

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: RI.7.1 WIDA ELDS: 2-5 Reading, Writing	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).  <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>		Read to cite <u>explicit</u> textual evidence to support analysis of an informational text using visually supported text, graphic organizers, and sentence citations.		<b>VU:</b> Cite, Textual evidence, quote
					<b>LFC:</b> Quoted/reported speech
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite explicit textual evidence in L1 and/or by matching images, charts, and graphs to phrase citations from leveled informational text.	Read to cite explicit textual evidence in L1 and/or by matching visual representations to sentence citations from leveled informational text.	Read to cite explicit textual evidence from an adapted text.	Read an informational text (6-7 text complexity level) to cite explicit textual evidence.	Read to cite explicit textual evidence from grade level informational text.
Learning Supports	<a href="#">Graphic organizers</a> <a href="#">Leveled text</a> <a href="#">L1 support</a> Phrase citations Visually supported text Captions	<a href="#">Graphic organizers</a> <a href="#">Leveled text</a> <a href="#">L1 support</a> Sentence citations <a href="#">Visuals</a>	<a href="#">Graphic organizers</a> <a href="#">Adapted text</a> <a href="#">Bilingual dictionary</a> <a href="#">Word bank</a>	<a href="#">Graphic organizers</a> <a href="#">Grades 6-7 text complexity level</a>	<a href="#">Graphic organizers</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: RI.7.1 WIDA ELDS: 2-5 Reading, Writing	Cite <b>several pieces</b> of textual evidence to support analysis of inferences drawn from <b>grade 7</b> text(s).  <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>		Read to cite implicit textual evidence to support analysis of informational text <i>using visually supported text and graphic organizers</i>		<b>VU:</b> Inference, conclusion, judgment
					<b>LFC:</b> Language of citation (for example, according to, the author explains)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite implicit textual evidence by matching phrase citations from appropriately leveled text to visual representations of the text.	Read to cite implicit textual evidence in L1 and/or by matching sentence citations from leveled texts to visual representations of the text.	Read to cite implicit textual evidence from adapted text.	Read an informational text (grades 6-7 text complexity level) to cite implicit textual evidence.	Read to cite implicit textual evidence from grade level text.
Learning Supports	<a href="#">Graphic organizer</a> <a href="#">Leveled text</a> Phrase citations <a href="#">L1 support</a> <a href="#">Word/picture wall</a> Visually supported text Captions	<a href="#">Graphic organizer</a> <a href="#">Leveled text</a> Sentence citations <a href="#">L1 support</a> <a href="#">Word/picture wall</a>	<a href="#">Graphic organizer</a> <a href="#">Adapted text</a> <a href="#">Bilingual dictionary</a> Templates	<a href="#">Graphic organizer</a> <a href="#">Grades 6-7 text complexity level</a>	<a href="#">Graphic organizer</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: RI.7.2 WIDA ELDS: 2-5 Reading, Writing	Determine <b>two or more</b> central ideas in a text <b>and analyze their development over the course of the text.</b>		Read to <u>identify</u> the main idea of an informational text <i>using a main idea/detail flow chart in a small group.</i>		<b>VU:</b> Main idea, detail, support, development
	<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, tense progression
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify the main idea in L1 and/or in a leveled text by choosing pictures or single words that represent the key idea.	Read to identify the main idea in L1 and/or in a leveled text by choosing the main idea and matching it to visual representation.	Read to identify the main idea of an adapted text.	Read an informational text (grades 6-7 text complexity level) and identify the main idea.	Read to identify the main idea of a grade level text.
Learning Supports	<a href="#">Flow Chart</a> <a href="#">Leveled text</a> <a href="#">Bilingual dictionary</a> <a href="#">Word/picture bank</a> <a href="#">L1 support</a> Visually supported text <a href="#">Pictures</a>	<a href="#">Flow Chart</a> <a href="#">Leveled text</a> <a href="#">Bilingual dictionary</a> <a href="#">Word/picture bank</a> <a href="#">L1 support</a> Visually supported text List of main ideas	<a href="#">Flow Chart</a> <a href="#">Adapted text</a> <a href="#">Bilingual dictionary</a> <a href="#">Word bank</a>	<a href="#">Flow Chart</a> <a href="#">Grades 6-7 text complexity level</a>	<a href="#">Flow Chart</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: RI.7.2 WIDA ELDS: 2-5 Reading Writing	Provide an objective summary of the text.  <i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used</i>		<u>Read</u> an informational text <i>using a graphic organizer</i> to <u>summarize</u> important points in a written summary.		<b>VU:</b> Paraphrase
					<b>LFC:</b> Reporting verbs (states, exclaims, outlines, classifies...)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and summarize in L1 and/or draw or label three important points.	Read an informational text and summarize in L1 and/or use text phrases.	Read an adapted informational text and summarize using simple sentences.	Read and summarize in writing from an informational text (grades 6-7 complexity level) using complex sentences.	Read and summarize in writing a grade level informational text using multiple, complex sentences..
Learning Supports	<a href="#">Graphic organizers</a> <a href="#">L1 support</a> <a href="#">Leveled text</a> <a href="#">Bilingual dictionary</a> Cloze paragraph <a href="#">Pictures</a>	<a href="#">Graphic organizers</a> <a href="#">L1 support</a> <a href="#">Leveled text</a> <a href="#">Bilingual dictionary</a> <a href="#">Sentence frames</a>	<a href="#">Graphic organizers</a> <a href="#">Adapted text</a> <a href="#">Bilingual dictionary</a> <a href="#">Sentence starters</a>	<a href="#">Graphic organizers</a> <a href="#">Texts within grades 6-7 complexity level</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: RI.7.3 WIDA ELDS: 2 Reading, Writing	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		<u>Read</u> an informational <i>text</i> and <u>analyze</u> the interactions between individuals, events, and ideas <i>using a T-chart and language ladders</i> .		<b>VU:</b> Interaction
					<b>LFC:</b> Sentences using comparative phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze the interactions between individuals, events, and ideas in L1 and/or use pictures or single words.	Read an informational text and analyze the interactions between individuals, events, and ideas in L1 and/or use phrases.	Read an adapted informational text and analyze the interactions between individuals, events, and ideas using simple sentences.	Read an informational text (grades 6-7 text complexity level) and analyze the interactions between individuals, events, and ideas using complex sentences.	Read an informational text using a graphic organizer and analyze the interactions between individuals, events, and ideas using multiple, complex sentences.
Learning Supports	<a href="#">T-chart</a> <a href="#">L1 support</a> <a href="#">Leveled text</a> Visually supported text Language ladders <a href="#">Word/picture bank</a>	<a href="#">T-chart</a> <a href="#">L1 support</a> <a href="#">Leveled text</a> <a href="#">Sentence frames</a> Language ladders <a href="#">Word/picture bank</a>	<a href="#">T-chart</a> Language ladders <a href="#">Bilingual dictionary</a> <a href="#">Adapted text</a>	<a href="#">T-chart</a> <a href="#">Language ladders</a> <a href="#">6-7 text complexity level</a>	<a href="#">T-chart</a>

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<b>SLO: 6</b> CCSS: RI.7.4 WIDA ELDS: 2-5 Reading, Speaking	Determine the meaning of words and phrases including figurative, connotative, and technical meanings.		Read an informational text to determine the meaning of words and phrases as they are used in a text <i>using reference materials, strategies and L1 support.</i>		<b>VU:</b> Figurative, connotative, technical
					<b>LFC:</b> Idiomatic expressions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and determine the meanings of words and phrases from informational text in L1 and/or match single words to visual representations of leveled texts.	Read and determine the meanings of words and phrases from an informational text in L1 and/or match phrases from a leveled text to visual representations.	Read and determine the meaning of words and phrases from an adapted informational text.	Read and determine the meaning of words and phrases from informational text within the grades 5-6 complexity level using complex sentences.	Read and determine the meanings of words and phrases in an informational text using multiple, complex sentences.
Learning Supports	Reference materials <a href="#">Leveled text</a> <a href="#">Bilingual dictionary</a> <a href="#">Cognates</a> Vocabulary Strategies <a href="#">L1 support</a> Visually supported text	Reference materials <a href="#">Leveled text</a> <a href="#">Bilingual dictionary</a> <a href="#">Cognates</a> Vocabulary Strategies <a href="#">L1 support</a> Visually supported text	Reference materials <a href="#">Adapted text</a> <a href="#">Bilingual dictionary</a> <a href="#">Cognates</a> Vocabulary Strategies	Reference materials <a href="#">Bilingual dictionary</a> <a href="#">Grades 6-7 text complexity level</a>	

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<b>SLO: 7</b> CCSS: RI.7.4 WIDA ELDS: 2-5 Reading, Writing	Determine the meaning of words and phrases as they are used in a 7th grade text and analyze the impact of a specific word choice on meaning and tone.		<u>Read and analyze</u> the impact of word choices on meaning and tone using <i>online support and dramatization of words and phrases with a partner</i> .		<b>VU:</b> Tone, attitude, voice
					<b>LFC:</b> Cognates
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze the impact of word choices on meaning and tone in L1 and/or match the meaning of single words with pictures and dramatization of tone and / or meaning in a leveled informational text in English.	Read and analyze the impact of word choices on meaning and tone in L1 and/or choose the phrases to match the picture or dramatization of tone and/or meaning as they are used in a leveled informational text in English.	Read and analyze the impact of word choices on meaning and tone in adapted informational text, using simple, related sentences.	Read and analyze the impact of word choices on meaning and tone in informational text within grades 7-8 complexity level using expanded and some complex sentences.	Read and analyze the impact of word choices on meaning and tone in grade-level informational text, using multiple, complex sentences.
Learning Supports	Dramatizations <a href="#">L1 support</a> <a href="#">Partner</a> <a href="#">Word/picture wall</a> <a href="#">Visuals/Gestures</a> <a href="#">L1 support</a>	Dramatizations <a href="#">L1 support</a> <a href="#">Partner</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Dramatizations <a href="#">Partner</a> <a href="#">Word wall</a>	Dramatizations <a href="#">Partner</a>	Dramatizations

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<b>SLO: 8</b> CCSS: RI.7.5 WIDA ELDS: 2-5 Reading, Speaking	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		<u>Read</u> an informational text and <i>use an outline</i> to <u>analyze</u> the structure an author uses to organize a text, including the development of the ideas.		<b>VU:</b> Structure, organization
					<b>LFC:</b> Signal, transition words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text to analyze the structure an author uses to organize a text, including the development of the ideas in L1 and/or using pictures or high-frequency, content-related single words.	Read an informational text to analyze the structure an author uses to organize a text, including the development of the ideas in L1 and/or using general, content-based vocabulary in phrases.	Read an adapted informational text to analyze the structure an author uses to organize a text, including the development of the ideas and a graphic organizer using simple sentences.	Read an informational text (grades 6-7 text complexity level) to analyze the structure an author uses to organize a text, including the development of the ideas using complex sentences.	Read an informational text and analyze the structure an author uses to organize a text, including the development of the ideas using multiple, complex sentences.
Learning Supports	<a href="#">L1 support</a> <a href="#">Leveled text</a> Visually supported text <a href="#">Outline</a> (completed) <a href="#">Word/picture bank</a> Cloze sentences	<a href="#">L1 support</a> <a href="#">Leveled text</a> Visually supported text <a href="#">Outline</a> (semi-completed) <a href="#">Word/picture bank</a> <a href="#">Sentence frames</a>	<a href="#">Adapted text</a> <a href="#">Bilingual dictionary</a> <a href="#">Outline</a>	<a href="#">Outline</a>	

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<b>SLO: 9</b> CCSS: RI.7.6 WIDA ELDS: 2-5 Reading, Speaking	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Read an informational text to <u>identify</u> an author’s point of view and <u>analyze</u> how the author distinguishes his or her position <i>using visuals and graphic organizers</i> .		<b>VU:</b> Purpose, point-of-view
					<b>LFC:</b> Adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text to identify an author’s point of view and analyze how the author distinguishes his or her position in L1 and/or by identifying phrases within the passage.	Read an informational text to identify an author’s point of view and analyze how the author distinguishes his or her position in L1 and/or by identifying phrases within the passage and completing formulaic sentence patterns.	Read an adapted informational text to identify an author’s point of view and analyze how the author distinguishes his or her position in simple sentences.	Read an informational text (grades 6-7 text complexity level) to identify an author’s point of view and analyze how the author distinguishes his or her position in complex sentences.	Read an informational text to identify an author’s point of view and analyze how the author distinguishes his or her position using complex sentences.
Learning Supports	<a href="#">L1 support</a> <a href="#">Leveled text</a> Visually supported text <a href="#">Graphic organizer</a> Cloze sentences <a href="#">Word/picture bank</a>	<a href="#">L1 support</a> <a href="#">Leveled text</a> Visually supported text <a href="#">Graphic organizer</a> <a href="#">Sentence frames</a> <a href="#">Word/picture bank</a>	<a href="#">Bilingual dictionary</a> <a href="#">Graphic organizer</a> <a href="#">Word bank</a>	<a href="#">Graphic organizer</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b> CCSS: RI.7.9 WIDA ELDS: 2 Reading, Writing	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		<u>Read</u> informational text, <i>use T-chart, and small groups</i> to <u>analyze</u> how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or interpretations.		<b>VU:</b> Evidence, interpretation
					<b>LFC:</b> Facts, opinions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read adapted informational text and use graphic organizers to analyze how two or more authors writing about the same topic shape their presentations.	Read adapted informational text and use graphic organizers to analyze how two or more authors writing about the same topic shape their presentations by circling author’s evidence.	Read adapted informational text to analyze how two or more authors writing about the same topic shape their presentations by using simple sentences.	Read informational text to analyze how two or more authors writing about the same topic shape their presentations using, complex sentences .	Read informational text to analyze how two or more authors writing about the same topic shape their presentations of key information using multiple, complex sentences
Learning Supports	<a href="#">L1 support</a> <a href="#">Partner Work</a> Teacher support <a href="#">Leveled text</a> Visually supported text <a href="#">T-chart</a> <a href="#">Word/picture bank</a> Cloze sentences	<a href="#">L1 support</a> <a href="#">Partner Work</a> Teacher support <a href="#">Leveled text</a> Visually supported text <a href="#">T-chart</a> <a href="#">Word/picture bank</a> <a href="#">Sentence frames</a>	<a href="#">Small group</a> <a href="#">Bilingual dictionary</a> <a href="#">T-chart</a> <a href="#">Word/picture bank</a>	<a href="#">Small group</a> <a href="#">Grades 6-7 text complexity level</a> <a href="#">T-chart</a>	<a href="#">Small group</a>

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<b>SLO: 11</b> CCSS: W.7.2a WIDA ELDS: 2-5 Writing	When writing informative/explanatory text, introduce a topic clearly, previewing what is to follow.		<u>Write</u> topic sentences for explanatory text that <u>preview</u> what is to follow <i>using shared writing and teacher modeling.</i>		<b>VU:</b> Topic sentence
	<i>Note: When CCSS is Writing 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> Active verbs
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a topic sentence for explanatory text in L1 and/or choose a topic sentence or complete a cloze pattern with single high-frequency words.	Write a topic sentence for explanatory text in L1 and/or complete a topic sentence using phrases.	Write a topic sentence for explanatory text using simple sentences.	Write a topic sentence for explanatory text using expanded and some complex sentences.	Write topic sentences for explanatory text that preview what is to follow using multiple, complex sentences.
Learning Supports	Teacher modeling Shared writing <a href="#">Word bank</a> <a href="#">Bilingual dictionary</a> <a href="#">L1 support</a> Sample topic sentences	Teacher modeling Shared writing <a href="#">Word bank</a> <a href="#">Bilingual dictionary</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a>	Teacher modeling Shared writing <a href="#">Word bank</a> <a href="#">Bilingual dictionary</a>	Teacher modeling	

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<b>SLO: 12</b> CCSS: W.7.2a WIDA ELDS: 2 Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension		<u>Write</u> explanatory texts to <u>examine</u> a topic through the organization of relevant content and use of graphics and formatting <i>using an outline, teacher modeling and online resources.</i>		<b>VU:</b> Relevance, formatting
					<b>LFC:</b> Transition words
					<b>LC:</b> Varies by ELP
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an explanatory text to examine a topic organizing relevant details, graphics and formatting in L1 and/or complete a cloze paragraph using high-frequency words.	Write an explanatory text to examine a topic organizing relevant details, graphics and formatting in L1 and/or complete a paragraph using phrases.	Write an explanatory text to examine a topic, organizing relevant details, graphics and formatting using simple sentences.	Write explanatory texts to examine a topic with relevant details, graphics and formatting using complex sentences.	Write explanatory texts to examine a topic with relevant details, graphics and formatting using multiple, complex sentences.
Learning Supports	<a href="#">Online resources</a> <a href="#">Outline</a> Templates <a href="#">Sentence frames</a> <a href="#">Partner Work</a> <a href="#">L1 support</a> Teacher modeling <a href="#">Pictures</a>	<a href="#">Online resources</a> <a href="#">Outline</a> Templates <a href="#">Sentence frames</a> <a href="#">Partner Work</a> <a href="#">L1 support</a> Teacher modeling	<a href="#">Online resources</a> <a href="#">Outline</a> Templates <a href="#">Sentence starters</a>	<a href="#">Online resources</a>	

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<b>SLO: 13</b> CCSS: W.7.2b WIDA ELDS: 2-5 Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		Write explanatory texts to develop a topic with relevant details <i>using graphic organizers and online resources</i> .		<b>VU:</b> Convey, concrete
					<b>LFC:</b> Transition words
					<b>LC:</b> Varies by ELP
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write explanatory texts to develop a topic with relevant details using L1 and/or order pre-selected images that explain a simple or complete a cloze paragraph.	Write explanatory texts to develop a topic with relevant details using L1 and/or a draw images that explain a process or complete a paragraph.	Write explanatory texts to develop a topic with relevant details in simple sentences.	Write explanatory texts to develop a topic with relevant details using complex sentences.	Write explanatory texts to develop a topic with relevant details using multiple, complex sentences.
Learning Supports	<a href="#">Online resources</a> <a href="#">Graphic organizer</a> Template <a href="#">Word bank</a> <a href="#">Bilingual dictionary</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a> Cloze sentences	<a href="#">Online resources</a> <a href="#">Graphic organizer</a> Template <a href="#">Word bank</a> <a href="#">Bilingual dictionary</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a>	<a href="#">Online resources</a> <a href="#">Graphic organizer</a> Template <a href="#">Word bank</a> <a href="#">Bilingual dictionary</a>	<a href="#">Online resources</a> <a href="#">Graphic organizer</a>	<a href="#">Online 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14</b> CCSS: W.7.2c WIDA ELDS: 2-5 Writing	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		Utilize a variety of transition words in writing by using a <i>transition word wall</i> .		<b>VU:</b> Cohesion, clarify
					<b>LFC:</b> Transition words
					<b>LC:</b> Varies of ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Utilize a variety of transition words in writing in L1 and/or draw pictures of transition words.	Utilize a variety of transition words in writing in L1 and/or draw pictures of transition words or use phrases.	Utilize a variety of transition words in writing simple sentences.	Utilize a variety of transition words in writing complex sentences.	Utilize a variety of transition words in writing multiple, complex sentences.
Learning Supports	<a href="#">Word wall</a> (transition words) <a href="#">Bilingual dictionary</a> <a href="#">L1 support</a> Teacher modeling Cloze paragraph <a href="#">Visuals</a>	<a href="#">Word wall</a> (transition words) <a href="#">Bilingual dictionary</a> <a href="#">L1 support</a> Teacher modeling <a href="#">Sentence frames</a> <a href="#">Visuals</a>	<a href="#">Word wall</a> (transition words) <a href="#">Bilingual dictionary</a>	<a href="#">Word wall</a> (transition words)	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 15</b> CCSS: W.7.2d WIDA ELDS: 2 Writing	Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text.		Apply specific language and vocabulary in informative / explanatory texts using <i>multiple resources</i> (i.e. <i>dictionaries, thesaurus, glossaries, checklists</i> ) and <i>peer support</i> .		<b>VU:</b> Precise, inform
					<b>LFC:</b> Adjectives, active verbs
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply specific high frequency language and key, content-based vocabulary in informative/ explanatory texts using L1 and/or single words and drawings or pictures.	Apply specific language and key, content-based vocabulary in informative/ explanatory texts using L1 and//or phrases.	Apply specific language and key, content-based vocabulary in informative/explanatory texts using simple sentences.	Apply specific language and content-based vocabulary in informative/explanatory texts using expanded and some complex sentences.	Apply specific language and precise content-based vocabulary in informative / explanatory texts by using multiple, complex sentences.
Learning Supports	Multiple resources( <i>i.e. dictionaries, thesaurus, <a href="#">glossaries</a>, <a href="#">checklists</a></i> ) <a href="#">Word/picture banks</a> Templates <a href="#">L1 support</a> Cloze paragraph <a href="#">Partner Work</a>	Multiple resources( <i>i.e. dictionaries, thesaurus, <a href="#">glossaries</a>, <a href="#">checklists</a></i> ) <a href="#">Word/picture banks</a> Templates <a href="#">L1 support</a> <a href="#">Sentence frames</a> <a href="#">Partner Work</a>	Multiple resources( <i>i.e. dictionaries, thesaurus, <a href="#">glossaries</a>, <a href="#">checklists</a></i> ) <a href="#">Word bank</a> Templates <a href="#">Partner Work</a>	Multiple resources( <i>i.e. dictionaries, thesaurus, <a href="#">glossaries</a>, <a href="#">checklists</a></i> )	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> CCSS: W.7.2e WIDA ELDS: 2-5 Writing	Establish and maintain a formal style when writing.		<u>Write to apply formal stylistic conventions</u> of standard English grammar and usage <i>using a language reference sheet, peer support and technological resources.</i>		<b>VU:</b> Formal, style
					<b>LFC:</b> Embedded phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply formal stylistic conventions in L1 and/ complete an illustrated cloze report high-frequency words.	Write to apply formal stylistic conventions in L1 and/or complete a lab report using general, content-related vocabulary in phrases.	Write to apply formal stylistic conventions of standard English by using key, content-related vocabulary in simple sentences.	Write to apply formal stylistic conventions of standard English using expanded and some complex sentences.	Write to apply formal stylistic conventions of standard English using multiple, complex sentences.
Learning Supports	Language reference sheet <a href="#">Technological resources</a> Teacher model <a href="#">Partner</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">L1 text</a> and/or <a href="#">support</a>	Language reference sheet <a href="#">Technological resources</a> Teacher model <a href="#">Partner</a> <a href="#">Word/picture wall</a> <a href="#">Sentence frames</a> <a href="#">L1 text</a> and/or <a href="#">support</a>	Language reference sheet <a href="#">Technological resources</a> Teacher model <a href="#">Partner</a> <a href="#">Word wall</a>	Language reference sheet <a href="#">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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 17</b> CCSS: W.7.2.f WIDA ELDS: 2-5 Writing	When writing, provide a concluding statement or section that follows from and supports the information or explanation presented.		Compose a conclusion statement that follows from the information or explanation presented <i>using a story map and L1 support.</i>		<b>VU:</b> Conclusion
					<b>LFC:</b> Various verb forms, transitional phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce single words.	Compose a conclusion statement that follows from the information or explanation presented in L1 and/or produce phrases and short sentences.	Compose a conclusion statement that follows from the information or explanation presented in simple sentences.	Compose a conclusion statement that follows from the information or explanation presented in expanded and some complex sentences.	Compose a clear and coherent conclusion statement that follows from the information or explanation presented using multiple, complex sentences.
Learning Supports	<a href="#">Story map</a> (completed) Template <a href="#">Visuals</a> <a href="#">Word/picture wall</a> <a href="#">L1 Support</a> Teacher modeling	<a href="#">Story map</a> (semi- completed by teacher) Template <a href="#">Visuals</a> <a href="#">Word/picture wall</a> <a href="#">L1 Support</a> Teacher modeling	<a href="#">Story map</a> <a href="#">Word Wall</a> Template	<a href="#">Story map</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> CCSS: W.7.2 WIDA ELDS: 2-5 Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content.		Write explanatory texts to <u>examine</u> a topic through the organization of relevant content <i>using an outline and teacher modeling</i> .		<b>VU:</b> Concepts, relevance
					<b>LFC:</b> Transition words, progression of ideas
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an explanatory text to examine a topic in L1 and/or complete a cloze paragraph using high-frequency, content-related words or pictures and drawings.	Write an explanatory text to examine a topic in L1 and/or complete a paragraph using phrases with formulaic structures that represent key ideas.	Write an explanatory text to examine a topic using simple sentences with repetitive structures that represent multiple, related ideas.	Write explanatory texts to examine a topic with relevant details using complex sentences with a variety of grammatical structures that represent organized ideas.	Write explanatory texts to examine a topic with relevant details using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Outline</a> Templates (completed) <a href="#">Partner Work</a> <a href="#">L1 support</a> Teacher modeling <a href="#">Pictures</a>	<a href="#">Outline</a> Templates (semi-completed) <a href="#">Sentence frames</a> <a href="#">Partner Work</a> <a href="#">L1 support</a> Teacher modeling	<a href="#">Outline</a> Templates <a href="#">Sentence starters</a>	<a href="#">Outline</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> CCSS: W.7.4 WIDA ELDS: 2-5 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Develop and organize writing to show clear and coherent ideas appropriate to task, purpose, and audience <i>using graphic organizers and multiple reference materials.</i>		<b>VU:</b> Audience, task, purpose
					<b>LFC:</b> Tense and aspect
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop and organize clear and coherent writing suitable for task, purpose and audience in L1 and/or use high-frequency, content-related, single words or phrases to complete captions.	Develop and organize clear and coherent writing suitable for task, purpose and audience in L1 and/or use general, content-based vocabulary in phrases.	Develop and organize writing appropriate to task, purpose and audience using key, content-based vocabulary in simple sentences.	Develop and organize writing appropriate to task, purpose and audience using content-based vocabulary, expanded and some complex sentences.	Develop and organize writing to show clear and coherent ideas appropriate to task, purpose and audience using multiple, complex sentences.
Learning Supports	<a href="#">Graphic organizer</a> Multiple reference materials (thesaurus, English & <a href="#">bilingual</a> dictionary, translation) <a href="#">Pictures</a> <a href="#">Word Wall/bank</a> <a href="#">L1 text</a> and/or <a href="#">support</a>	<a href="#">Graphic organizer</a> Multiple reference materials (thesaurus, English & <a href="#">bilingual</a> dictionary) <a href="#">Sentence frames</a> <a href="#">Pictures</a> <a href="#">Word Wall/bank</a> <a href="#">L1 text</a> and/or <a href="#">support</a>	<a href="#">Graphic organizer</a> Multiple reference materials (thesaurus, English & <a href="#">bilingual</a> dictionary, translation) Template <a href="#">Word Wall/bank</a>	<a href="#">Graphic organizer</a> Multiple reference materials (thesaurus, dictionary, translation)	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> CCSS: W.7.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.		Apply the writing process to develop and strengthen writing focused on purpose <i>using checklists for peer editing, multiple resources and graphic organizer.</i>		<b>VU:</b> Brainstorming, editing
					<b>LFC:</b> Agreement, tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the writing process to develop and strengthen writing focused on purpose in L1 and/or use high-frequency, content-related single words to identify revisions for familiar texts.	Apply the writing process to develop and strengthen writing focused on purpose in L1 and/or use general, content-based vocabulary in phrases.	Apply the writing process to develop and strengthen writing focused on purpose using key, content-based vocabulary in simple sentences.	Apply the writing process to develop and strengthen writing focused on purpose using content-based vocabulary in complex sentences.	Apply the writing process to develop and strengthen writing focused on purpose using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic organizer</a> Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word/Picture Wall</a> <a href="#">Visuals/gestures</a> <a href="#">L1 text</a> and/or <a href="#">support</a> <a href="#">Partner</a> /teacher Checklist for editing	<a href="#">Graphic organizer</a> Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word/Picture Wall</a> <a href="#">Sentence frames</a> <a href="#">L1 text</a> and/or <a href="#">support</a> <a href="#">Partner</a> /teacher Checklist for editing	<a href="#">Graphic organizer</a> Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word wall</a> Checklist for editing	<a href="#">Graphic organizer</a> Multiple resources (dictionary, <a href="#">glossary</a> , thesaurus) Checklist for editing	

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## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> CCSS: W.7.6 WIDA ELDS: 2-5 Writing	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.		Utilize online support to produce a collaboratively published work <i>in a group</i> . Create a list of citations using technology (e.g., wikispaces, bibme.org).		<b>VU:</b> Collaborate <hr/> <b>LFC:</b> Agreement, syntax <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Produce and publish a collaborative piece of writing in L1 and/or use high-frequency words.	Produce and publish a collaborative piece of writing in L1 and/or use general, content-based vocabulary in phrases.	Produce and publish a collaborative piece of writing using key, content-based vocabulary in simple sentences.	Produce and publish a collaborative piece of writing using content-based vocabulary in expanded and some complex sentences.
Learning Supports	<a href="#">Small group Technology</a> (Powerpoint) Multiple resources <a href="#">L1 support</a> Cloze sentences Templates Teacher modeling	<a href="#">Small group Technology</a> (Powerpoint) Multiple resources <a href="#">L1 support</a> <a href="#">Sentence frames</a> Templates Teacher modeling	<a href="#">Small group Technology</a> Multiple resources	<a href="#">Small group Technology</a>	<a href="#">Small group Technology</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> CCSS: W.7.9.b WIDA ELDS: 2 Writing Reading	Draw evidence from literary or informational texts to support analysis, reflection, and research.		<u>Identify</u> evidence, in writing, that supports analysis, reflection, and research using <i>a graphic organizer and marking the text</i> .		<b>VU:</b> Evidence, analysis, research
					<b>LFC:</b> Reported speech, citations
					<b>LC:</b> Varies by ELP levels
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	In writing, identify evidence from texts that supports analysis, reflection, and research in L1 and/or by producing single words.	In writing, identify evidence from texts that supports analysis, reflection, and research in L1 and/or by producing phrase and short sentences.	In writing, identify evidence from texts that supports analysis, reflection, and research by producing simple sentences.	In writing, identify evidence from texts that supports analysis, reflection, and research by producing expanded and some complex sentences.	In writing, identify evidence from texts that supports analysis, reflection, and research by producing multiple, complex sentences.
Learning Supports	<a href="#">Graphic organizer</a> (completed) <a href="#">Marking the text</a> <a href="#">L1 support</a> <a href="#">Word/picture bank</a> <a href="#">Online resources</a> Cloze sentences	<a href="#">Graphic organizer</a> (semi-completed) <a href="#">Marking the text</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a> <a href="#">Word/picture bank</a> <a href="#">Online resources</a>	<a href="#">Graphic organizer</a> <a href="#">Marking the text</a> <a href="#">Word bank</a> <a href="#">Online resources</a>	<a href="#">Graphic organizer</a> <a href="#">Marking the text</a> <a href="#">Online resources</a>	<a href="#">Online 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b> CCSS: W.7.9.b WIDA ELDS: 2 Writing	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).		Write to cite evidence from literary nonfiction texts to evaluate the argument <i>using a graphic organizer and marking the text.</i>		<b>VU:</b> Argument, sound reasoning
					<b>LFC:</b> Referential phrases, conjunctions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary texts to evaluate the argument from L1 texts and/or use drawings, pictures or high-frequency, content-related single words.	Write to cite evidence from literary texts to evaluate the argument from L1 texts and/or use general, content-based vocabulary in phrases and short sentences.	Write to cite evidence from adapted literary nonfiction texts to evaluate the argument by using key, content-based vocabulary in simple sentences.	Write to cite evidence from literary nonfiction texts to evaluate the argument using content-based vocabulary in expanded and some complex sentences.	Write clearly and coherently to cite evidence from literary nonfiction, grade-level texts to evaluate the argument using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Graphic organizer</a> (completed) <a href="#">Marking the text</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> Cloze sentences <a href="#">L1 support</a> <a href="#">Leveled text</a>	<a href="#">Graphic organizer</a> (semi- completed by teacher) <a href="#">Marking the text</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">Sentence Frames</a> <a href="#">L1 Support</a> <a href="#">Leveled text</a>	<a href="#">Graphic organizer</a> (semi- completed by teacher) <a href="#">Marking the text</a> Template <a href="#">Word Wall</a>	<a href="#">Graphic organizer</a> <a href="#">Texts within Grades 6-7 complexity level</a>	

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## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 24</b> CCSS: W.7.10 WIDA ELDS: 2 Writing	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 discipline-specific tasks, purposes, and audiences.		<u>Write</u> routinely for specific time frames and for various purposes, tasks and audiences <i>using templates, checklist and rubrics.</i>		<b>VU:</b> Time frame, routinely
					<b>LFC:</b> Verb forms; declarative sentences, compound and complex sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce single words.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce phrases and / or short sentences.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using content-based vocabulary in expanded and some complex sentences.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing clear and coherent writing using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Checklist Rubrics <a href="#">Word wall/bank</a> <a href="#">Visuals/drawings</a> Cloze sentences <a href="#">L1 support</a>	Checklist Rubrics <a href="#">Word wall/bank</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	Checklist Rubrics Templates <a href="#">Word wall/bank</a>	Checklist Rubrics	

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## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 25</b> CCSS: SL.7.1 WIDA ELDS: 1 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		Participate in a variety of collaborative discussion settings using <i>an outline and Cue Cards</i> .		<b>VU:</b> Collaborative, issues, build on <hr/> <b>LFC:</b> Transitional phrases, embedded clauses <hr/> <b>LC:</b> Varies by ELP levels
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Participate in a variety of collaborative discussions using L1 and/or teacher- led discussion in English using single words.	Participate in a variety of collaborative discussions in L1 and/or teacher-led discussions in English in phrases and short sentences.	Participate in a variety of collaborative discussion using simple sentences.	Participate in a variety of collaborative discussion settings using expanded and some complex sentences.	Participate in a variety of collaborative discussion settings using multiple, complex sentences.
Learning Supports	<a href="#">Outline</a> Notes in L1 & English <a href="#">Cue cards</a> Multiple reference materials (thesaurus, English, & <a href="#">bilingual dictionary</a> ) <a href="#">Pictures/Photographs</a> <a href="#">Word wall/bank</a> <a href="#">L1 support</a>	<a href="#">Outline</a> Notes in L1 & English <a href="#">Cue cards</a> Multiple reference materials (thesaurus, English & <a href="#">bilingual dictionary</a> ) <a href="#">Sentence frames</a> <a href="#">Pictures/Photographs</a> <a href="#">Word wall/bank</a> <a href="#">L1 support</a>	<a href="#">Outline</a> Notes <a href="#">Cue cards</a> Multiple reference materials (thesaurus, English & <a href="#">bilingual dictionary</a> ) <a href="#">Word wall/bank</a>	<a href="#">Outline</a> Notes <a href="#">Cue cards</a> Multiple reference materials (thesaurus, dictionary)	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective	Language Needed	
<b>SLO: 26</b> CCSS: SL.7.1.a WIDA ELDS: 2-5 Speaking Listening Reading	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<u>Speak and listen to share ideas</u> on a synthesis of research materials relevant to the discussion <i>using Cornell Notes and peer support.</i>	<b>VU:</b> Probe, reflect	
	<i>Note: When CCSS is SL (Speaking and Listening), 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> Embedded clauses	
				<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to a discussion to further probe and reflect on a previously researched topic in L1 and/or use visuals, single word responses or yes/no to choice questions.	Speak and listen to a discussion to further probe and reflect on a previously researched topic in L1 and/or use formulaic sentence patterns.	Speak and listen to share ideas and probe or reflect on a previously researched topic using key, content-based vocabulary in simple sentences.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using content-based vocabulary in expanded and some complex sentences..	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Completed Cornell notes <a href="#">Peer support (partner / small group)</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">Choice questions</a> <a href="#">L1 support</a>	Completed Cornell notes <a href="#">Peer support (partner / small group)</a> <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	Cornell notes (semi-completed) <a href="#">Word wall</a> <a href="#">Peer support (partner / small group)</a>	Cornell notes <a href="#">Peer support (partner / small group)</a>	Cornell 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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 27</b> CCSS: SL.7.1.b WIDA ELDS: 1 Speaking Listening	When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<u>Speak and listen to peers</u> by following guidelines for collaborative discussions: choosing student roles and setting goals through negotiated agreement <i>using a reference sheet of specific discussion rules.</i>		<b>VU:</b> Track progress, define roles <b>LFC:</b> Referential phrases and embedded clauses <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Speak and listen to by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement in L1 and/or use pictures, gestures or high-frequency, content-related single words.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement in L1 and/or use general, content-based vocabulary in phrases and short sentences.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement using key, content-based vocabulary in simple sentences.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement using content-based vocabulary in expanded and complex sentences.
Learning Supports	Reference sheet of specific discussion rules Role play Template <a href="#">Word/picture wall</a> <a href="#">L1 support</a> Cloze sentences	Reference sheet of specific discussion rules Role play Template <a href="#">Word/picture wall</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a>	Reference sheet of specific discussion rules Role play Template <a href="#">Word wall</a>	Reference sheet of specific discussion rules Role play Template	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 28</b> CCSS: SL.7.1.c WIDA ELDS: 2-5 Speaking Listening	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		<u>Pose and respond</u> to questions in order to clarify, respond, and probe a topic <i>using sentence frames, graphic organizers, and L1 support</i>		<b>VU:</b> Clarify, pose, probe
					<b>LFC:</b> Polite questions, (register)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or from leveled texts by answering choice questions.	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or from leveled texts by using general, content-based vocabulary in phrases and /or short sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic from adapted texts by using key, content-based vocabulary in simple sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic from a text within grades 7-8 complexity- level using content-based vocabulary in expanded and complex sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic from grade level texts using precise, content-based vocabulary in multiple, complex sentence.s.
Learning Supports	<a href="#">Graphic organizer</a> (completed) Personal dictionary <a href="#">Word/picture wall</a> <a href="#">Visuals/gestures</a> <a href="#">Choice questions</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> (completed) Personal dictionary <a href="#">Bilingual dictionary</a> <a href="#">Word/picture wall</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> (semi- completed) Personal dictionary <a href="#">Bilingual dictionary</a> <a href="#">Word wall</a>	<a href="#">Graphic organizer</a>	<a href="#">Graphic organizer</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 29</b> CCSS: SL.7.1.d WIDA ELDS: 1-5 Speaking Listening	When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.		<u>Speak and listen</u> to evaluate evidence presented <i>using a speaking rubric / checklist or L1 support.</i>		<b>VU:</b> Modify, evaluate
					<b>LFC:</b> Pragmatic expressions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate evidence presented in L1 and/or by using single words.	Speak and listen to evaluate evidence presented in L1 and/or by using phrases and/or short sentences.	Speak and listen to evaluate evidence presented using simple sentences.	Speak and listen to evaluate evidence presented using expanded and some complex sentences.	Speak and listen to evaluate evidence presented using multiple, complex sentences.
Learning Supports	Speaking rubric Checklist (memorized single word expressions) Word/picture wall <a href="#">Bilingual dictionary</a> <a href="#">Visuals/ gestures</a> <a href="#">Choice questions</a> <a href="#">L1 support</a>	Speaking rubric Checklist <a href="#">Word/Picture Wall</a> <a href="#">Bilingual dictionary</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Speaking rubric Checklist <a href="#">Word wall</a> <a href="#">Bilingual dictionary</a>	Speaking rubric Checklist	Speaking rubric Checklist

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 30</b> CCSS: SL.7.2 WIDA ELDS: 2 Speaking Listening	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally).		<u>Listen to information and analyze</u> the main idea and details <i>using notes and an outline.</i>		<b>VU:</b> Media, formats
					<b>LFC:</b> Concise sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and analyze the main idea and details in L1 and/or using single words.	Listen to presentation of grade level information and analyze the main idea and details in L1 and/or use phrases and short sentences.	Listen to presentation of adapted grade level information and analyze the main idea and details producing simple sentences.	Listen to presentation of grade level information and analyze the main idea and details by producing expanded and some complex sentences.	Listen to presentation of grade level information and analyze the main idea and details using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	<a href="#">Outline</a> (completed) Notes <a href="#">Word/picture bank</a> <a href="#">L1 support</a> Cloze sentences <a href="#">Pictures/Visuals</a>	<a href="#">Outline</a> (partially completed) Notes <a href="#">Word/picture bank</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a> <a href="#">Pictures/Visuals</a>	<a href="#">Outline</a> (partially completed) Notes <a href="#">Word bank</a>	<a href="#">Outline</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 31</b> CCSS: SL.7.2 WIDA ELDS: 2 Speaking	Explain how the ideas clarify a topic, text, or issue under study.		<u>Explain</u> how ideas clarify a topic <i>using notes, teacher modeling and peer support.</i>		<b>VU:</b> Clarify, under study
					<b>LFC:</b> Embedded clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how ideas clarify a topic in L1 and/or using pictures, drawings, gestures or high-frequency, content-based single words.	Explain how ideas clarify a topic in L1 and/or using pictures or general, content-based vocabulary in phrases.	Explain how ideas clarify a topic using key, content-based vocabulary in simple sentences.	Explain how ideas clarify a topic using content-based vocabulary in expanded and some complex sentences.	Explain how ideas clarify a topic using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Notes Teacher modeling <a href="#">Partner Work</a> <a href="#">Word/picture wall</a> <a href="#">L1 support</a> <a href="#">Pictures</a> <a href="#">Gestures</a>	Notes Teacher modeling <a href="#">Partner Work</a> <a href="#">Word/picture wall</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a> <a href="#">Pictures</a>	Notes Teacher modeling <a href="#">Partner Work</a> <a href="#">Word wall</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 32</b> CCSS: SL.7.6; L.7.3 WIDA ELDS: 2 Speaking	Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		<u>Adapt speech</u> to a variety of contexts by choosing concise language using <i>a speaking rubric specific to task</i> .		<b>VU:</b> Adapt, wordiness, redundancy
					<b>LFC:</b> Concise sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech by choosing concise language in L1 and/or produce single, spoken words.	Adapt speech by choosing concise language in L1 and/or produce spoken phrases and short sentences.	Adapt speech by choosing concise language using key, content-based vocabulary in simple sentences.	Adapt speech by choosing concise language using content-based vocabulary in expanded and some complex structures.	Adapt speech by choosing concise language using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Rubrics specific to task Reference Sheet <a href="#">Word/Picture Wall</a> <a href="#">Visuals/gestures</a> Cloze Sentence <a href="#">L1 support</a>	Rubrics specific to task Reference Sheet <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	Rubrics specific to task Reference Sheet <a href="#">Word wall</a>	Rubrics specific to task	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 33</b> CCSS: L.7.1.a WIDA ELDS: 2 Speaking Reading	Explain the function of phrases and clauses in general and their function in specific sentences.		Explain the function of phrases and clauses <i>using a language reference sheet and word wall.</i>		<b>VU:</b> Function, clauses
					<b>LFC:</b> Sentences with clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Re-state the function of phrases and clauses by matching phrase citations with functions.	State the function of phrases and clauses by matching phrases or short sentences with functions.	Explain the function of phrases and clauses using key, content-based vocabulary in simple sentence.s.	Explain the function of phrases and clauses using content-based vocabulary in expanded and some complex sentences.	Explain the function of phrases and clauses using precise, content-based vocabulary in multiple, complex sentences with varying grammatical structures.
Learning Supports	Language reference sheet <a href="#">Word/picture wall</a> Teacher modeling <a href="#">L1 support</a> Phrase citations <a href="#">Pictures/gestures</a>	Language reference sheet <a href="#">Word/picture wall</a> Teacher modeling <a href="#">L1 support</a> Phrase citations	Language reference sheet <a href="#">Word wall</a> Teacher modeling	Language reference sheet	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 34</b> CCSS: L.7.1.b WIDA ELDS: 2 Reading Speaking Writing	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		Express ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas <i>using sentence frames and graphic organizers.</i>		<b>VU:</b> Compound, complex
					<b>LFC:</b> Compound and complex sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple phrases in English to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple sentences in English to signal differing relationships among ideas.	Express ideas using simple and compound sentences to signal differing relationships among ideas using key, content-based, grade-level vocabulary.	Express ideas using simple, compound, and complex sentences to signal differing relationships among ideas using content-based, grade-level vocabulary.	Express ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas using precise, content-based grade level vocabulary.
Learning Supports	<a href="#">Graphic organizer</a> <a href="#">Sentence frames</a> <a href="#">Pictures</a> <a href="#">Gestures</a> <a href="#">Word/picture bank</a> <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> <a href="#">Sentence frames</a> <a href="#">Word/picture bank</a> Sentence tree <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> <a href="#">Word bank</a> <a href="#">Sentence starter</a>	<a href="#">Graphic organizer</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 35</b> CCSS: L.7.2.a WIDA ELDS: 2 Writing	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).		Write to demonstrate the command of the proper punctuation conventions of standard English <i>using a reference sheet of the correct usage.</i>  <i>Note: Punctuation marks differ across languages. This is an opportunity to compare and contrast usage.</i>		<b>VU:</b> Punctuation, coordinate adjectives
					<b>LFC:</b> Sentences with coordinate adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper punctuation conventions of standard English with high-frequency, content-based, leveled vocabulary in phrases.	Write using the proper punctuation conventions of standard English with key, content-based leveled vocabulary and short sentences.	Write using the proper punctuation conventions of standard English with key, content-based grade 6-7 level vocabulary and simple sentence structure.	Write using the proper punctuation conventions of standard English with content-based grades 6-7 level vocabulary and language structures.	Write using the proper punctuation conventions of standard English with content-based, grade-level vocabulary and language structures.
Learning Supports	Reference materials (print and digital, bilingual and English) Teacher created mechanics chart <a href="#">L1 support</a> /comparison	Reference materials (print and digital, bilingual and English) Teacher created mechanics chart <a href="#">L1 support</a> /comparison	Reference materials (print and digital, bilingual and English) Teacher created mechanics chart	Reference materials (print and digital) Teacher created mechanics chart	Reference materials (print and digital)

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 36</b> CCSS: L.7.2.b WIDA ELDS: 2 Writing	Demonstrate command of the conventions of standard English to spell correctly.		<u>Write</u> to demonstrate command of standard English spelling in all content areas <i>using reference materials.</i> (i.e. word bank, reference sheet, bilingual and English dictionary)		<b>VU:</b> Conventions of spelling
					<b>LFC:</b> Spelling rules and patterns
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to demonstrate command of English spelling conventions for high-frequency words.	Write to demonstrate command of English spelling conventions for general, content-based vocabulary.	Write to demonstrate command of English spelling conventions for key, grades 6-7 content-based vocabulary.	Write to demonstrate command of English spelling conventions for grades 6-7 content-based vocabulary.	Write to demonstrate command of English spelling conventions for content-based grade-level vocabulary.
Learning Supports	Reference materials (print and digital; bilingual and English) Reference sheet with spelling patterns <a href="#">Word/picture bank</a> <a href="#">Picture dictionary</a> Personal dictionary <a href="#">L1 support</a>	Reference materials (print and digital; bilingual and English) Reference sheet with spelling patterns <a href="#">Word/picture bank</a> <a href="#">Picture dictionary</a> Personal dictionary <a href="#">L1 support</a>	Reference materials (print and digital; bilingual and English) <a href="#">Word bank</a> Reference sheet with spelling patterns	Reference materials (print and digital) Reference sheet with spelling patterns	Reference materials (print and digital)

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 37</b> CCSS: L.7.4.a WIDA ELDS: 2 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		Identify and define unknown and multiple meaning words and phrases through context clues <i>using a checklist</i> .		<b>VU:</b> Context clue
					<b>LFC:</b> Sentences with multiple meaning words and context clues
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define unknown and multiple-meaning high-frequency words and phrases within leveled texts by matching teacher selected words and basic meanings.	Identify and define unknown and multiple-meaning words and phrases within leveled content texts by matching common and key, content-based words and phrases to definitions.	Identify and define unknown and multiple-meaning words and phrases within the context of adapted grades 6-7 texts by using sentence and paragraph level context clues.	Identify and define unknown and multiple-meaning words and phrases in texts within the grades 6-7 text level band by applying sentence and paragraph level context clues.	Identify and define unknown and multiple-meaning words and phrases in grade 7 texts by using sentence and paragraph level context clues.
Learning Supports	<a href="#">Technology</a> support Dictionaries Checklist Teacher selected words and phrases <a href="#">Pictures/gestures</a> <a href="#">L1 support</a> <a href="#">Cognates</a>	<a href="#">Technology</a> support Dictionaries Checklist Teacher selected words and phrases <a href="#">Pictures</a> <a href="#">L1 support</a> <a href="#">Cognates</a>	<a href="#">Technology</a> support Dictionaries Checklist	<a href="#">Technology</a> support Dictionaries Checklist	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 38</b> CCSS: L.7.4.b WIDA ELDS: 2 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies		Identify and define unknown and multiple meaning words and phrases through a range of strategies <i>using a checklist (cognates, morphology, context, illustrations).</i>		<b>VU:</b> Vocabulary strategies
					<b>LFC:</b> Sentences with unknown words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define unknown and multiple-meaning high-frequency words and phrases within leveled texts by matching teacher selected words and basic meanings.	Identify and define unknown and multiple-meaning words and phrases within leveled content texts by matching common and key, content-based words and phrases to definitions.	Identify and define unknown and multiple-meaning words and phrases within the context of adapted grades 6-7 texts by using a range of vocabulary strategies.	Identify and define unknown and multiple-meaning words and phrases in texts within the grades 6-7 text level band by using a range of vocabulary strategies.	Identify and define unknown and multiple-meaning words and phrases in grade 7 texts by using a range of vocabulary strategies.
Learning Supports	<a href="#">Technology</a> support Dictionaries Checklist Teacher selected words and phrases <a href="#">Pictures/gestures</a> <a href="#">L1 support</a> <a href="#">Cognates</a>	<a href="#">Technology</a> support Dictionaries Checklist Teacher selected words and phrases <a href="#">Pictures</a> <a href="#">L1 support</a> <a href="#">Cognates</a>	<a href="#">Technology</a> support Dictionaries Checklist	<a href="#">Technology</a> support Dictionaries Checklist	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 39</b> CCSS: L.7.4.b WIDA ELDS: Reading Speaking Writing	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		Identify and/or clarify the meaning of unknown and multiple meaning words and phrases through Greek or Latin affixes and roots <i>using cognates and reference material</i> .		<b>VU:</b> Affixes, roots <hr/> <b>LFC:</b> Definition genre <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on leveled content texts, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based in leveled content texts, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based in adapted grades 6-7 content texts, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based in grades 6-7 content texts; using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.
Learning Supports	Chart of roots and affixes <a href="#">Cognates</a> <a href="#">Word/picture wall</a> Teacher selected words <a href="#">Pictures</a> <a href="#">L1 support</a>	Chart of roots and affixes <a href="#">Cognates</a> <a href="#">Word/picture wall</a> Teacher selected words <a href="#">Pictures</a> <a href="#">L1 support</a>	Chart of roots and affixes <a href="#">Cognates</a> <a href="#">Word wall</a>	Chart of roots and affixes <a href="#">Cognates</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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering in the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 40</b> CCSS: L.7.4.c.d WIDA ELDS: 2 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase.		<u>Identify, define and practice</u> the meaning, pronunciation, and part of speech of unknown and multiple-meaning words <i>using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).</i>		<b>VU:</b> Glossary, thesaurus, digital print, on-line support
					<b>LFC:</b> Definition genre
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define the meaning of unknown and multiple-meaning, teacher selected words and parts of speech using a variety of reference materials and computer software.	Identify and define the meaning of unknown and multiple-meaning, teacher selected words, phrases, and parts of speech using a variety of reference materials and computer software.	Identify and define the meaning of unknown and multiple-meaning, key, content-based words, phrases and parts of speech using a variety of reference materials and computer software.	Identify and define the meaning of unknown and multiple-meaning words, phrases and parts of speech using a variety of reference materials and computer software.	Identify and define the meaning of unknown and multiple-meaning words, phrases and parts of speech using a variety of reference materials and computer software.
Learning Supports	<a href="#">Technology</a> (pronunciation and record) <a href="#">Word/picture wall</a> Reference materials (print, digital, bilingual, English, <a href="#">glossary</a> , thesaurus) Teacher selected words	<a href="#">Technology</a> (pronunciation and record) <a href="#">Word/picture wall</a> Reference materials (print, digital, bilingual, English, <a href="#">glossary</a> , thesaurus) Teacher selected phrases	<a href="#">Technology</a> (pronunciation and record) <a href="#">Word wall</a> Reference materials (print, digital, bilingual, English, <a href="#">glossary</a> , thesaurus)	<a href="#">Technology</a> (pronunciation and record) Reference materials (print, digital, <a href="#">glossary</a> , thesaurus)	Reference materials (print, digital, <a href="#">glossary</a> , thesaurus)

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 41</b> CCSS: L.7.6 WIDA ELDS: 2 Reading Speaking Listening Writing	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		Acquire and accurately <u>use</u> the appropriate academic and domain-specific words and phrases for comprehension and production <i>using specialized reference material.</i>		<b>VU:</b> Academic word list <hr/> <b>LFC:</b> Subject-verb agreement <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1; and/or use pictures with matching single, high-frequency, content-related vocabulary words.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases.	Acquire and accurately use general academic and domain-specific words and phrases from adapted text using simple sentences.	Acquire and accurately use academic and domain-specific words and phrases from grades 6-7 text level band. Use complex sentences.
Learning Supports	Reference materials (print, digital, bilingual, English, <a href="#">glossary</a> , thesaurus) <a href="#">Word/picture wall</a> <a href="#">L1 support</a> Cloze sentences <a href="#">Pictures</a>	Reference materials (print, digital, bilingual, English, <a href="#">glossary</a> , thesaurus) <a href="#">Word/picture wall</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a> <a href="#">Pictures</a>	Reference materials (print, digital, bilingual, English, <a href="#">glossary</a> , thesaurus) <a href="#">Word wall</a>	Reference materials (print, digital, <a href="#">glossary</a> , thesaurus)	

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

## ELA – Grade 7 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 42</b> CCSS: L.7.6 WIDA ELDS: 2 Reading Speaking Listening Writing	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<i>Use reference materials</i> to choose a precise word when speaking or writing and to understand text when listening or speaking.		<b>VU:</b> Reference
					<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	Use reference materials to choose a precise word when speaking or writing and to understand text, when listening or reading in L1 and/or in leveled text in English.	Use reference materials to choose a precise word when speaking or writing and to understand text, when listening or reading in L1 and/or in leveled text in English.	Use reference materials to choose a precise word when speaking or writing and to understand adapted text, when listening or reading.	Use reference materials to choose a precise word when speaking or writing and to understand text within grades 6-7 complexity band, when listening or reading.	Use reference materials to choose a precise word when speaking or writing and to understand grade level text when listening or reading.
Learning Supports	Reference materials (bilingual) Personal dictionary <a href="#">L1 support</a>	Reference materials (bilingual) Personal dictionary <a href="#">L1 support</a>	Reference materials (bilingual) Personal dictionary	Reference materials	Reference materials

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