

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RI.7.1 WIDA ELDS: 2-5 Reading Speaking	Cite several pieces of textual evidence to support analysis of what the text says explicitly using 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>		<u>Read to cite explicit</u> textual evidence to support analysis of an informational text using visually supported text, Graphic Organizers , and Sentence Citations .		VU: Cite, Textual evidence, quote
					LFC: Quoted/reported speech
					LC: Varies by ELP level
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 (grade 6-7 complexity level) to cite explicit textual evidence.	Read to cite explicit textual evidence from grade-level, informational text.
Learning Supports	Graphic Organizers L1 support Phrase Citations Visually supported text Captions	Graphic Organizers L1 support Sentence Citations Visuals	Graphic Organizers Word Bank	Graphic Organizers	Graphic Organizers

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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RI.7.1 WIDA ELDS: 2-5 Reading Speaking	Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		Read to cite implicit textual evidence to support analysis of informational text <i>using visually supported text and Graphic Organizers</i>		VU: Inference, conclusion, judgment
					LFC: Language of citation (for example, according to, the author explains)
					LC: 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 leveled texts 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	Graphic Organizers Phrase Citations L1 support Word/Picture Wall Visually supported text Captions	Graphic Organizers Sentence Citations L1 support Word/Picture Wall	Graphic Organizers Template	Graphic Organizers	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RI.7.2 WIDA ELDS: 2-5 Reading Speaking Writing	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		<u>Read to identify</u> the main idea of an informational text <i>using a main idea/detail flow chart in a Small group/ triads</i> <u>to summarize</u> important points in a written summary.		VU: Main idea, detail, support, development, paraphrase <hr/> LFC: Reporting verbs (states, exclaims, outlines, classifies...)
	<hr/> LC: 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 using Pictures and Photographs and high-frequency words.	Read an informational text and summarize in L1 and/or use basic, grade-level vocabulary in text phrases or short sentences.	Read an adapted informational text and summarize using simple, related sentences.	Read and summarize in writing from an informational text (grades 6-7 complexity level) using expanded and some complex sentences.	Read and summarize in writing a grade-level, informational using a series of complex sentences.
Learning Supports	Flow chart L1 support Cloze paragraph Pictures and Photographs	Flow Chart L1 support Sentence Frame	Flow chart Sentence Starter	Flow chart	

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SLO: 4 CCSS: RI.7.3 WIDA ELDS: 2-5 Reading Speaking	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).		Read an informational text and analyze the interactions between individuals, events, and ideas using a <i>T-chart</i> and Language Ladders .		VU: Interaction
					LFC: Sentences using comparative phrases
					LC: 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 read or listen to a leveled text and analyze using drawings.	Read an informational text and analyze the interactions between individuals, events, and ideas in L1 and/or read a leveled text and analyze using Pictures and Photographs and phrases and short sentences	Read an adapted informational text and analyze the interactions between individuals, events, and ideas using multiple, simple, related sentences.	Read an informational text (grades 6-7 text complexity level) and analyze the interactions between individuals, events, and ideas using expanded and some complex sentences.	Read an informational text using a Graphic Organizers and analyze the interactions between individuals, events, and ideas using multiple, complex sentences.
Learning Supports	T-chart L1 support Visually supported text Language Ladders Word Bank	T-chart L1 support Sentence Frame Language Ladders Word Bank	T-chart Language Ladders Word Bank	T-chart Language Ladders	T-chart

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RI.7.4 WIDA 2-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		Read an informational text to <u>determine</u> the meaning of words and phrases as they are used in a text <i>using reference materials, strategies and L1 support</i> .		VU: Figurative, connotative, technical
					LFC: Idiomatic expressions
					LC: 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 high-frequency to visual representations.	Read and determine the meanings of words and phrases from an informational text in L1 and/or match key, grade-level phrases from a leveled text to visual representations.	Read and determine the meanings of words and phrases from an adapted informational text using simple, related sentences.	Read and determine the meanings of words and phrases from informational text within the grades 6-7 complexity level using expanded and some complex sentences.	Read and determine the meanings of words and phrases in a grade-level, informational text using multiple, complex sentences.
Learning Supports	Reference materials Cognates Vocabulary Strategies L1 support Visually supported text	Reference materials Cognates Vocabulary Strategies L1 support Visually supported text	Reference materials Cognates Vocabulary Strategies	Reference materials	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.7.4 WIDA 2-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a 7 th grade text and analyze the impact of a specific word choice on meaning and tone.		Read and analyze the impact of word choices on meaning and tone using <i>online support and dramatization of words and phrases with a Partner work</i> .		VU: Tone, attitude, voice
					LFC: Cognates
					LC: 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 high-frequency words with Pictures and Photographs and dramatization of tone and/or meaning in English.	Read and analyze the impact of word choices on meaning and tone in L1 and/or choose the basic, phrases to match the picture or dramatization of tone and/or meaning in English.	Read and analyze the impact of selected, grade-level, word choices on meaning and tone using simple sentences.	Read and analyze the impact of key, grade-level word choices on meaning and tone in informational text 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 L1 support Partner work Word/Picture Wall Visuals/Gestures L1 support	Dramatizations L1 support Partner work Word/Picture Wall Visuals L1 support	Dramatizations Partner work Word Wall	Dramatizations Partner work	Dramatizations

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.7.5 WIDA: 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.		Read 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.		VU: Structure, organization
					LFC: Signal, transition words
					LC: 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 and Photographs 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 used to organize a text and explain the structure and a Graphic Organizers using simple sentences.	Read an informational text (grades 6-7 text complexity level) to analyze the structure used to organize a text, and explain the structure using key, grade-level vocabulary in expanded and some complex sentences.	Read an informational text and analyze the structure used to organize a text and explain the structure using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	L1 support Visually supported text Outline (completed) Word Bank Cloze sentences	L1 support Visually supported text Outline (semi-completed) Word Bank Sentence Frame	Outline Word Bank	Outline	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RI.7.6 WIDA: 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, Think Alouds and Graphic Organizers</i>		VU: Purpose, point-of-view
					LFC: Phrases that distinguish point of view
					LC: 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.	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	L1 support Think Alouds Leveled text Visually supported text Graphic Organizers Cloze sentences Word Bank	L1 support Think Alouds Visually supported text Graphic Organizers Sentence Frame Word Bank	Think Alouds Graphic Organizers Word Bank	Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RI.7.8 WIDA: 2-5 Reading Speaking	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.		Read an informational text and <u>follow, evaluate, and assess</u> the argument presented <i>using</i> Teacher Modeling , Graphic Organizers and <i>working in a group</i> .		VU: Argument, evaluate, assess
					LFC: Expressing opinion, making judgments
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and follow, evaluate, and assess the argument presented in L1 and/or listen to and/or read a leveled text and add high-frequency words to a partially completed Graphic Organizers .	Read an informational text and follow, evaluate, and assess the argument presented in L1 and/or listen to and/or read a leveled text and circle examples of argument and complete a chart using basic vocabulary in key phrases.	Read an adapted informational text and follow, evaluate, and assess the argument presented by circling examples of argument and explaining using a series of simple, related sentences.	Read an informational text within grade 6-7 complexity band and follow, evaluate, and assess the argument presented by using expanded and some complex sentences.	Read an informational text to follow, evaluate, and assess the argument presented in multiple, complex sentences.
Learning Supports	L1 support Partner work Teacher Modeling Graphic Organizers Word Bank Pictures and Photographs Gestures	L1 support Partner work Teacher Modeling Graphic Organizers Word Bank Sentence Starter	Teacher Modeling Graphic Organizers Small group/ triads Word Bank	Graphic Organizers Small group/ triads	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: W.7.1a. WIDA: 2-5 Writing	When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims.		Develop writing of argumentative text that includes introductions, supporting evidence, and reasons while also addressing opposing claims using Graphic Organizers in a group and Marking the Text .		VU: Arguments, claims
					LFC: Giving support or opposing claims
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop writing of argumentative text that includes supporting evidence in L1 and/or use drawings and high-frequency single words in phrases.	Develop writing of argumentative text that includes supporting evidence in L1 and/or use diagrams or drawings phrases and short sentences.	Develop writing of argumentative text that includes supporting evidence and acknowledgement of opposing claims using a series of simple, related sentences.	Develop writing of argumentative text that includes supporting evidence and acknowledgement of opposing claims using expanded and some complex sentences in a multi-paragraph essay.	Develop writing of argumentative text that includes introductions, supporting evidence, and reasons while also addressing opposing claims a series of paragraphs with multiple, complex sentences.
Learning Supports	Graphic Organizers Marking the Text Pictures and Photographs Word Bank L1 text and/or support Cloze Sentences	Graphic Organizers Marking the Text Pictures and Photographs Word Bank L1 text and/or support Sentence Frame	Graphic Organizers Marking the Text Word Bank	Graphic Organizers Marking the Text	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: W.7.1a. WIDA ELDS: 2 Writing	Organize reasons and evidence logically when writing arguments.		Organize writing by ordering evidence according to importance <i>using a Graphic Organizers in a group.</i>		VU: Organize, evidence, logic
					LFC: Transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize writing of argumentative text by ordering reasons for arguments in L1 and/or draw or use Pictures and Photographs associated single words or phrases that represent arguments.	Organize writing of argumentative text by ordering reasons for arguments according to importance in L1 and/or by listing reasons in phrases or short sentences.	Organize writing of argumentative text by ordering reasons for arguments according to importance in a series of simple, related sentences.	Organize writing of argumentative text by ordering reasons for arguments according to importance in expanded sentences.	Organize writing of argumentative text by ordering evidence according to importance in multiple, complex sentences.
Learning Supports	Graphic Organizers Specialized Reference Materials Pictures and Photographs Word/picturebank L1 text and/or support Drawings	Graphic Organizers Specialized Reference Materials Pictures and Photographs Word/picture bank L1 text and/or support Sentence Frame	Graphic Organizers Specialized Reference Materials Word Bank	Graphic Organizers Specialized Reference Materials	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: W.7.1b. WIDA ELDS: 2 – 5 Writing	When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		Develop writing of argumentative text that includes supporting evidence and logical reasons from credible sources <i>using a Mentor Texts, multiple reference materials and a Graphic Organizers in a group.</i>		VU: Claims, relevant, accurate
					LFC: Transitional words to cite evidence
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using L1 and/or use illustrations to match claims to evidence and list sources using high-frequency, grade-level vocabulary in memorized phrases.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using L1 and/or identify three logical reasons and match supporting claims with evidence using basic, grade-level vocabulary in phrases and short sentences.	Develop writing of argumentative text that includes 3-5 logical reasons with supporting evidence from credible sources using key, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using key, grade-level vocabulary in a series of expanded sentences of emerging complexity of grammatical structures.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using precise, grade-level vocabulary in a series of complex sentences of varying lengths and grammatical structures.
Learning Supports	Graphic Organizers Specialized Reference Materials Pictures and Photographs Word Bank L1 text and/or support Mentor Texts	Graphic Organizers Specialized Reference Materials Pictures and Photographs Word Bank L1 text and/or support Mentor Texts	Graphic Organizers Specialized Reference Materials Mentor Texts Word Bank	Graphic Organizers Specialized Reference Materials Mentor Texts	Mentor Texts Graphic Organizers

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SLO: 13 CCSS: W.7.1c. WIDA ELDS: 2 Writing	When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		Develop writing of argumentative text that includes transitional words and phrases to clarify relationships <i>using reference lists of transitional terms in a group.</i>		VU: Phrases, clauses, cohesion
					LFC: Transitional words to create cohesion and clarify relationships
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships in L1 and/or use high-frequency transitional words in phrases.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships in L1 and/or use key, grade-level vocabulary in transitional phrases.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships using a series of simple, related sentences.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships using a series of expanded sentences with emerging complexity.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships using a series of complex sentences with a variety of sentence lengths.
Learning Supports	Specialized Reference Materials Pictures and Photographs Word Bank L1 text and/or support Phrase bank (Word Bank)	Specialized Reference Materials Pictures and Photographs Word Bank Phrase bank (Word Bank) L1 text and/or support Sentence Frame	Specialized Reference Materials Word Bank Phrase bank (Word Bank)	Specialized Reference Materials	

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SLO: 14 CCSS: W.7.1d. WIDA ELDS: 2 Writing	When writing arguments, establish and maintain a formal style.		Write to apply formal stylistic conventions, specific to argumentative text, of standard English grammar and usage using a language Reference Sheet and Graphic Organizers in a group.		VU: specific verb list: agree, dispute, conclude, infer, discuss, present, claim, distinguish, confirm, deny
					LFC: Conventions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply formal stylistic conventions, specific to argumentative text, using L1 and/or high-frequency, grade-level single words in phrases and memorized patterns.	Write to apply formal stylistic conventions, specific to argumentative text, using L1 and/or key, grade-level vocabulary in phrases and short sentences.	Write to apply formal stylistic conventions, specific to argumentative text, of standard English grammar and usage using key, grade-level vocabulary in multiple, simple, related sentences.	Write to apply formal stylistic conventions, specific to argumentative text, of standard English grammar and usage using key, grade-level vocabulary in multiple, expanded sentences.	Write to apply formal stylistic conventions, specific to argumentative text, of standard English grammar and usage using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Specialized Reference Materials Pictures and Photographs Word/Picture Wall of specific verbs L1 text and/or support Graphic Organizers Cloze sentences	Specialized Reference Materials Pictures and Photographs Word/Picture Wall of specific verbs L1 text and/or support Graphic Organizers Sentence Frame	Specialized Reference Materials Graphic Organizers Word Wall of specific verbs Cloze paragraph	Specialized Reference Materials Graphic Organizers Word Wall of specific verbs	Graphic Organizers Word Wall of specific verbs

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SLO: 15 CCSS: W.7.1e. WIDA ELDS: 2 Writing	When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.		Compose a conclusion statement that follows from the information presented that effectively supports the argument within the text <i>using</i> Specialized Reference Materials and a Graphic Organizers with a group.		VU: Conclusion
					LFC: Concluding terms: finally, therefore, in sum
					LC: 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 presented that effectively supports the argument within the text using L1 and/or using high-frequency, grade-level single words in phrases and memorized patterns with illustrations.	Compose a conclusion statement that follows from the information presented that effectively supports the argument within the text using L1 and/or using key, grade-level vocabulary in phrases and short sentences.	Compose a conclusion statement that follows from the information presented that effectively supports the argument within the text using key, grade-level vocabulary in multiple, simple, related sentences.	Compose a conclusion statement that follows from the information presented that effectively supports the argument within the text using key, grade-level vocabulary in multiple, expanded and some complex sentences.	Compose a conclusion statement that follows from the information presented that effectively supports the argument within the text using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Specialized Reference Materials Pictures and Photographs Word/Picture Wall L1 text and/or support Graphic Organizers Cloze sentences	Specialized Reference Materials Pictures and Photographs Word/Picture Wall L1 text and/or support Graphic Organizers Sentence Frame	Specialized Reference Materials Graphic Organizers	Specialized Reference Materials Graphic Organizers	Graphic Organizers

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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 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</i> Teacher Modeling , Graphic Organizers and <i>multiple reference materials</i> .		VU: Audience, task, purpose <hr/> LFC: Specific verbs, transitional words <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Develop and organize clear and coherent writing suitable for task, purpose and audience in L1 and/or use high-frequency words or phrases to complete captions.	Develop and organize clear and coherent writing suitable for task, purpose and audience in L1 and/or use phrases and short sentences.	Develop and organize writing appropriate to task, purpose and audience in a series of simple, related sentences.	Develop and organize writing appropriate to task, purpose and audience in 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	Graphic Organizers Specialized Reference Materials Pictures and Photographs Word/Picture Wall L1 text and/or support Teacher Modeling	Graphic Organizers Specialized Reference Materials Sentence Frame Pictures and Photographs Word/picture bank L1 text and/or support Teacher Modeling	Graphic Organizers Specialized Reference Materials Word bank Teacher Modeling	Graphic Organizers Specialized 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.7.2f. WIDA ELDS: 2 – 5 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 and audience have been addressed.		Apply the writing process to develop and strengthen writing focused on purpose using a Checklist , Shared Writing activities , Partner work and Specialized Reference Materials .		VU: Brainstorming, editing
					LFC: Agreement, tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the writing process to appropriately address audience and purpose in L1 and/or use high-frequency single words in phrases.	Apply the writing process to appropriately address audience and purpose in L1 and/or use basic, grade-level vocabulary in phrases and short sentences.	Apply the writing process to appropriately address audience and purpose using precise, grade-level vocabulary in a series of simple, related sentences.	Apply the writing process to appropriately address audience and purpose using key, grade-level vocabulary in a series of paragraphs with multiple, expanded and some complex sentences.	Apply the writing process to appropriately address audience and purpose using precise, grade-level vocabulary in a series of paragraphs with multiple, complex sentences.
Learning Supports	Specialized Reference Materials Partner work Checklist for editing Checklist for publishing Shared Writing L1 support Cloze sentence	Specialized Reference Materials Partner work Checklist for editing Checklist for publishing Shared Writing L1 support Sentence Frame	Specialized Reference Materials Partner work Checklist for editing Checklist for publishing Shared Writing	Specialized Reference Materials Partner work	Partner work

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 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.		Produce and publish a collaborative piece of grade level writing on a content area issue (science, social studies) <i>in a group</i> using Teacher Modeling , Template and Technology and Technological Resources (e.g., <i>wikispaces</i> and <i>bibme.org</i>)		VU: Citations
					LFC: Specific to citation of sources
					LC: 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 a group using L1 and/or using phrases and memorized patterns	Produce and publish a collaborative piece of writing in a group using L1 and/or using visuals with in phrases and short sentences.	Produce and publish a collaborative piece of writing in a group on a content-specific issue (science, social studies) a series of simple, related sentences in paragraph Template .	Produce and publish a collaborative piece of writing in a group on a content-specific issue (science, social studies) using a series of paragraphs with expanded and some complex sentences.	Produce and publish a collaborative piece of grade-level writing on a content specific issue (science, social studies) using a series of paragraphs with multiple, complex sentences.
Learning Supports	Small group/ triads Technology (Powerpoint) Specialized Reference Materials L1 support Cloze sentences Template Teacher Modeling	Small group/ triads Technology (Powerpoint) Specialized Reference Materials L1 support Sentence Frame Template Teacher Modeling	Small group/ triads Technology and Technological Resources Specialized Reference Materials	Small group/ triads Technology and Technological Resources	Small group/ triads Technology and Technological Resources

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.7.6 WIDA ELDS: 2 – 5 Writing	Use technology, to interact and collaborate with others, including linking to and citing sources.		<u>Link information and cite sources</u> when producing and publishing a collaborative writing piece with technology using a <u>Checklist</u> , teacher and technological support (<i>wikispaces, google doc, bibme.org</i>).		VU: Collaborate, revise, sources, cite
					LFC: Subject/verb agreement, syntax
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Link information and cite sources when producing and publishing a collaborative writing piece with technology in L1 and/or identify grade-level words related to technology to cite sources using images with high-frequency bulleted phrases.	Link information and cite sources when producing and publishing a collaborative writing piece with technology in L1 and/or utilize a power point <u>Template</u> to publish picture based writing.	Link information and cite sources when producing and publishing a collaborative writing piece with technology using a series of simple, related sentences.	Link information and cite sources when producing and publishing a collaborative writing piece with technology using a series of expanded and some complex sentences.	Link information and cite sources when producing and publishing a collaborative writing piece with technology using a series of complex sentences.
Learning Supports	Checklist for publishing Teacher Support Partner work Technology Word/Picture Wall Visuals Cloze sentences L1 support	Checklist for publishing Teacher Support Partner work Technology Word/Picture Wall Visuals Sentence Frame L1 support	Checklist for publishing Teacher Support Small group/ triads Technology Template Word Wall	Checklist for publishing Technology	Small group/ triads Technology

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.7.8 WIDA ELDS: 2-5 Reading Writing	Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.		Gather and record information by effectively searching and assessing the credibility of sources using Checklists , Teacher Modeling and Template with a Partner work .		VU: Effective search terms
					LFC: Commands and directions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Gather and record information by effectively searching and assessing the credibility of sources in L1 and/or using visuals and phrases.	Gather and record information by effectively searching and assessing the credibility of sources in L1 and/or using visuals and short sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, simple, related sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, expanded and some complex sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, complex sentences.
Learning Supports	Teacher Support Partner work Technology and Technological Resources Visuals L1 support	Teacher Support Partner work Technology and Technological Resources Visuals L1 support	Teacher Support Partner work Technology and Technological Resources Visuals	Partner work Technology and Technological Resources	Partner work Technology and Technological Resources

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.7.8 WIDA ELDS: 2 -5 Reading Writing	Gather relevant information from multiple print and digital sources, using search terms effectively and quote and paraphrase data and conclusions while avoiding plagiarism and following a standard format for citation.		Gather relevant information and <u>quote and paraphrase</u> data and conclusions while avoiding plagiarism and following a standard format for citation using a Checklist , Reference Sheet , teacher model and a Small group/ triads of peers.		VU: Paraphrase, plagiarism
					LFC: Agreement, syntax, using quotes and reported speech
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Gather relevant information and quote and paraphrase_data and conclusions while avoiding plagiarism and following a standard format for citation using L1 and/or use vocabulary related to the search in phrases and memorized patterns.	Gather relevant information and quote and paraphrase_data and conclusions while avoiding plagiarism and following a standard format for citation using L1 and/or vocabulary in phrases and short sentences.	Gather relevant information and quote and paraphrase_data and conclusions while avoiding plagiarism and following a standard format for citation in a series of simple, related sentences.	Gather relevant information and quote and paraphrase_data and conclusions while avoiding plagiarism and following a standard format for citation in a series of paragraphs with multiple, expanded and some complex sentences.	Gather relevant information and quote and paraphrase data and conclusions while avoiding plagiarism and following a standard format for citation in a series of paragraphs with multiple, complex sentences.
Learning Supports	Small group/ triads Technology (Powerpoint) Specialized Reference Materials L1 support Cloze sentences Template Teacher Modeling	Small group/ triads Technology (Powerpoint) Specialized Reference Materials L1 support Sentence Frame Template Teacher Modeling	Small group/ triads Technology Specialized Reference Materials	Small group/ triads Technology	Small group/ triads Technology

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.7.9b. WIDA ELDS: 2 Writing	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 a Graphic Organizers and Marking the Text .		VU: Evidence, analysis, research
					LFC: Reported speech, citations
					LC: Varies by ELP level
	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 using visuals and high-frequency words in phrases.	In writing, identify evidence from texts that supports analysis, reflection, and research in L1 and/or by using visuals in phrases and short sentences.	In writing, identify evidence from texts that supports analysis, reflection, and research a series of simple, related sentences.	In writing, identify evidence from texts that supports analysis, reflection, and research using a series of paragraphs with expanded and some complex sentences.	In writing, identify evidence from texts that supports analysis, reflection, and research using a series of paragraphs with multiple, complex sentences.
Learning Supports	Graphic Organizers (completed) Marking the Text L1 support Word Bank Online resources Cloze sentences	Graphic Organizers (semi-completed) Marking the Text Sentence Frame L1 support Word Bank Online resources	Graphic Organizers Marking the Text Word Bank	Graphic Organizers Marking the Text	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 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.		Write routinely for specific time frames and for various purposes, tasks and audiences <i>using</i> Template , Checklist and Rubric .		VU: Time frame, routinely
					LFC: Verb forms; declarative sentences, compound and complex sentences
					LC: 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 use visuals and high-frequency, words in phrases.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or use visuals and phrases and short sentences.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using a series of simple, related sentences.	Write routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using 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 multiple, complex sentences.
Learning Supports	Checklist Rubric Word Wall/bank Visuals/drawings Cloze sentences L1 support	Checklist Rubric Word Wall/bank Visuals Sentence Frame L1 support	Checklist Rubric Template Word Wall/bank	Checklist Rubric	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: SL 7.1 WIDA ELDS: 2-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse Partner work on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<u>Participate</u> in a variety of collaborative discussion settings using <i>an outline and Cue Cards</i> .		VU: Collaborative, issues, build on
					LFC: Transitional phrases, embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of collaborative discussions using L1 and/or teacher- led discussion in English using single words or answering choice questions.	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	Choice questions Notes in L1 & English Cue cards Specialized Reference Materials Pictures and Photographs Word Wall/bank L1 support	Notes in L1 & English Cue cards Specialized Reference Materials Sentence frames Pictures and Photographs Word Wall/bank L1 support	Notes Cue cards Specialized Reference Materials Word Wall/bank	Notes Cue cards Specialized Reference Materials	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: SL.7.1a WIDA ELDS: 2-5 Speaking Listening	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</i> <u>Cornell Notes</u> and <i>peer support</i> .		VU: Probe, reflect
	<i>Note: When CCSS is SL (Speaking and Listening), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. However, teachers should only cite the specific content used.</i>				LFC: Embedded clauses
					LC: 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 and high-frequency single word responses.	Speak and listen to a discussion to further probe and reflect on a previously researched topic in L1 and/or use visuals and phrases.	Speak and listen to share ideas and probe or reflect on a previously researched topic using simple sentences.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using expanded and some complex sentences.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using multiple, complex sentences.
Learning Supports	Completed <u>Cornell Notes</u> Peer support (<u>Partner work</u> / <u>Small group/ triads</u>) <u>Word/Picture Wall</u> <u>Visuals</u> <u>Choice questions</u> <u>L1 support</u>	Completed <u>Cornell Notes</u> Peer support (<u>Partner work</u> / <u>Small group/ triads</u>) <u>Word/Picture Wall</u> <u>Visuals</u> <u>Sentence Frame</u> <u>L1 support</u>	<u>Cornell Notes</u> (semi-completed) <u>Word Wall</u> Peer support (<u>Partner work</u> / <u>Small group/ triads</u>)	<u>Cornell Notes</u> Peer support (<u>Partner work</u> / <u>Small group/ triads</u>)	<u>Cornell Notes</u>

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: SL.7.1b 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</u> peers 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>		VU: Track progress, define roles
					LFC: Referential phrases and embedded clauses
					LC: 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 and Photographs , Gestures or high-frequency, 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 visuals phrases and short sentences.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement simple sentences.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement using expanded and complex sentences	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement using multiple, complex sentences.
Learning Supports	Reference Sheet of specific discussion rules Role Play Template Word/Picture Wall L1 support Cloze sentences	Reference Sheet of specific discussion rules Role Play Template Word/Picture Wall L1 support Sentence frames	Reference Sheet of specific discussion rules Role Play Template Word Wall	Reference Sheet of specific discussion rules Role Play Template	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: SL.7.1c. WIDA ELDS: 1- 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.		Pose and respond to questions in order to clarify, respond, and probe a topic <i>using</i> Sentence Frame , Graphic Organizers , and L1 support		VU: Clarify, pose, probe
					LFC: Polite questions, (register)
					LC: 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 by answering choice questions.	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or use in phrases and short sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic using simple, related sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic using expanded and complex sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic from grade level texts using multiple, complex sentences.
Learning Supports	Graphic Organizers (completed) Word/Picture Wall Visuals/Gestures Choice questions L1 support	Graphic Organizers (completed) Word/Picture Wall Visuals Sentence Frame L1 support	Graphic Organizers (semi- completed) Word Wall	Graphic Organizers	Graphic Organizers

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: SL.7.1d. 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>		VU: Modify, evaluate
					LFC: Pragmatic expressions
					LC: 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 Gestures , drawings and high-frequency, grade-level vocabulary single words in phrases and memorized patterns or answer choice questions.	Speak and listen to evaluate evidence presented in L1 and/or by using key, grade-level vocabulary in phrases and/or short sentences.	Speak and listen to evaluate evidence presented using key, grade-level vocabulary simple sentences.	Speak and listen to evaluate evidence presented using key, grade-level vocabulary expanded and some complex sentences.	Speak and listen to evaluate evidence presented using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Speaking rubric Checklist (memorized single word expressions) Word/Picture Wall Visuals/ Gestures Choice questions L1 support	Speaking rubric Checklist Word/Picture Wall Visuals L1 support	Speaking rubric Checklist Word Wall	Speaking rubric Checklist	Speaking rubric Checklist

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: SL.7.2 WIDA ELDS: 2 - 5 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>		VU: Media, formats
					LFC: Concise sentences
					LC: 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 Gestures and 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 grade level information and analyze the main idea and details in a series of simple, related sentences.	Listen to presentation of grade level information and analyze the main idea and details using a series of expanded and some complex sentences.	Listen to presentation of grade level information and analyze the main idea and details using a series of multiple, complex sentences.
Learning Supports	Outline (completed) Notes Word Bank L1 support Cloze sentences Pictures and Photographs/Visuals	Outline (partially completed) Notes Word Bank L1 support Sentence frames Pictures and Photographs/Visuals	Outline (partially completed) Notes Word Bank	Outline 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: SL.7.3 WIDA ELDS: 2 - 5 Speaking Listening	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		Listen to a speaker and <u>evaluate</u> claims for relevance and sufficiency <i>using a Graphic Organizers, Reference Sheet and Specialized Reference Materials.</i>		VU: Argument, relevance, sufficiency, debate-related nouns/verbs
					LFC:
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to a speaker and evaluate claims for relevance and sufficiency in L1 and/or using Pictures and Photographs , Gestures and key, grade-level vocabulary in memorized phrases.	Listen to a speaker and evaluate claims for relevance and sufficiency in L1 and/or using Pictures and Photographs , Gestures and key, grade-level vocabulary in phrases and short sentences with formulaic structures.	Listen to a speaker and evaluate three- five claims for relevance and sufficiency using key, grade-level vocabulary in multiple, simple, related sentences.	Listen to a speaker and evaluate claims for relevance and sufficiency using key, grade-level vocabulary in multiple, expanded and some complex sentences.	Listen to a speaker and evaluate claims for relevance and sufficiency using precise, grade-level vocabulary in multiple, complex sentences.
Learning Supports	Rubric specific to task Reference Sheet Word/Picture Wall Visuals/Gestures Cloze Sentence L1 support	Rubric specific to task Reference Sheet Word/Picture Wall Visuals Sentence Frame L1 support	Rubric specific to task Reference Sheet Word Wall	Rubric 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: SL.7.6 ; L7.3 WIDA ELDS: 2 - 5 Speaking Listening	Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		Adapt speech to a variety of contexts by choosing concise language <i>using a rubric</i> , Reference Sheet , Word Wall , and Teacher Modeling .		VU: Context, paragraphs, concise, coherent, precise
					LFC: Tense and aspect, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech to a variety of contexts by choosing concise language in L1 and/or produce high-frequency words.	Adapt speech to a variety of contexts by choosing concise language in L1 and/or spoken phrases and short sentences.	Adapt speech to a variety of contexts by choosing concise language in simple, related sentences.	Adapt speech to a variety of contexts by choosing concise language n expanded and some complex structures.	Adapt speech to a variety of contexts by choosing concise language in multiple, complex sentences.
Learning Supports	Rubric specific to task Reference Sheet Word/Picture Wall Visuals/Gestures Cloze Sentence L1 support Teacher Modeling	Rubric specific to task Reference Sheet Word/Picture Wall Visuals Sentence Frame L1 support Teacher Modeling	Rubric specific to task Reference Sheet Word Wall Teacher Modeling	Rubric 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: L7.1a WIDA ELDS: 2 Speaking Writing	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</i> Reference Sheet and Word Wall .		VU: Function, clauses
					LFC: Sentences with clauses
					LC: 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 high-frequency, 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 simple, related sentences.	Explain the function of phrases and clauses using expanded and some complex sentences.	Explain the function of phrases and clauses using multiple, complex sentences.
Learning Supports	Language Reference Sheet Word/Picture Wall Teacher Modeling L1 support Phrase Citations Pictures and Photographs/Gestures	Language Reference Sheet Word/Picture Wall Teacher Modeling L1 support Phrase Citations	Language Reference Sheet Word Wall 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: L.7.1b WIDA ELDS: 2-5 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</i> Sentence Frame , <i>sentence trees</i> and Graphic Organizers .		VU: Compound, complex <hr/> LFC: Compound and complex sentences <hr/> LC: 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/or use simple high-frequency phrases in English to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and/or simple, short sentences in English.	Express ideas using simple and compound sentences to signal differing relationships among ideas.	Express ideas using simple, compound, and complex sentences to signal differing relationships among ideas.
Learning Supports	Graphic Organizers Pictures and Photographs Gestures Word Bank L1 support Sentence tree	Graphic Organizers Sentence Frame Word Bank L1 support Sentence tree	Graphic Organizers Word Bank Sentence starter Sentence tree	Graphic Organizers Sentence tree	Sentence tree

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: L.7.2 WIDA ELDS: 2-5 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<u>Demonstrate</u> a command of formal English and its conventions when writing or speaking <i>according to English language proficiency level with appropriate supports.</i>		VU: Context, paragraphs, concise, coherent, precise
					LFC: tense and aspect, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate command of formal English and its conventions when using phrases in memorized grammatical structures.	Demonstrate command of formal English and its conventions when using phrases and short sentences.	Demonstrate command of formal English and its conventions when using multiple, simple, related sentences.	Demonstrate command of formal English and its conventions when using multiple, expanded and some complex sentences.	Demonstrate command of formal English and its conventions when using multiple and complex sentences.
Learning Supports	Specialized Reference Materials Word/Picture Wall L1 support Cloze sentences Gestures Pictures and Photographs	Specialized Reference Materials Word/Picture Wall L1 support Sentence Frame Pictures and Photographs	Specialized Reference Materials Word Wall Template	Specialized 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: L.7.2a. WIDA ELDS: 2-5 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>		VU: Punctuation, coordinate adjectives
					LFC: Sentences with coordinate adjectives
					LC: 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 phrases.	Write using the proper punctuation conventions of standard English in short sentences.	Write using the proper punctuation conventions of standard English in simple sentence structures.	Write using the proper punctuation conventions of standard English and language structures.	Write using the proper punctuation conventions of standard English and language structures.
Learning Supports	Specialized Reference Materials Chart for punctuation L1 support /comparison of usage	Specialized Reference Materials Chart for punctuation L1 support /comparison of usage	Specialized Reference Materials Chart for punctuation	Specialized Reference Materials Chart for punctuation	Specialized 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 before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: L.7.2b. WIDA ELDS: 2-5 Writing	Demonstrate command of the conventions of standard English to spell correctly.		Write to demonstrate command of standard English spelling in all content areas <i>using</i> Specialized Reference Materials . (i.e. Word Bank , Reference Sheet , <i>bilingual and English dictionary</i>) and Technology and Technological Resources .		VU: Conventions of spelling
					LFC: Spelling rules and patterns
					LC: 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 grade-level words.	Write to demonstrate command of English spelling conventions for general, content-based, grade-level vocabulary.	Write to demonstrate command of English spelling conventions for key, content-based, grade-level vocabulary.	Write to demonstrate command of English spelling conventions for key, content-based, grade-level vocabulary.	Write to demonstrate command of English spelling conventions for content-based, grade-level vocabulary.
Learning Supports	Specialized Reference Materials Chart of spelling patterns Word Bank Picture Dictionary Personal Dictionary L1 support	Specialized Reference Materials Chart of spelling patterns Picture Dictionary Personal Dictionary Word Bank L1 support	Specialized Reference Materials Word Bank Chart of spelling patterns	Specialized Reference Materials Chart of spelling patterns	Specialized Reference Materials

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 CCSS: L.7.4a. WIDA ELDS: 2-5 Speaking Reading	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 and visuals.</i>		VU: Context clue
					LFC: Sentences with multiple meaning words and context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define key, unknown and multiple-meaning high-frequency words and phrases within leveled texts by matching teacher selected words and basic meanings.	Identify and define key, 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 key, unknown and multiple-meaning words and phrases in texts within grades 6-7 text level by using sentence and paragraph level context clues, cognates and schemata.	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, cognates and schemata.	Identify and define unknown and multiple-meaning words and phrases in grade 7 texts by using sentence and paragraph level context clues, cognates and schemata.
Learning Supports	Technology support Dictionaries Checklist Teacher selected words and phrases Pictures and Photographs/Gestures L1 support Cognates	Technology support Dictionaries Checklist Teacher selected words and phrases Pictures and Photographs L1 support Cognates	Technology support Dictionaries Checklist	Technology support Dictionaries Checklist	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 CCSS: L.7.4b. WIDA ELDS: 1-5 Speaking Reading	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. <i>Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.</i>		Identify and/or clarify the meaning of unknown and multiple meaning words and phrases through Greek or Latin affixes and roots <i>using charts, cognates and Specialized Reference Materials.</i>		VU: Affixes, roots
					LFC: Sentences with words with Greek and Latin affixes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and/or clarify the meaning of high-frequency, 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 key, 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 key, 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.	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	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 content, using Greek or Latin affixes and roots as clues to the meaning.
Learning Supports	Specialized Reference Materials Chart of roots and affixes Cognates Word/Picture Wall Teacher selected words Pictures and Photographs L1 support	Specialized Reference Materials Chart of roots and affixes Cognates Word/Picture Wall Teacher selected words Pictures and Photographs L1 support	Specialized Reference Materials Chart of roots and affixes Cognates Word Wall	Specialized Reference Materials Chart of roots and affixes Cognates	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: L.7.4c.d. WIDA ELDS: 1-5 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>		VU: Vocabulary strategies
					LFC: Sentences with unknown words
					LC: 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 key, 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 key, unknown and multiple-meaning words and phrases within the context of 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	Technology support Dictionaries Checklist Teacher selected words and phrases Pictures and Photographs/Gestures L1 support Cognates	Technology support Dictionaries Checklist Teacher selected words and phrases Pictures and Photographs L1 support Cognates	Technology support Dictionaries Checklist	Technology support Dictionaries Checklist	

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ELA - Grade 7 - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 40 CCSS: L.7.4c.d. WIDA ELDS: 1-5 Reading Speaking Listening Writing	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Acquire and accurately use the appropriate academic and domain-specific words and phrases for comprehension and production <i>using specialized reference material. Use reference materials</i> to choose a precise word when speaking or writing and to understand text when listening or speaking.		VU: Academic word list <hr/> LFC: Subject-verb agreement <hr/> LC: 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 and Photographs with matching high-frequency, words.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1 and/or use domain-specific vocabulary in phrases and short sentences.	Acquire and accurately use key, grade-level, academic and domain-specific words and phrases from adapted text using simple, related sentences.	Acquire and accurately use key, grade-level academic and domain-specific words in expanded and some complex sentences.
Learning Supports	Reference materials (print, digital, bilingual, English, glossary , thesaurus) Word/Picture Wall L1 support Cloze sentences Pictures and Photographs	Reference materials (print, digital, bilingual, English, glossary , thesaurus) Word/Picture Wall L1 support Sentence Frame Pictures and Photographs	Reference materials (print, digital, bilingual, English, glossary , thesaurus) Word Wall	Reference materials (print, digital, glossary , thesaurus)	Reference materials (print, digital, glossary , thesaurus)

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