learning Supports	Multiple resources <a href="#">Note Cards</a> in L1 and English <a href="#">L1 support</a> <a href="#">Cognates</a> <a href="#">Visuals</a> <a href="#">Word Sort Cards</a>	Multiple resources <a href="#">Note Cards</a> in L1 and English <a href="#">Sentence Frame</a> <a href="#">L1 support</a> <a href="#">Cognates</a> <a href="#">Visuals</a>	Multiple resources <a href="#">Note Cards</a>	Multiple resources	

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