

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: RL.2.1 WIDA: 2 Reading Speaking	Answer questions such as who, what where, when, and how about key details in a text.		<u>Answer</u> informational and clarifying questions about key details in a text <i>using a story map</i> .		<b>VU:</b> Question words (who, what, when, where, why, how)
					<b>LFC:</b> Verb and verb phrases (Do/does; is/are)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer questions in L1 and/or answer “yes/no” or either/or questions about the text with single words or phrases	Answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas.	Answer questions in simple sentences with general and some key content based vocabulary.	Answer questions in complete sentences using specific and some content based vocabulary. Use a variety of sentence lengths.	Answer questions using complex sentences with specific and content based vocabulary. Use a variety of sentence lengths with embedded clauses.
Learning Supports	<a href="#">Story Map</a> <a href="#">Word Wall</a> Template (teacher model) <a href="#">Partner Work</a> <a href="#">L1 support</a> <a href="#">Gestures</a> <a href="#">Pictures/Photographs</a>	<a href="#">Story Map</a> <a href="#">Word Wall</a> Template (teacher model) <a href="#">Partner Work</a> <a href="#">L1 support</a> <a href="#">Sentence Frames</a> <a href="#">Pictures/Photographs</a>	<a href="#">Story Map</a> <a href="#">Word Wall</a> Template (teacher model) <a href="#">Partner Work</a>	<a href="#">Story Map</a>	<a href="#">Story Map</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: RL.2.3 WIDA: 2 Reading Speaking	Describe how characters respond to major events and challenges in a story		<u>Describe</u> actions of characters <i>using a story map</i> .		<b>VU:</b> Characters, event, challenge
					<b>LFC:</b> Adjectives/noun, adverbs/verb placement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how characters respond to major events and challenges in a story in L1 and/or by connecting characters and main events with key content based single words, gestures or answering yes/no or either/or questions.	Describe how characters respond to major events and challenges in a story in L1 and/or in phrases with sentence frames.	Describe how characters respond to major events and challenges in a story using simple sentences, general and key content based vocabulary.	Describe how characters respond to major events and challenges in a story using complete sentences, specialized and some content based vocabulary.	Describe how characters respond to major events and challenges in a story using complex sentences with content based language
Learning Supports	<a href="#">Story Map</a> <a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Gestures</a> <a href="#">Choice Questions</a>	<a href="#">Story Map</a> <a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">Partner Work</a> <a href="#">L1 support</a> <a href="#">Sentence Frames</a>	<a href="#">Story Map</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a>	<a href="#">Story Map</a>	<a href="#">Story Map</a> .

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: RL.2.5 WIDA: 2 Reading Speaking	Describe the overall structure of a story		Describe story events by using a <a href="#">Graphic Organizer</a> .		<b>VU:</b> Story elements: beginning, middle, end, characters, setting, problem, solution
					<b>LFC:</b> Transition words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the structure of a story in L1 and/or in single words, gestures or answering choice questions pointing and gesturing.	Describe the overall structure of the story in phrases and short sentences with general vocabulary.	Describe the overall structure of a story in simple sentences with key content based vocabulary.	Describe the overall structure of a story in complete sentences with content based vocabulary.	Describe the overall structure of a story in complex, detailed sentences with grade level vocabulary.
Learning Supports	<a href="#">Story Map</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Choice Questions</a>	<a href="#">Story Map</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Sentence Frames</a>	<a href="#">Story Map</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a>	<a href="#">Story Map</a>	<a href="#">Story Map</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: RL2.5 WIDA: 2 Reading Speaking	Describe how the beginning of a story introduces the story and the ending concludes the action.		Describe the beginning and ending of a story <i>using a timeline.</i>		<b>VU:</b> Introduction, conclusion <b>LFC:</b> Transitional phrases <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Describe how the beginning introduces the story and the ending concludes the action in L1; and/or identify the beginning and end of a story by pointing at pictures and/or saying single words.	Describe how the beginning introduces the story and the ending concludes the action in L1; and/or in phrases with key content based vocabulary.	Describe how the beginning introduces the story and the ending concludes the action in simple sentences with general and key content based vocabulary.	Describe how the beginning introduces the story and the ending concludes the action by using transitional phrases in complete sentences with some content based vocabulary.	Describe how the beginning introduces the story and the ending concludes the action by using transitional phrases in complex, detailed sentences with grade level content based vocabulary.
Learning Supports	<a href="#">Timeline</a> <a href="#">Word Wall</a> <a href="#">Gestures</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	<a href="#">Timeline</a> <a href="#">Word Wall</a> <a href="#">Sentence Frames</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	<a href="#">Timeline</a> <a href="#">Word Wall</a>	<a href="#">Timeline.</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: RL.2.7 WIDA: 2 Reading Speaking Writing	Write a description of characters, setting, or plot using information from illustrations and key words from the text (print or digital).		Describe events and actions about people, places, and things <i>using a storyboard</i> .		<b>VU:</b> Character, setting, plot
					<b>LFC:</b> Simple present or present progressive tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe characters, setting, and plot in L1 and/or through illustrations.	Describe characters, setting, and plot in L1 and or in short phrases with key content based vocabulary.	Describe characters, setting, and plot by in simple sentences with general and key content based vocabulary.	Describe characters, setting, and plot in complete sentences with some content based vocabulary.	Describe characters, setting, and plot in complex, detailed sentences with grade level content based vocabulary.
Learning Supports	<a href="#">Story Map</a> <a href="#">Word Wall</a> Teacher model/template <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Sentence Frames</a>	<a href="#">Story Map</a> <a href="#">Word Wall</a> Teacher model/template <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Sentence Frames</a>	<a href="#">Story Map</a> <a href="#">Word Wall</a> Teacher model/template	<a href="#">Story Map</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: RL2.4 WIDA: 4 Reading	Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem or song.		<u>Identify</u> poetic features (stanzas, lines, verses and rhymes) <i>using a model poem.</i>		<b>VU:</b> Rhythm, poem
					<b>LFC:</b> Poetic “sentences”
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify examples of poetic features in L1 and/or examples of rhymes and rhythm in simple poems, songs or chants.	Identify examples of poetic features in L1 and/or in appropriately leveled stories, poems or songs.	Identify poetic features in appropriately leveled stories, poems or songs.	Identify poetic features in approaching grade level stories, poems or songs.	Identify poetic features in grade level stories, poems or songs.
Learning Supports	<a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Adapted Text</a>	<a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Adapted Text</a>	<a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">Story Map</a>		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: RL2.6; SL2.6 WIDA: 2 Reading Speaking	Describe differences in story characters' points of view in complete sentences, including using a different voice for each character when reading dialogue aloud.		Describe differences about specific characters based on what the character says (dialogue) and does (action) <i>using props and partners.</i>		<b>VU:</b> Point of view  <b>LFC:</b> Mechanics (punctuation marks as dialogue and expression)
					<b>LC:</b> Varies by ELP level.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify differences in story characters' points of view by speaking in a different voice in L1 and/or in an appropriately leveled text by repeating words and using proper voice inflection.	Describe differences in story characters' points of view by speaking in a different voice in L1 and/or in appropriate leveled text by restating phrases with proper voice inflection.	Describe differences in story characters' points of view in appropriate leveled text by speaking in a different voice and matching simple sentences/quotes and voice inflection with characters in the story.	Describe differences in story characters' points of view in approaching grade level texts by speaking in a different voice and identifying direct quotes and voice inflection using complete sentences with some content based vocabulary.	Describe differences in story characters' points of view in grade level texts by speaking in a different voice and identifying direct quotes and voice inflection using complex, detailed sentences with content based vocabulary.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Adapted Text</a>	<a href="#">Manipulatives</a> <a href="#">Pictures/Photographs</a> <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Sentence Frames</a> <a href="#">Adapted Text</a>	<a href="#">Manipulatives</a> <a href="#">Pictures/Photographs</a> <a href="#">Adapted Text</a>	<a href="#">Manipulatives</a>	<a href="#">Manipulatives</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 8</b> CCSS: SL.2.1.a,b,c; L.2.6 WIDA: 1-5 Reading Speaking	Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others' talk) and asking for clarification when necessary using familiar words and phrases.		Ask and answer clarifying information questions based on information and behaviors presented following prior agreed upon rules for speaking and listening <i>using a word wall and speaking rules poster.</i>  <i>Note: Culturally appropriate verbal and non-verbal cues would need to be deliberately discussed and taught for ELLs.</i>		<b>VU:</b> Words and phrases connected to rules for speaking and listening  <b>LFC:</b> Register of language and form to ask questions for clarification (student vs. teacher)
	<b>LC:</b> Varies by ELP level				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in L1 and/or with single words and memorized routines in English, responding to discourse rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in L1 and or in short phrases in English with general vocabulary, responding to discourse rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in simple sentences with general and some key content based vocabulary, responding to group rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in complete sentences with some content based vocabulary following group rules and procedures using culturally appropriate verbal and nonverbal cues.	Ask and answer questions in detailed sentences with content based vocabulary, responding to group rules and procedures using culturally appropriate verbal and nonverbal cues.
Learning Supports	<a href="#">Partner Work</a> <a href="#">Word Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Posters</a> in Native and English language	<a href="#">Partner Work</a> <a href="#">Word Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Posters</a> in Native and English language	<a href="#">Triads or Small Groups</a> <a href="#">Word Wall</a> <a href="#">Posters</a>	<a href="#">Triads or Small Groups</a> <a href="#">Posters</a>	<a href="#">Triads or Small Groups</a> <a href="#">Posters</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 9</b> CCSS: W.2.3; L.2.1.d; L.2.2.d WIDA: 2 Reading Speaking Writing	Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a closing sentence.		Describe people, places, things, and actions to <u>retell</u> past events <i>using a story map</i> .		<b>VU:</b> Narrative, temporal words
					<b>LFC:</b> Past tense irregular verbs and temporal phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe people, places, things, and actions to retell past events by writing to develop a narrative in L1 and/or by drawing and writing single words with pictures and/or copying completed models.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative in L1 and/or with short phrases to complete sentence frames.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative with simple sentences and key content based vocabulary.	Describe people, places, things, and actions to retell past events using the writing process to develop a narrative with complete sentences and some content based vocabulary.	Describe people, places, things, and actions to retell past events using the writing process to develop a detailed narrative with complex sentences and content based vocabulary.
Learning Supports	<a href="#">Story Map</a> Template <a href="#">Word Wall</a> <a href="#">Sentence Starters</a> Cloze sentences <a href="#">L1 support</a>	<a href="#">Story Map</a> Template <a href="#">Word Wall</a> <a href="#">Sentence Starters</a> <a href="#">Sentence Frames</a> <a href="#">L1 support</a>	<a href="#">Story Map</a> Template <a href="#">Word Wall</a>	<a href="#">Story Map</a>	<a href="#">Story Map</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b> CCSS: W.2.5;L.2.1.f;L.2.2.e WIDA: 2 Reading Speaking	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed.		Revise writing by using proofreading markings, checking spell and editing sentence structure <i>using picture and digital dictionaries and technology to check spelling.</i>		<b>VU:</b> Revise, edit, proofread
					<b>LFC:</b> Simple and compound sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Revise writing of complex sentences in L1 and/or drawings with single words, and phrases using proofreading markings, dictionaries, and peer review.	Revise writing of complex sentences in L1 and/or phrases and simple sentences using proofreading markings, dictionaries, and peer review.	Revise writing of simple sentences using proofreading markings, digital checks, dictionaries, and peer review.	Revise complete compound sentences using proofreading markings, digital checks, dictionaries and peer review.	Revise complex, detailed writing of compound sentences using proofreading markings, digital checks, dictionaries and peer review.
Learning Supports	<a href="#">Word Wall</a> <a href="#">Partner Work</a> <a href="#">Bilingual Dictionaries</a> <a href="#">Technology</a> <a href="#">Illustrations/Diagrams/Drawings</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	<a href="#">Word Wall</a> <a href="#">Partner Work</a> <a href="#">Bilingual Dictionaries</a> <a href="#">Technology</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	<a href="#">Word Wall</a> <a href="#">Partner Work</a> <a href="#">Bilingual Dictionaries</a> <a href="#">Technology</a>	<a href="#">Partner Work</a>	<a href="#">Partner Work</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 11</b> CCSS: L.2.1.b WIDA: 1,2 Reading Speaking Writing	Form and use frequently occurring irregular plural nouns (e.g., feet, children).		Form and use frequently occurring irregular plural nouns (e.g. feet, children, mice, fish) <i>using sentence strips.</i>		<b>VU:</b> Plural, irregular plural words
					<b>LFC:</b> Number agreement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and use key frequently occurring irregular plural nouns by matching single words to pictures.	Form and use frequently occurring irregular plural nouns in speaking and writing using phrases with key content based vocabulary.	Form and use frequently occurring irregular plural nouns in speaking and writing using simple sentences and key content based vocabulary.	Form and use frequently occurring irregular plural nouns in speaking and writing using complete sentences with some content based vocabulary.	Form and use frequently occurring irregular plural nouns in speaking and writing using detailed sentences of varying lengths with content based vocabulary.
Learning Supports	<a href="#">Pictures/Photographs</a> <a href="#">L1 support</a> <a href="#">Word Wall</a>	<a href="#">Pictures/Photographs</a> <a href="#">Sentence Frames</a> <a href="#">L1 support</a> <a href="#">Word Wall</a>	<a href="#">Pictures/Photographs</a>		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 12</b> CCSS: WIDA: 2 Reading Speaking	Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).		Predict the meaning of compound words based on the meaning of individual words <i>using previously known words and pictures</i> .  <i>Note: Ensure that ELLs know the meanings of the individual words before they have to create new compound words.</i>		<b>VU:</b> Meaning of single words which create the compound word
					<b>LFC:</b> Simple sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Predict the meaning of compound words based on appropriately leveled reading texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on based on appropriately leveled reading texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on appropriately leveled reading texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on approaching grade level texts by inferring the meaning from previously known words.	Predict the meaning of compound words based on grade two level texts by inferring the meaning from previously known words.
Learning Supports	<a href="#">Adapted Text</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> Word strips <a href="#">Word Wall</a>	<a href="#">Adapted Text</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> Word strips <a href="#">Word Wall</a>	<a href="#">Adapted Text</a> <a href="#">Pictures/Photographs</a> Word strips <a href="#">Word Wall</a>	<a href="#">Adapted Text</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 13</b> CCSS: L.2.5a WIDA: 2 Reading Speaking Writing	Identify real-life connections between words and their use (e.g., describe foods that are sweet).		Identify connections between words and their use <i>using a semantic web</i> .		<b>VU:</b> Adjectives
					<b>LFC:</b> Adjectives, conjunctions,
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify real-life connections between words and their uses by describing their characteristics orally and in writing in L1 and/or using single words and pictures in English.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing in L1 and/or using phrases with key content based vocabulary.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using simple sentences and key content based vocabulary at the student's appropriate reading level.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using complete sentences with some content based vocabulary at an approaching grade two reading level.	Identify real-life connections between words and their uses by describing their characteristics orally and in writing using detailed sentences of varying lengths with content based vocabulary at grade two reading level.
Learning Supports	<a href="#">Web Pictures/Photographs</a> Template <a href="#">Partner Work</a> <a href="#">L1 support</a>	<a href="#">Web Pictures/Photographs</a> Template <a href="#">Sentence Frames</a> <a href="#">Partner Work</a> <a href="#">L1 support</a>	<a href="#">Web Pictures/Photographs</a> Template	<a href="#">Web</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14</b> CCSS: L.2.5b WIDA: 2-5 Speaking Writing	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).		Apply words with different shades of meaning among closely related words by using "just the right word" in speaking and writing <i>using a paint strips to identify the "different shades."</i>		<b>VU:</b> Lists of words with nuanced meaning
					<b>LFC:</b> Verbs and adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by selecting between two familiar key content based words.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in L1 and/or by using selected key content based words and phrases.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in simple sentences with key content based vocabulary and controlled text.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in complete sentences with some content based vocabulary.	Apply shades of meaning among closely related verbs and adjectives in speaking and writing in detailed sentences of varying lengths and content based vocabulary.
Learning Supports	Word strips <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Partner Work</a>	Word strips <a href="#">Word Wall</a> <a href="#">Sentence Frames</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Partner Work</a>	Word strips <a href="#">Word Wall</a> Template.	Word strips	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 15</b> CCSS: L.2.2a WIDA: 2, 4,5 Speaking Writing	Capitalize holidays, product names, and geographic names.		Identify proper common nouns and apply rules of capitalization <i>using a capitalization poster and word wall.</i>  <i>Note: Capitalization rules differ across languages (i.e. days of the week).</i>		<b>VU:</b> holidays, product names, geographic places
					<b>LFC:</b> Noun/verb agreement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and apply capitalization rules on holidays, product names, and geographic places by producing or construction sentences in L1 and/or to familiar known proper and common nouns.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing sentences in L1 and/or using phrases with key content based vocabulary from appropriately leveled text.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing simple sentences with key content based vocabulary in appropriately leveled text.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing complete sentences with some content based grade level vocabulary.	Identify and apply capitalization rules on holidays, product names, and geographic places by producing and constructing detailed sentences of varying lengths with content based grade level text.
Learning Supports	<a href="#">Posters</a> <a href="#">Sentence Frames</a> <a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	<a href="#">Posters</a> <a href="#">Sentence Frames</a> <a href="#">Word Wall</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	<a href="#">Posters</a> Template <a href="#">Word Wall</a>	<a href="#">Posters</a>	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> CCSS: L.2.2.b WIDA: 1-2 Writing	Use commas in greetings and closings of letters.		<u>Incorporate</u> commas when writing a friendly letter <i>using a model</i> .		<b>VU:</b> Parts of a letter (greeting, date, body, closing, signature)
					<b>LFC:</b> Word usage and functions (greetings and closings)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter in L1 and/or by punctuating greetings and closings, first in isolation, then in context of a friendly letter.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter in L1 and/or with phrases and key content based vocabulary at the appropriate level expectations.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter with simple sentences of and key content based vocabulary at the appropriate level expectations.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter with complete sentences and some content based vocabulary at approaching grade level expectations.	Incorporate commas in greetings and closings of letters by producing and constructing a friendly letter with detailed sentences of varying lengths and content based vocabulary at grade level expectations.
Learning Supports	Template <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	Template <a href="#">Word Wall</a> <a href="#">Sentence Frames</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	Template <a href="#">Word Wall</a>	Template	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 17</b> CCSS: L.2.2.c WIDA: 2 Writing	Use an apostrophe to form contractions and frequently occurring possessives.		<u>Construct</u> contractions and possessives <i>using models</i> .		<b>VU:</b> Content words to make contractions and possessives
					<b>LFC:</b> Sentences with contractions and possessives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use an apostrophe to form frequently occurring contractions and possessives in isolation and in controlled phrases.	Use an apostrophe to form frequently occurring contractions possessives in isolation and in phrases.	Use an apostrophe to form contractions and frequently occurring possessives in isolation and in controlled writing tasks.	Use an apostrophe to form contractions and frequently occurring possessives in isolation and in writing on near grade level topics.	Use an apostrophe to form contractions and frequently occurring possessives in isolation and in extended writing on grade level topics.
Learning Supports	Model of contractions possessive form <a href="#">Word Wall</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Adapted Text</a>	Model of contractions possessive form <a href="#">Word Wall</a> <a href="#">Sentence Frames</a> <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	Model of contractions possessive form <a href="#">Word Wall</a>		

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> CCSS: RI.2.2  WIDA: 2 - 5 Reading Speaking	Identify the main topic of a multi-paragraph text.		Read and orally identify the main focus of an informational multi-paragraph text <i>using a Graphic Organizer.</i>		<b>VU:</b> Main topic <hr/> <b>LFC:</b> Sentence structure unique to content area <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read and orally identify the main idea of an informational adapted multi-paragraph text read aloud by viewing and pointing to illustrations and key words using L1 support, Graphic Organizers and working with a partner.	Read and orally identify the main idea of an informational multi-paragraph text in L1 and/or read aloud in English by matching illustrations to key words and phrases.	Read and identify the main idea of an informational multi-paragraph adapted text by answering orally in simple sentences with key content based vocabulary.	Read and identify the main idea of an informational multi-paragraph approaching grade level text by answering orally in complete sentences with some content based vocabulary.
Learning Supports	Main idea <a href="#">Graphic Organizer</a> <a href="#">Word Wall</a> <a href="#">Triads or Small Groups</a> <a href="#">L1 support</a> <a href="#">Illustrations/Diagrams/Drawings</a>	Main idea <a href="#">Graphic Organizer</a> <a href="#">Word Wall</a> <a href="#">Triads or Small Groups</a> <a href="#">L1 support</a> <a href="#">Illustrations/Diagrams/Drawings</a> <a href="#">Sentence Frames</a> <a href="#">Sentence Starters</a>	Main idea <a href="#">Graphic Organizer</a> <a href="#">Word Wall</a> <a href="#">Triads or Small Groups</a>	Main idea <a href="#">Graphic Organizer</a>	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> CCSS: RI.2.4; L.2.4a WIDA: 2 - 5 Reading Speaking	Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.		<u>Make connections</u> between known and unknown words <i>using a guiding questions checklist.</i>		<b>VU:</b> Clues
					<b>LFC:</b> Sentences with context clues added
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Make connections about the meaning of content based words in L1 and/or general and content based words in an adapted text by using sentence level context clues, schemata and cognates to determine the meaning of unknown words.	Make connections about the meaning of content based words in L1 and/or general and content based words in an adapted text by using sentence level context clues, schemata and cognates to determine the meaning of unknown words.	Make connections about the meaning of content based words in an adapted text by using sentence level context clues, cognates and schemata to determine the meaning of unknown words.	Make connections about the meaning of content based words in a grade level text by using sentence level context clues, cognates and schemata to determine the meaning of unknown words.	Make connections about the meaning of content based words in a grade level text by using sentence level context clues, cognates and schemata to determine the meaning of unknown words.
Learning Supports	Guiding questions checklist with picture cues <a href="#">Word Wall</a> <a href="#">Picture Dictionaries</a> <a href="#">L1 support</a> <a href="#">Native Language Discussion</a>	Guiding questions checklist with picture cues <a href="#">Word Wall</a> <a href="#">Picture Dictionaries</a> <a href="#">L1 support</a> <a href="#">Native Language Discussion</a>	Guiding questions Checklist <a href="#">Word Wall</a> <a href="#">Picture Dictionaries</a> <a href="#">Partner Work</a>	Guiding questions checklist	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> CCSS: RF.2.3.a WIDA: 1, 2 Reading Speaking	Read regularly spelled one syllable words correctly by distinguishing long and short vowels.		Read and <u>apply</u> regularly spelled vowel sounds successfully <i>by using vowel charts</i> .  <i>Note: ELLs at lower ELP levels need to know vocabulary of targeted phonics words. Also some of the English vowel sounds may not exist in the first language so ELLs may have difficulty hearing and producing some sounds.</i>		<b>VU:</b> Word families
					<b>LFC:</b> Subject-verb agreement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read regularly spelled general one syllable words composed of a variety of long and short vowel sounds in single words or short phrases.	Read regularly spelled general one syllable words composed of a variety of long and short vowel sounds in short phrases.	Read regularly spelled general and key content based, one syllable words in adapted text.	Read regularly spelled general and some content based, one syllable words composed of a variety of short and long vowel words in approaching grade level text.	Read regularly spelled content based, one syllable words composed of a variety of short and long vowel sounds with fluency in grade level texts.
Learning Supports	<a href="#">Illustrations/Diagrams/Drawings</a> Vowel charts <a href="#">Word Wall</a> <a href="#">L1 support</a>	<a href="#">Illustrations/Diagrams/Drawings</a> Vowel charts <a href="#">Word Wall</a> <a href="#">L1 support</a>	<a href="#">Illustrations/Diagrams/Drawings</a> Vowel charts <a href="#">Word Wall</a>	Vowel charts	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> CCSS: RF.2.3.b.c.f WIDA: 2 Reading Speaking	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams.		<u>Decode</u> high frequency regular and irregular one and two-syllable words containing long and short vowels and common vowel teams <i>using pictures and vowel charts.</i>		<b>VU:</b> Long and short vowel sounds
					<b>LFC:</b> Subject-verb agreement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read selected high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams from appropriately leveled texts.	Read selected high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams from appropriately leveled texts.	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams in adapted texts.	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams in approaching grade level texts.	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams in grade level texts.
Learning Supports	Vowel chart <a href="#">Adapted Text</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	Vowel chart <a href="#">Adapted Text</a> <a href="#">Pictures/Photographs</a> <a href="#">L1 support</a>	Vowel chart <a href="#">Pictures/Photographs</a>	Vowel chart	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> CCSS: RF.2.4.a WIDA: 2-5 Reading Speaking	Read grade-level text with purpose and understanding.		Read text and orally explain the purpose and demonstrate comprehension <i>by using Graphic Organizers.</i>		<b>VU:</b> Appropriate leveled key content based vocabulary
					<b>LFC:</b> Sentence structure appropriate to ELP level
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
Learning Supports	<a href="#">Adapted Text</a> <a href="#">L1 support</a> <a href="#">Choice Questions</a> <a href="#">Graphic Organizer</a> <a href="#">Outlines</a> <a href="#">Word Wall</a>	<a href="#">Adapted Text</a> <a href="#">L1 support</a> <a href="#">Sentence Frames</a> <a href="#">Graphic Organizer</a> <a href="#">Outlines</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizer</a> <a href="#">Outlines</a> <a href="#">Word Wall</a>	<a href="#">Graphic Organizer</a> <a href="#">Outlines</a>	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b> CCSS: RF.2.4.b WIDA: 2 -5 Reading Speaking	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		Read text orally and apply phonetic rules and schemata to read text with sufficient fluency and accuracy using <i>phonics chart and illustrations.</i>		<b>VU:</b> Pace, fluency
					<b>LFC:</b> Sentence structure related to ELP level and demonstrate understanding of punctuation when reading aloud (expression, pauses)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read single words from appropriately leveled text orally with accuracy, appropriate rate, and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings in L1 and/or read short phrases from appropriately leveled text orally with accuracy, appropriate rate, and expression.	Read adapted text orally with accuracy, appropriate rate, and expression on successive readings.	Read approaching grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Learning Supports	Phonics chart <a href="#">Illustrations/Diagrams/Drawings</a> <a href="#">L1 support</a> <a href="#">Word Wall</a>	Phonics chart <a href="#">Illustrations/Diagrams/Drawings</a> <a href="#">L1 support</a> <a href="#">Word Wall</a>	Phonics chart <a href="#">Illustrations/Diagrams/Drawings</a>		

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

## ELA - Grade 2 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 24</b> CCSS: RF.2.4.c WIDA: 1-5 Reading Speaking	Confirm or self-correct words using context.		Modify meaning of unknown words using prior knowledge and context clues <i>and pictures</i> .		<b>VU:</b> Sound symbol spelling correspondence, previously learned word patterns
					<b>LFC:</b> Sentence structure related to ELP level
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Modify the meaning of unknown words in a grade level text in L1 and/or in a teacher created text in English by using sentence level “conditioned” context clues, cognates and schemata.	Modify the meaning of unknown words in a grade level text in L1 and/or in an appropriately leveled text in English by using sentence level “conditioned” context clues, cognates and schemata.	Modify the meaning of unknown general and key content based words in an adapted text by using sentence level context clues, cognates and schemata.	Modify the meaning of unknown general and some content based words in an approaching grade level text by using sentence level context clues, cognates and schemata.	Modify the meaning of unknown content based words in a grade level text by using sentence level context clues, cognates and schemata.
Learning Supports	Guiding questions checklist Guided group with teacher <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a> <a href="#">Adapted Text</a>	Guiding questions checklist Guided group with teacher <a href="#">L1 support</a> <a href="#">Pictures/Photographs</a>	Guiding questions checklist <a href="#">Triads or Small Groups</a>	Guiding questions checklist	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.