

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: RI.8.1 WIDA ELDS: 1-5 Reading Speaking Writing	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).		Read to cite the most supportive textual evidence from informational text by using a <i>study guide</i> .		<b>VU:</b> Cite, explicit, textual evidence, analysis, quote <b>LCF:</b> Subject-verb agreement, past tense, and informational text sentence forms <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 from L1 and / or leveled informational text in English by matching simple sentence/phrase citations to visual representations.	Read to cite explicit textual evidence from L1 informational texts and / or leveled informational text in English by matching simple sentence citations to visual representations.	Read to cite explicit textual evidence from adapted informational text using simple, related sentences and key, content-based vocabulary.	Read to cite explicit textual evidence from grade 7-8 grade-level band informational text. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.
Learning Supports	Study guide (completed) <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Leveled text</a>	Study guide (partially completed) <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Leveled text</a>	Study guide (partially completed) <a href="#">Adapted texts</a>	Study guide <a href="#">Texts from grades 7-8 complexity level</a>	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: RI.8.1 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).		Read to cite and analyze what is inferred using <i>Adapted text and graphic organizers</i> .		<b>VU:</b> Analyze/analysis, quote, implicit, infer/inference
					<b>LFC:</b> Subject-verb agreement, past tense, 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 and express inferential evidence in L1 and/or in leveled informational text in English by matching phrase citations to visual representations of the text.	Read to cite and express inferential evidence in L1 and/or in leveled informational text in English by matching simple sentence citations from text to visual representations.	Read to cite and express inferential evidence from adapted informational text. Use key, content-based vocabulary in simple, related sentences.	Read to cite and express inferential evidence from informational text at a grade 7-8 text complexity level. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Read to cite and express inferential evidence from grade level informational text. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	<a href="#">Graphic organizer</a> (completed) <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Leveled text</a> <a href="#">Gestures</a>	<a href="#">Graphic organizer</a> (partially completed) <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Leveled text</a>	<a href="#">Graphic organizer</a> (partially completed) <a href="#">Adapted texts</a>	<a href="#">Graphic organizer</a> <a href="#">Texts from grades 7-8 complexity level</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: RI.8.2 WIDA ELDS: 1-5 Reading Speaking	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.		Read to analyze how a central idea is developed by identifying specific details using <i>visual representations of the text</i> .		<b>VU:</b> Central /main, theme/idea, details, analyze/analysis,
					<b>LCF:</b> Sequencing, adverbs of time and subordinate conjunctions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze how a central idea is developed by specific details in L1 and/or using leveled text, match word or phrase strips to visual representations of the theme.	Read to analyze how a central idea is developed by specific details in L1 and/or using leveled text, match phrase or sentence strips to visual representations of the theme.	Read to analyze how a central idea is developed by identifying specific details from adapted informational text.	Read to analyze how a central idea is developed by identifying specific details from informational text within grades 7-8 complexity level.	Read to analyze how a central idea is developed by identifying specific details from grade level informational text.
Learning Supports	Completed <a href="#">story map</a> <a href="#">Leveled text</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Completed <a href="#">story map</a> <a href="#">Leveled text</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Partially completed <a href="#">story map</a> <a href="#">map</a> <a href="#">Adapted text</a>	<a href="#">story map</a> <a href="#">Texts from grades 7-8 complexity level</a>	<a href="#">story map</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: RI.8.2 WIDA ELDS: 1-5 Reading Speaking Writing	Provide an objective summary of the text.		Read to <u>summarize</u> informational text objectively using <i>Adapted text, story map and guided practice.</i>		<b>VU:</b> Summarize, objective(ly), subjective(ly)
					<b>LCF:</b> Present tense verbs, modals (would, could, might), compound tenses (would have been)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize the text in L1 and/or complete a summary of a leveled text with single words or short phrases in cloze sentences.	Summarize the text in L1 and/or complete a summary of a leveled text with short phrases and sentence frames.	Read and objectively summarize an adapted informational text. Use simple, related sentences with key, content-based vocabulary.	Read and objectively summarize an informational text within grades 7-8 text complexity level. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Read and objectively summarize a grade level informational text. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Completed <a href="#">story map</a> <a href="#">Leveled text</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> Cloze sentences	Completed <a href="#">story map</a> <a href="#">Leveled text</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence frames</a>	Partially completed <a href="#">story map</a> <a href="#">Adapted text</a> <a href="#">Sentence starters</a>	<a href="#">story map</a> <a href="#">Texts from grades 7-8 complexity level</a>	<a href="#">story map</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: RI.8.3 WIDA ELDS: 1-5 Reading Speaking Writing	Analyze how a text makes connections among and distinctions between individuals.		Read and analyze how an author connects and distinguishes between individuals using <i>a graphic organizer</i> .		<b>VU:</b> Connect(ions), distinct(ions), individual(istic), similarities, differences
					<b>LCF:</b> Past tense verbs, connectors (and, yet, however, but)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze connections and distinctions between individuals in L1 and/or in a leveled informational text by matching simple sentence/phrase citations to visual representations in the text.	Read and analyze connections and distinctions between individuals in L1 and/or in a leveled informational text by matching sentences containing key content-based vocabulary to visual representations of the text.	Read and analyze connections and distinctions between individuals in adapted informational text to by using key, content-based vocabulary in simple, related sentences.	Read and analyze connections and distinctions between individuals in informational texts within grades 7-8 complexity level using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read and analyze connections and distinctions between individuals in grade-level informational text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Completed <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Leveled text</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Completed <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Leveled text</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Partially completed <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Adapted text</a>	<a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Partner</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: RI.8.3 WIDA ELDS: 1-5 Reading Speaking	Analyze how a text makes connections among and distinctions between ideas.		Read and analyze how an author connects and distinguishes between ideas using <i>a graphic organizer</i> .		<b>VU:</b> Connect(ions), distinct(ions), similarities, differences
					<b>LCF:</b> Past tense verbs, connectors (and, yet, however, but)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze connections and distinctions between ideas in L1 and/or in a leveled informational text by matching simple sentence/phrase citations to visual representations in the text.	Read and analyze connections and distinctions between ideas in L1 and/or in a leveled informational text by matching sentences containing key content-based vocabulary to visual representations of the text.	Read and analyze connections and distinctions between ideas in adapted informational text by using key, content-based vocabulary in simple, related sentences.	Read and analyze connections and distinctions between ideas in informational texts within grades 7-8 complexity level using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read and analyze connections and distinctions between ideas in grade-level informational text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Completed <a href="#">T-chart</a> <a href="#">Venn diagram</a> <a href="#">Leveled text</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Completed <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Leveled text</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Partially completed <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Adapted text</a>	<a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Partner</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: RI.8.3 WIDA ELDS: 2-5 Reading Speaking	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.		Read to <i>connect and distinguish</i> between individuals, ideas, or events in text using <i>adapted text, graphic organizers, and peer support</i> .		<b>VU:</b> Connect(ions), distinguish, distinctions, events, similarities, differences
					<b>LCF:</b> Irregular and regular past tense verbs
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze connections and distinctions between individuals, ideas and events in L1 and/or in a leveled informational text by matching simple sentence/phrase citations to visual representations in the text.	Read and analyze connections and distinctions between individuals, ideas and events in L1 and/or in a leveled informational text by matching sentences containing key content-based vocabulary to visual representations of the text.	Read and analyze connections and distinctions between individuals, ideas and events in adapted informational text to by using key, content-based vocabulary in simple, related sentences.	Read and analyze connections and distinctions between individuals, ideas and events in informational texts within grades 7-8 complexity level using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read and analyze connections and distinctions between individual, ideas and events in grade-level informational text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Completed Comparison- <a href="#">Contrast Chart</a> / <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Leveled text</a> and/or <a href="#">Adapted text</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Completed Comparison <a href="#">Contrast Chart</a> / <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Leveled text</a> and/or <a href="#">Adapted text</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	Partially completed Comparison- <a href="#">Contrast Chart</a> / <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Partner</a>  <a href="#">Adapted text</a>	Comparison- <a href="#">Contrast Chart</a> / <a href="#">T-chart</a> / <a href="#">Venn diagram</a> <a href="#">Group work</a>	Comparison- <a href="#">Contrast Chart</a> / <a href="#">T-chart</a> / <a href="#">Venn diagram</a>

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<b>SLO: 8</b> CCSS: RI.8.4 WIDA ELDS: 1-5 Reading Speaking	Determine the meaning of words and phrases as they are used in an 8 <sup>th</sup> grade text, including figurative, connotative, and technical meanings.		Read to determine the figurative, connotative and technical meaning of words and phrases as they are used in informational text <i>using online support and word walls</i> .		<b>VU:</b> Figurative, connotative, meanings <hr/> <b>LCF:</b> Word choice, part of speech, and meaning changes. <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the figurative, connotative and technical meaning of words and phrases as they are used in L1 and/or in a leveled informational text in English, use single words that represent key ideas.	Read to determine the figurative, connotative and technical meaning of words and phrases as they are used in L1 and/or in a leveled informational text in English, use phrases with formulaic structures.	Read to determine the figurative, connotative and technical meaning of words and phrases as they are used in adapted informational text, using simple, related sentences with key, content-based vocabulary.	Read to determine the figurative, connotative and technical meaning of words and phrases as they are used in informational text within the grades 7-8 complexity level using some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read to determine the figurative, connotative and technical meaning of words and phrases as they are used in informational text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Online support</a> of <a href="#">bilingual dictionaries</a> , and sites such as: Google, Wordle, Word Sift <a href="#">Word wall</a> <a href="#">Visuals/gestures</a> <a href="#">L1 support</a>	<a href="#">Online support</a> of <a href="#">bilingual dictionaries</a> and sites such as: Wordle, Word Sift, Google <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Online support</a> of dictionaries, thesaurus, and sites such as: Wordle, Word Sift Idiom dictionaries	<a href="#">Online support</a> of dictionaries, thesaurus, and sites such as: Wordle, Word Sift Idiom dictionaries	<a href="#">Online support</a> of dictionaries, thesaurus, and sites such as: Wordle, Word Sift Idiom dictionaries

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 9</b> CCSS: RI.8.4 WIDA ELDS: 1-5 Reading Speaking	Analyze the impact of specific word choices on meaning and tone, as including analogies or allusions to other 8 <sup>th</sup> grade texts.		<u>Read and analyze</u> the impact of word choices on meaning and tone using <i>a figurative language word wall, online support and dramatization of words and phrases with a partner.</i>		<b>VU:</b> Word choice, meaning(s), tone, analogies, allusions, figurative, connotative
					<b>LCF:</b> Word choice, part of speech
					<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 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 that represent multiple ideas with repetitive structures and key, content-based vocabulary.	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 with a variety of grammatical structures and content-based vocabulary.	Read and analyze the impact of word choices on meaning and tone in grade-level informational text, using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Dramatizations <a href="#">L1 support</a> <a href="#">Leveled text</a> <a href="#">Partner</a> <a href="#">Word wall</a> <a href="#">Visuals/Gestures</a> <a href="#">L1 support</a>	Dramatizations <a href="#">L1 support</a> <a href="#">Leveled text</a> <a href="#">Partner</a> <a href="#">Word wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a>	Dramatizations <a href="#">Adapted text</a> <a href="#">Partner</a> <a href="#">Word wall</a>	Dramatizations <a href="#">Texts from grades 7-8 complexity level</a>	<a href="#">Grade-level text</a> <a href="#">Partner</a> <a href="#">Word wall</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b> CCSS: RI.8.5 WIDA ELDS: 1-5 Reading Speaking	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		Read and analyze the author’s choice(s) of sentence and paragraph structure(s) to support a key idea within a text using a word bank, labels, and graphic organizers.		<b>VU:</b> Detail, structure, paragraph, sentence, context, formal, informal, <b>LCF:</b> Past tense verbs, gerunds and infinitives, past participles <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 sentence and paragraph structure(s) to support a key idea in L1 and/or leveled informational text in English by matching simple sentence/phrase citations to visual representations.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea in L1 and/or leveled informational text in English by matching sentence citations to visual representations specific to key ideas in the text.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within an adapted text Use key content-based vocabulary in simple, related sentences.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within 7-8 grade level band text using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Completed <a href="#">outline</a> <a href="#">Word/picture bank</a> <a href="#">Leveled text</a> Phrase citations <a href="#">Visuals</a> <a href="#">Partner</a> <a href="#">L1 text and/or support</a>	Completed <a href="#">outline</a> <a href="#">Leveled text</a> and/or <a href="#">Adapted text</a> Sentence Citations <a href="#">Visuals</a> <a href="#">Partner</a> <a href="#">L1 text and/or support</a>	Partially completed <a href="#">outline</a> <a href="#">Adapted text</a>	<a href="#">Outline</a> <a href="#">Texts from grades 7-8 complexity level</a>	<a href="#">Outline</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 11</b> CCSS: RI.8.6 WIDA ELDS: 1-5 Reading Speaking	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		Read to identify and analyze author’s point of view and response to conflicting viewpoints in text using <i>visuals and graphic organizers</i> .		<b>VU:</b> Point of view, viewpoint <b>LCF:</b> Comparatives, transitional phrases <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read to identify and analyze author’s point of view and response to conflicting viewpoints in L1 and/or in a leveled text in English by matching simple sentence/phrase citations of author’s viewpoint to visual representations using single key content-based words.	Read to identify and analyze author’s point of view and response to conflicting viewpoints in L1 and/or in a leveled informational text in English by matching sentence-level citations of author’s viewpoint to visual representations using phrases with formulaic patterns.	Read to identify and analyze author’s point of view and response to conflicting viewpoints in an adapted informational text using simple, related sentences with repetitive structures and key, content-based vocabulary.	Read to identify and analyze author’s point of view / purpose and response to conflicting viewpoints in an informational text within grades 7-8 grade complexity level using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.
Learning Supports	<a href="#">Leveled text</a> Completed <a href="#">graphic organizer</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word wall/bank</a>	<a href="#">Leveled text</a> Completed <a href="#">graphic organizer</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word wall/bank</a> <a href="#">Sentence frames</a>	<a href="#">Adapted text</a> Partially completed <a href="#">graphic organizer</a> <a href="#">Small group</a> <a href="#">Word wall/bank</a>	<a href="#">Texts from grades 7-8 complexity level</a> <a href="#">Graphic organizer</a> <a href="#">Small group</a>	<a href="#">Small group</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 12</b> CCSS: RI.8.9 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact.		Read to <u>compare and contrast</u> two or more texts on the same topic with conflicting information and factual differences using <i>visuals, peer support, and Venn diagram</i> .		<b>VU:</b> Analyze, topic, factual, fact(s), conflict(-ing) / different, contradict(-ion), disagree/agree
					<b>LCF:</b> Comparatives, superlatives, conjunctions, comparative adjectives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to compare and contrast factual differences in two texts in L1 and/or in leveled informational texts in English, match conflicting factual words and phrases to visual representations using single, key content-based vocabulary.	Read to compare and contrast factual differences in two texts in L1 and/or in leveled informational text in English, match conflicting factual sentence level descriptors to visual representations using phrases in formulaic patterns.	Read to compare and contrast factual differences in two adapted informational texts on the same topic using simple, related sentences with repetitive structures and key, content-based vocabulary.	Read to compare and contrast factual differences in two grades 7-8 complexity level informational texts on the same topic using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read to compare and contrast factual differences in two grade level texts on the same topic using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Leveled text</a> Completed <a href="#">Venn diagram</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	<a href="#">Leveled text</a> Completed <a href="#">Venn diagram</a> Sentence Citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	<a href="#">Adapted text</a> Partially completed <a href="#">Venn diagram</a> <a href="#">Partner</a>	<a href="#">Texts from grades 7-8 complexity level</a> <a href="#">Venn diagram</a>	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 13</b> CCSS: RI.8.9 WIDA ELDS: 1-5 Reading Speaking Writing Listening	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of interpretation.		Read to <u>compare and contrast</u> two or more texts on the same topic with conflicting information and differences in interpretation using <i>visuals, peer support, and / or graphic organizers</i> .		<b>VU:</b> Analyze, interpretation, conflict(-ing), contradict(-ion), disagree / agree
					<b>LFC:</b> Comparatives, superlatives, pronouns, conjunctions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to compare and contrast interpretive differences in two texts in L1 and/or in leveled informational texts in English, match conflicting interpretive words and phrases to visual representations using single, key content-based vocabulary.	Read to compare and contrast interpretive differences in two texts in L1 and/or in leveled informational text in English, match conflicting interpretive sentence level descriptors to visual representations using phrases in formulaic patterns.	Read to compare and contrast interpretive differences in two adapted informational texts on the same topic using simple, related sentences with repetitive structures and key, content-based vocabulary.	Read to compare and contrast interpretive differences in two grades 7-8 complexity-level, informational texts on the same topic using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read to compare and contrast interpretive differences in two grade level texts on the same topic using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Leveled text</a> Completed <a href="#">Venn diagram</a> Phrase citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	<a href="#">Leveled text</a> Completed <a href="#">Venn diagram</a> Sentence citations <a href="#">Visuals</a> <a href="#">L1 text and/or support</a>	<a href="#">Adapted text</a> Partially completed <a href="#">Venn diagram</a> <a href="#">Partner</a>	<a href="#">Texts from grades 7-8 complexity level</a> <a href="#">Venn diagram</a>	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 14</b> CCSS: W.8.2 WIDA ELDS: 1-5 Writing Reading	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content.		Write an explanatory response identifying relevant content using <i>graphic drawings, teacher model, and/or reference materials / peer support.</i>		<b>VU:</b> Informative, explanatory, relevant, <hr/> <b>LFC:</b> Sentences that refer to text using embedded clauses <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write an explanatory response that identifies relevant content in L1 and/or use or match to pictures, key content-based single words or drawings that represent central ideas.	Write an explanatory response that identifies relevant content in L1 and/or use key content-based phrases that represent central ideas in formulaic patterns.	Write an explanatory response that identifies relevant content using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Write an explanatory response that identifies relevant content using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Teacher model <a href="#">Drawings</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word/Picture Wall</a> Reference materials ( <a href="#">bilingual</a> , English dictionary/ <a href="#">glossary</a> )	Teacher model <a href="#">Sentence frames</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word/Picture Wall</a> Reference materials ( <a href="#">bilingual</a> , English, picture dictionary/ <a href="#">glossary</a> )	Teacher model Composition template <a href="#">Word wall</a> Reference materials ( <a href="#">bilingual</a> , English dictionary/ <a href="#">glossary</a> )	Teacher model	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 15</b> CCSS: W.8.2b. WIDA ELDS: 2-5 Writing Reading	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		Develop a composition topic with important facts, quotations, and examples using <i>teacher models and word wall</i> .		<b>VU:</b> Develop, topic, relevant, examples, quotations, quote, citations
					<b>LFC:</b> Subject-verb agreement, past tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop a composition topic with important facts, quotations, and examples using in L1 and/or use or match to pictures, key content-based single words or drawings that represent central ideas.	Develop a composition topic with important facts, quotations, and examples using in L1 and/or use key content-based phrases that represent central ideas in formulaic patterns.	Develop a composition topic with important facts, quotations, and examples using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Develop a composition topic with important facts, quotations, and examples using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Develop a composition topic with important facts, quotations, and examples using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Teacher model <a href="#">Drawings</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word/Picture Wall</a> Reference materials ( <a href="#">bilingual</a> , English dictionary/ <a href="#">glossary</a> )	Teacher model <a href="#">Sentence frames</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word/Picture Wall</a> Reference materials ( <a href="#">bilingual</a> , English, picture dictionary/ <a href="#">glossary</a> )	Teacher model Composition template <a href="#">Word wall</a> Reference materials ( <a href="#">bilingual</a> , English dictionary/ <a href="#">glossary</a> )	Teacher model	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> CCSS: W.8.2c. WIDA ELDS: 1-5 Writing	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		Apply effective transitions to produce conceptually clear and cohesive compositions by using <i>a word bank of transitional words and phrases, a semantic web and peer support.</i>		<b>VU:</b> Transitional words and phrases, cohesion, <b>LFC:</b> Sequence / transition words, prepositional phrases <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Apply effective transitions to produce a clear and cohesive composition in L1 and/or use or match to pictures, key content-based single words or drawings to link central ideas.	Apply effective transitions to produce a clear and cohesive composition in L1 and/or use key content-based phrases in formulaic patterns to link central ideas.	Apply effective transitions to produce a composition with simple sentences that represent multiple, related ideas with repetitive grammatical structures and key, content-based vocabulary.	Apply effective transitions to produce an organized composition using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Completed semantic web Transitional word/ <a href="#">phrase bank</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Partner</a>	Completed semantic web Transitional word/ <a href="#">phrase bank</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Partner</a>	Semi-completed semantic web Transitional <a href="#">word/phrase bank</a>	Semantic web	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 17</b> CCSS: W.8.2a. WIDA ELDS: 2-5 Writing Reading	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through organization of relevant content; introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories.		Write an explanatory composition using a clear introduction with organized, categorized ideas using <i>graphic organizer(s), composition models and technological resources.</i>		<b>VU:</b> Introduction, categories <b>LFC:</b> Sequence / transition words, pronouns, adverbs of time, prepositional phrases, verb forms <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write an explanatory composition with an organized introduction in L1 and/or use key, content-based, single words that represent central ideas in cloze sentences.	Write an explanatory composition with an organized introduction in L1 and/or use phrases that represent key ideas with formulaic patterns and key, content-based vocabulary.	Write an explanatory composition with an organized introduction using simple sentences that represent multiple related ideas with repetitive grammatical structures and key, content-based vocabulary.	Write an explanatory composition with a clear, organized introduction using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Teacher model <a href="#">Drawings</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word/Picture Wall</a> Reference materials ( <a href="#">bilingual</a> , English dictionary/ <a href="#">glossary</a> )	Teacher model <a href="#">Sentence frames</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Word/Picture Wall</a> Reference materials ( <a href="#">bilingual</a> , English, picture dictionary/ <a href="#">glossary</a> )	Teacher model Composition template <a href="#">Word wall</a> Reference materials ( <a href="#">bilingual</a> , English dictionary/ <a href="#">glossary</a> )	Teacher model	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 18</b> CCSS: W.8.2.a.f. WIDA ELDS: 1-5 Writing Reading	Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; provide a concluding statement or section that follows from and supports the information or explanation presented.		Write a conclusion with logical and supportive statements with formatting, graphics, and multimedia using <i>a template, teacher models, peer support, and technological resources</i> .		<b>VU:</b> Formatting, graphics, multimedia, conclude, conclusion
					<b>LCF:</b> MLA and APA documentation guidelines, transition words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion with logical and supportive statements with formatting, graphics, and multimedia in L1 and/or use key, content-based single words or drawings that represent central ideas.	Write a conclusion with logical and supportive statements with formatting, graphics, and multimedia in L1 and/or use phrases that represent central ideas with formulaic patterns and key, content-based vocabulary.	Write a conclusion with logical and supportive statements with formatting, graphics, and multimedia using simple sentences that represent multiple, related ideas with repetitive grammatical structures and key, content-based vocabulary.	Write a conclusion with logical and supportive statements with formatting, graphics, and multimedia using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write a clear and coherent conclusion with logical and supportive statements with formatting, graphics, and multimedia using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a> (graphics, charts, subtitles, tables) <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> Captions	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a> (graphics, charts, subtitles, tables) <a href="#">Word/Picture Wall</a> <a href="#">Sentence frames</a> <a href="#">L1 text and/or support</a>	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a> (graphics, charts, subtitles, tables) <a href="#">Word wall</a>	<a href="#">Graphic organizers</a> <a href="#">Technological resources</a> (graphics, charts, subtitles, tables)	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> CCSS: W.8.2 WIDA ELDS: 1-5 Writing Reading	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content;		In writing, <u>analyze</u> the relevance of content in explanatory text using <i>graphic organizer, teacher model, and technological resources</i> .		<b>VU:</b> Relevant, relevance,
					<b>LFC</b> Prepositional phrases, embedded clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	In writing, analyze the relevance of content in explanatory text in L1 and/or use single words or drawings that represent key ideas in repeated structures with key, content-based vocabulary.	In writing, analyze the relevance of content in explanatory text in L1 and/or use phrases that represent key ideas in formulaic structures with key, content-based vocabulary.	In writing, analyze the relevance of content in explanatory text using simple sentences that represent multiple, related ideas with repetitive, grammatical structures and key, content-based vocabulary.	In writing, analyze the relevance of content in explanatory text using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	In writing, analyze the relevance of content in explanatory text using multiple, complex sentences that represent clear and coherent ideas with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a> <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Drawings</a>	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a> <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence frames</a>	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a> <a href="#">Word wall</a>	Teacher model <a href="#">Graphic organizers</a> <a href="#">Technological resources</a>	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> CCSS: W.8.2e. WIDA ELDS: 1-5 Writing Reading	Establish and maintain a formal style when writing.		Write to apply formal stylistic conventions of standard English grammar and usage <i>using a language reference sheet, peer support, and technological resources.</i>		<b>VU:</b> Formal vs. informal, style
					<b>LCF:</b> Relative clauses; subjunctive complements, “if” –clauses, active/passive verb tenses
					<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 of standard English grammar and usage using key, content-based, single words and drawings that represent central ideas in repeated structures.	Write to apply formal stylistic conventions of standard English grammar and usage using phrases that represent central ideas in formulaic structures with key, content-based vocabulary.	Write to apply formal stylistic conventions of standard English grammar and usage using simple, formal sentences that represent multiple, related ideas with repetitive, grammatical structures and key, content-based vocabulary.	Write to apply formal stylistic conventions of standard English grammar and usage using expanded and some complex, formal sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write to apply formal stylistic conventions of standard English grammar and usage using multiple, complex, formal sentences that represent clear and coherent ideas with a variety of grammatical structures and precise, content-based vocabulary.
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 and/or 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 and/or 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>	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> CCSS: W.8.2d. WIDA ELDS: 2-5 Writing Reading	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, academic
					<b>LFC:</b> Synonyms, antonyms, multiple meaning words
					<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 single words and drawings or pictures with repeated grammatical structures.	Apply specific, general language and key, content-based vocabulary in informative/explanatory texts using phrases with formulaic grammatical structures.	Apply specific language and key, content-based vocabulary in informative/explanatory texts using simple sentences with repetitive, grammatical structures.	Apply specific language and content-based vocabulary in informative/explanatory texts using expanded and some complex sentences with a variety of grammatical structures.	Apply specific language and precise content-based vocabulary in informative / explanatory texts by using multiple, complex sentences with a variety of grammatical structures.
Learning Supports	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 and/or support</a> <a href="#">Partner</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 and/or support</a> <a href="#">Partner</a>	Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word wall</a>	Multiple resources (dictionary, <a href="#">glossary</a> , thesaurus)	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> CCSS: W.8.4 WIDA ELDS: 2-5 Writing Reading	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		<u>Produce</u> clear and coherent writing suitable for task, purpose, and audience using <i>a graphic organizer (specific to task and purpose)</i> .		<b>VU:</b> Purpose, task, audience
					<b>LCF:</b> Sentence structure, transition words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce clear and coherent writing suitable for task, purpose and audience in first language or complete captions suitable for task, purpose or audience with single words or phrases.	Produce clear and coherent writing suitable for task, purpose and audience in first language or complete sentence frames and captions suitable for task, purpose or audience.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience in simple related sentences and general and specific vocabulary.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Writing includes some complex sentences with a variety of grammatical structures.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Writing includes sentences of varying lengths and types, content based vocabulary.
Learning Supports	<a href="#">Graphic organizer</a> appropriate to task 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 and support</a>	<a href="#">Graphic organizer</a> appropriate to task Multiple reference materials (thesaurus, English & <a href="#">bilingual</a> dictionary, translation) <a href="#">Sentence frames</a> <a href="#">Pictures</a> <a href="#">Word Wall/bank</a> <a href="#">L1 text and support</a>	<a href="#">Graphic organizer</a> appropriate to task Multiple reference materials (thesaurus, English & <a href="#">bilingual</a> dictionary, translation) Template (completed model) <a href="#">Word Wall/bank</a>	<a href="#">Graphic organizer</a> appropriate to task Multiple reference materials (thesaurus, dictionary, translation)	<a href="#">Graphic organizer</a> appropriate to task

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 23</b> CCSS: W.85. WIDA ELDS: 2-5 Writing Reading	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 hone in on specific purpose using a <i>graphic organizer</i> (i.e. an audience and purpose planning chart).		<b>VU:</b> Purpose, revise, edit
					<b>LFC:</b> Edit, revise text
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the writing process to hone in on specific purpose in L1 and/or produce single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Apply the writing process to hone in on specific purpose in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Apply the writing process to hone in on specific purpose by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Apply the writing process to hone in on specific purpose by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Apply the writing process to hone in on specific purpose by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content-based vocabulary.
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 and/or support</a> <a href="#">Partner/teacher</a>	<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 and/or support</a> <a href="#">Partner/teacher</a>	<a href="#">Graphic organizer</a> Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word wall</a>	<a href="#">Graphic organizer</a> Multiple resources (dictionary, <a href="#">glossary</a> , thesaurus)	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 24</b> CCSS: W.8.5. WIDA ELDS: 2-5 Writing Reading	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 audience has been addressed.		<u>Apply</u> the writing process to hone in on the audience using <i>a graphic organizer (i.e. an audience and purpose planning chart)</i> .		<b>VU:</b> Process, revise, edit
					<b>LFC:</b> Editing marks, rewriting sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the writing process to hone in on audience in L1 and/or produce single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Apply the writing process to hone in on audience in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Apply the writing process to hone in on audience by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Apply the writing process to hone in on audience by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Apply the writing process to hone in on audience by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content-based vocabulary.
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 and/or support</a> <a href="#">Partner/teacher</a>	<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 and/or support</a> <a href="#">Partner/teacher</a>	<a href="#">Graphic organizer</a> Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word wall</a>	<a href="#">Graphic organizer</a> Multiple resources (dictionary, <a href="#">glossary</a> , thesaurus)	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 25</b> CCSS: W.8.6. WIDA ELDS: 2-5 Writing Reading	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		Write using technology to produce, publish, and collaborate using <i>a checklist of publishing steps</i> .		<b>VU:</b> Publish, collaborate <hr/> <b>LFC:</b> Transitional phrases, embedded clauses <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write using technology to produce, publish, and collaborate in L1 and/or produce single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Write using technology to produce, publish, and collaborate in L1 and/or produce phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Write using technology to produce, publish, and collaborate by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write using technology to produce, publish, and collaborate by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Checklist of publishing steps 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 and/or support</a> <a href="#">Partner</a>	Checklist of publishing steps 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 and/or support</a> <a href="#">Partner</a>	Checklist of publishing steps Multiple resources ( <a href="#">bilingual</a> and English dictionary, <a href="#">glossary</a> , thesaurus) <a href="#">Word wall</a>	Checklist of publishing steps Multiple resources (dictionary, <a href="#">glossary</a> , thesaurus)	Checklist of publishing steps

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 26</b> CCSS: W.8.9b. WIDA ELDS: 1-5 Writing Reading	Draw evidence from informational texts to support analysis, reflection, and research.		<i>Identify evidence, in writing, from informational texts that supports analysis, reflection, and research using a graphic organizer and marking the text.</i>		<b>VU:</b> Analysis, reflection
					<b>LFC:</b> Format as per MLA and APA documentation guidelines, document skills
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	In writing, identify evidence from informational texts that supports analysis, reflection, and research in L1 and/or by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary.	In writing, identify evidence from informational texts that supports analysis, reflection, and research in L1 and/or by producing phrase and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	In writing, identify evidence from informational texts that supports analysis, reflection, and research by producing simple sentences that represent multiple-related ideas using repetitive structures and key, content-based vocabulary.	In writing, identify evidence from informational texts that supports analysis, reflection, and research by producing expanded and some complex structures with a variety of grammatical structures and content-based vocabulary.	In writing, identify evidence from informational texts that supports analysis, reflection, and research by producing multiple, complex sentences using a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Graphic organizer</a> (semi-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 starters</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>

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 27</b> CCSS: W.8.10 WIDA ELDS: 1-5 Writing Reading	Write narratives routinely over extended time frames (time for 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 narratives routinely over extended and shorter time frames to create a portfolio for a specific purpose or audience <i>using a checklist</i> and rubrics.		<b>VU:</b> Personal narrative, journal entry, purpose,
					<b>LFC:</b> Different structures for different registers and genres
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Write narratives 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 that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at 7-8 grade band level using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write narratives 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 in a variety of grammatical structures and precise, content-based vocabulary.
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	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 28</b> CCSS: SL.8.1 WIDA ELDS: 1-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		Participate in a variety of collaborative discussion settings <i>using a graphic organizer for content-based vocabulary and grammatical structure.</i>		<b>VU:</b> Engage, collaborative discussions, diverse, topics, issues, building on ideas <b>LFC:</b> First person phrases, contrastive transitions, restate, tone, voice <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of teacher led discussions in L1 and/or single words that represent ideas using phrase patterns and general, content related vocabulary using a graphic organizer with pre-taught words. Answer by selecting yes/no questions and answers.	Participate in a variety of teacher led discussions, using phrases and/or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary, with a graphic organizer for support.	Participate in a variety of collaborative discussions in pairs, using key, content-based vocabulary in simple sentences that represent multiple related ideas, which may include errors but do not impede meaning.	Participate in a variety of collaborative discussion settings, using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Participate in a variety of collaborative discussion settings, using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Graphic organizer</a> (completed) <a href="#">Word wall</a> <a href="#">Visuals</a> <a href="#">Yes / no questions</a> <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> (completed) <a href="#">Word wall</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> (partially completed) <a href="#">Peer group</a> <a href="#">Word wall</a> Personal dictionary	<a href="#">Graphic organizer</a>	<a href="#">Graphic organizer</a>

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 29</b> CCSS: SL.8.1.a WIDA ELDS: 1-5 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.		Speak and listen to share ideas on a synthesis of research materials relevant to the discussion <i>using Cornell-notes and peer support.</i>		<b>VU:</b> Cite, research, evidence, probe, reflect <b>LCF:</b> Declarative sentences, interrogatives, prosodic features (e.g., stress)
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 and general, content-based vocabulary.	Speak and listen to a discussion to further probe and reflect on a previously researched topic using simple sentences that represent multiple, related ideas in repetitive grammatical structures and key, content-based vocabulary.	Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using expanded and some complex sentences in a variety of grammatical structures and content-based vocabulary.	Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
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="#">Yes/ no 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 (partially 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

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 30</b> CCSS: SL.8.1b WIDA ELDS: 1-5 Speaking Listening	When participating in collaborative discussions, follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.		<i>Speak and listen to participate</i> with peers in a variety of collaborative discussions <i>using a speaking rubric/checklist for appropriate ways to participate in a discussion type.</i>		<b>VU:</b> Rules, collaborative, discussions,
					<b>LFC:</b> Signal words, action verbs, appropriate language, tone, voice
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or use single words or pictures to complete phrase patterns or answer yes/no questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or using phrases to complete sentence frames and answer WH- questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes for grade level discussion using simple related sentences with key content-based vocabulary.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Reference sheet of specific rules Speaking rubric / checklist <a href="#">Word wall</a> <a href="#">Visuals/gestures</a> Cloze sentences <a href="#">L1 support</a>	Reference sheet of specific rules Speaking rubric / checklist <a href="#">Word wall</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> WH- questions <a href="#">L1 support</a>	Reference sheet of specific rules Speaking rubric / checklist <a href="#">Word wall</a>	Reference sheet of specific rules Speaking rubric / checklist	Reference sheet of specific rules Speaking rubric / checklist

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 31</b> CCSS: SL.8.1c WIDA ELDS: 1-5 Speaking Listening	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		<i>Pose and respond</i> to questions in order to clarify, respond, and probe a topic <i>using sentence frames, graphic organizers, and L1 support.</i>		<b>VU:</b> Pose, connect, questions, comments
					<b>LFC:</b> Questions for: clarifications; probing, ask for examples/evidence; tone, voice
					<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. Produce single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or from leveled texts by producing phrases and / or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Pose and respond to questions in order to clarify, respond, and probe a topic from adapted texts by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Pose and respond to questions in order to clarify, respond, and probe a topic from grades 7-8 grade complexity-level texts by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Pose and respond to questions in order to clarify, respond, and probe a topic from grade level texts by producing clear and coherent multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Graphic organizer</a> (completed) Personal dictionary <a href="#">Word 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="#">Word wall</a> <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Graphic organizer</a> (partially completed) Personal dictionary <a href="#">Word wall</a>	<a href="#">Graphic organizer</a> Personal dictionary	<a href="#">Graphic organizer</a>

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 32</b> CCSS: SL.8.1d WIDA ELDS: 1-5 Speaking Listening	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.		<i>Speak and listen to evaluate evidence presented using a speaking rubric / checklist or L1 support.</i>		<b>VU:</b> Qualify, justify, point of view
					<b>LFC:</b> Affirming sentence frames, appropriate language, tone, voice
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate evidence presented in L1 and/or by using single words that represent key ideas with phrase patterns and general, content-related vocabulary.	Speak and listen to evaluate evidence presented in L1 and/or by using phrases and/or short sentences that represent key ideas with formulaic sentence patterns and general, content-based vocabulary.	Speak and listen to evaluate evidence presented using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Speak and listen to evaluate evidence presented using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Speak and listen to evaluate evidence presented using clear and coherent multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Speaking rubric/checklist Speaking protocol (memorized single word expressions) <a href="#">Bilingual dictionary</a> <a href="#">Visuals/ gestures</a> <a href="#">Yes / no questions</a> <a href="#">L1 support</a>	Speaking rubric / checklist Speaking protocol (repetitive phrases) <a href="#">Word/Picture Wall</a> <a href="#">Bilingual dictionary</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	Speaking rubric / checklist Speaking protocol (simple sentences) <a href="#">Word wall</a> <a href="#">Bilingual dictionary</a>	Speaking rubric/checklist Speaking protocol	Speaking rubric/checklist

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 33</b> CCSS: SL.8.2 WIDA ELDS: 1-5 Speaking Listening	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).		Speak and listen to analyze the purpose of information in various forms of multimedia presentations <i>using a checklist</i> .		<b>VU:</b> Point of view, purpose, bias, misinformation, convince, allusions
					<b>LFC:</b> Superlatives, active and passive voice
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to analyze the purpose of information in various forms of multimedia presentations in L1 and/or use single words or pictures that represent key ideas with phrase patterns and general, content-related vocabulary.	Speak and listen to analyze the purpose of information in various forms of multimedia presentations in L1 and/or use phrases and/or short sentences that represent key ideas with formulaic sentence patterns and general, content-based vocabulary.	Speak and listen to analyze the purpose of information in various forms of multimedia presentations using simple sentences with repetitive grammatical structures and key, content-based vocabulary.	Speak and listen to analyze the purpose of information in various forms of multimedia presentations using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Speak and listen to analyze the purpose of information in various forms of multimedia presentations using clear and coherent multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Checklist <a href="#">Video clips</a> and/or PowerPoint Teacher led discussion <a href="#">Word/Picture Wall</a> Dictionaries ( <a href="#">picture</a> , <a href="#">bilingual</a> ) <a href="#">Visuals/gestures</a> Cloze Sentence <a href="#">L1 support</a>	Checklist <a href="#">Video clips</a> and/or PowerPoint Teacher led discussion <a href="#">Word/Picture Wall</a> Dictionaries ( <a href="#">picture</a> , <a href="#">bilingual</a> ) <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	Checklist <a href="#">Video clips</a> and/or PowerPoint <a href="#">Peer group</a> <a href="#">Word wall</a> Dictionaries (personal, <a href="#">bilingual</a> and English)	Checklist <a href="#">Video clips</a> <a href="#">Peer group</a>	Checklist <a href="#">Video clips</a>

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 34</b> CCSS: SL.8.2 WIDA ELDS: 1-5 Speaking Listening	Evaluate the motives (e.g., social, commercial, political) behind its presentation.		Speak and listen to evaluate the motives behind multimedia presentations <i>using a checklist and peer support</i> .		<b>VU:</b> Motive, social, commercial, political <b>LFC:</b> Superlatives, negatives, prepositional phrases <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Speak and listen to evaluate the motive behind various forms of multimedia presentations in L1 and/or use single words or pictures that represent key ideas with phrase patterns and general, content - related vocabulary.	Speak and listen to evaluate the motive behind various forms of in various forms of multimedia presentations in L1 and/or use phrases and / or short sentences with formulaic sentence patterns and general, content-based vocabulary to answer questions in sentence frames.	Speak and listen to evaluate the motive behind various forms of multimedia presentations using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Speak and listen to evaluate the motive behind various forms of multimedia presentations using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Checklist <a href="#">Video clips</a> and/or PowerPoint <a href="#">Word/Picture Wall</a> Dictionaries ( <a href="#">picture</a> , <a href="#">bilingual</a> ) <a href="#">Visuals/ gestures</a> <a href="#">Yes / no questions</a> <a href="#">L1 support</a>	Checklist <a href="#">Video clips</a> and / or PowerPoint presentations <a href="#">Word/Picture Wall</a> Dictionaries ( <a href="#">picture</a> , <a href="#">bilingual</a> ) <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	Checklist <a href="#">Video clips</a> and/or PowerPoint presentations <a href="#">Peer group</a> <a href="#">Word wall</a> Dictionaries (personal, <a href="#">bilingual</a> and English)	Checklist <a href="#">Video clips</a> <a href="#">Peer group</a>	Checklist <a href="#">Video clips</a>

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 35</b> CCSS: SL.8.6; L.8.3 WIDA ELDS: 1-5 Speaking Listening	Adapt speech to a variety of contexts using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).		Adapt speech to a variety of contexts and tasks by using <i>a speaking rubric specific to task</i> .		<b>VU:</b> Verbs, active/passive voice
					<b>LFC:</b> Verb tenses in active/passive voices, conditional / subjunctive
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech in L1 and/or produce single, spoken words that represent key ideas that are appropriate to context; using phrase patterns and general, content-related vocabulary.	Adapt speech in L1 and/or produce spoken phrases and short sentences that represent key ideas that are appropriate to context; using formulaic sentence patterns and general, content-based vocabulary.	Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content-based vocabulary.
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	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 36</b> CCSS: L.8.1a WIDA ELDS: 1-5 Speaking Writing	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		<i>Speak and write</i> to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by <i>analyzing examples and using a chart</i> .		<b>VU:</b> Function, gerunds, participles, infinitives
					<b>LFC:</b> Verbals, infinitives, gerunds, participles
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write to develop an understanding of the conventions of standard formation and usage of gerunds, participles, and/or infinitives by producing single words that represent key ideas using phrase patterns and general, content related vocabulary.	Speak and write to develop an understanding of the conventions of standard formation and usage of gerunds, participles, and / or infinitives by producing phrases and /or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Speak and write to demonstrate command of the conventions of usage of verbals (gerunds, participles, infinitives) using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by producing clear and coherent speech using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Chart</a> <a href="#">Word/Picture Wall</a> Reference sheet <a href="#">Visuals/ gestures</a> Cloze sentences <a href="#">L1 support</a>	<a href="#">Chart</a> <a href="#">Word/Picture Wall</a> Reference sheet <a href="#">Visuals</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Chart</a> <a href="#">Word wall</a> Reference sheet	<a href="#">Chart</a>	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 37</b> CCSS: L.8.1b WIDA ELDS: 1-5 Speaking Writing	Form and use verbs in the active voice when speaking and writing.		<i>Speak and write to form and use verbs in active voice by using a reference sheet, picture s and word wall.</i>		<b>VU:</b> Verbs, active voice, emphasis, action <b>LFC:</b> Past and present verb tenses, action verbs, subject/predicate <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Speak and write to develop an understanding of verbs in active voice by matching pictures to corresponding action verbs and/or by completing cloze sentences with a reference sheet.	Speak and write to develop an understanding of verbs in active voice by matching pictures to simple sentences that contain action verbs and / or by completing sentence frames with a reference sheet.	Speak and write to form and use verbs in active voice in different verb tenses by producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Speak and write to form and use verbs in active voice in different verb tenses by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.
Learning Supports	Reference sheet <a href="#">Word/Picture Wall</a> <a href="#">Pictures</a> Cloze sentences <a href="#">L1 support</a>	Reference sheet <a href="#">Word/Picture Wall</a> <a href="#">Pictures</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	Reference sheet <a href="#">Word wall</a>	Reference sheet	

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## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 38</b> CCSS: L.8.1b. WIDA ELDS: 1-5 Speaking Writing	Form and use verbs in the passive voice.		<u>Speak and write</u> to form and use verbs in the passive voice by <i>transforming active to passive voice using a reference sheet, pictures and word wall.</i>  <i>Note: Passive voice is usually not mastered until ELL has reached ELP level 4.</i>		<b>VU:</b> Passive, verbs, voice
					<b>LFC:</b> Passive verbs, passive tense, past participles
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write to develop an understanding of verbs in the passive voice by matching verbs and / or their past participles to corresponding pictures using single words that represent key ideas using phrase patterns and general, content related vocabulary.	Speak and write to form and use verbs in the passive voice by matching passive verbs and/or their past participles to corresponding pictures and/or by completing sentence frames with phrases and / or short sentences using formulaic sentence patterns and general, content-based vocabulary.	Speak and write to form and use verbs in the passive voice by describing pictures in passive voice in simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Speak and write to form and use verbs in the passive voice by transforming active sentences to passive voice using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Speak and write to form and use verbs in the passive voice by producing a presentation using the passive voice using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Pictures</a> Cloze sentences <a href="#">L1 support</a> <a href="#">Word/Picture Wall</a> Reference sheet <a href="#">Partner</a>	<a href="#">Pictures</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a> <a href="#">Word/Picture Wall</a> Reference sheet <a href="#">Partner</a>	Reference sheet <a href="#">Word wall</a> <a href="#">Partner</a>	Reference sheet <a href="#">Partner</a>	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 39</b> CCSS: L.8.2a WIDA EDLS: 1-5 Reading Writing	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		Write to apply the conventions of standard English punctuation by producing, editing and revising <i>using written examples and punctuation rules checklist</i> .		<b>VU:</b> Punctuation: comma, ellipsis, dash; pause, break
					<b>LFC:</b> Transitional words/phrases, coordinating conjunctions, main/subordinate clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to identify where to apply the conventions of standard English punctuation by inserting commas into cloze sentences of L1 and/or leveled written examples using single words that represent key ideas with phrase patterns and general, content related vocabulary.	Write to identify the conventions of standard English punctuation by inserting commas and dashes into simple sentence frames of L1 and / or leveled and / or adapted written examples of phrases and /or short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Write to apply the conventions of standard English punctuation by revising written examples of simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write to apply the conventions of standard English punctuation by revising written examples of expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write to apply the conventions of standard English punctuation by producing, editing and revising written examples at grade level using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Cloze sentences <a href="#">Leveled written examples</a> Punctuation rules checklist <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Sentence frames</a> <a href="#">Leveled written examples</a> Punctuation rules checklist <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Adapted written examples</a> Template Punctuation rules checklist	Punctuation rules checklist	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 40</b> CCSS: L.8.2a WIDA ELDS: 1-5 Writing Reading	Demonstrate command of the conventions of standard English using capitalization, when writing.		Write to apply the usage of the conventions of standard English capitalization <i>using a capitalization reference sheet</i> .		<b>VU:</b> Conventions, standard English, capitalization <b>LFC:</b> Common and proper nouns, titles, names, initial capitalization rules <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write to identify the conventions of standard English capitalization by categorizing proper and common nouns in cloze sentences.	Write to identify the conventions of standard English capitalization by producing, editing and / or revising proper and/or common nouns in sentence frames.	Write to apply the conventions of standard English capitalization by producing, editing and revising simple sentences with repetitive structures.	Write to apply the conventions of standard English capitalization by producing, editing and revising some complex sentences with a variety of grammatical structures.
Learning Supports	Cloze sentences Capitalization reference sheet <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Word wall</a>	<a href="#">Sentence frames</a> Capitalization reference sheet <a href="#">Visuals</a> <a href="#">L1 support</a> <a href="#">Word wall</a>	Capitalization reference sheet <a href="#">Word wall</a>	Capitalization reference sheet	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 41</b> CCSS: L.8.2b WIDA ELDS: 1-5 Writing Reading	Demonstrate command of the conventions of standard English to spell correctly.		Write to apply the conventions of standard English spelling in all content areas by using spelling rules chart and technology.		<b>VU:</b> Standard English, spell(ing)
					<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 apply the conventions of standard English spelling by sorting content-related vocabulary from a word bank into leveled cloze sentences according to visual themes and spelling rules.	Write to apply the conventions of standard English spelling by completing leveled sentence frames with content related vocabulary from a word bank, and categorizing words according to visual themes and spelling rules.	Write to apply the conventions of standard English spelling in simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write to apply the conventions of standard English spelling in expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Write to apply the conventions of standard English spelling in multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	<a href="#">Technology resources</a> (i.e. Microsoft Word & spell check) <a href="#">Spelling rules chart</a> <a href="#">Word/picture bank</a> Cloze sentences <a href="#">L1 support</a>	<a href="#">Technology resources</a> (i.e. Microsoft Word & spell check) <a href="#">Spelling rules chart</a> <a href="#">Word/picture bank</a> <a href="#">Sentence frames</a> <a href="#">L1 support</a>	<a href="#">Technology resources</a> (i.e. Microsoft Word & spell check) <a href="#">Spelling rules chart</a> <a href="#">Word bank</a>	<a href="#">Technology resources</a> (i.e. Microsoft Word & spell check)	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 42</b> CCSS: L.8.4a WIDA ELDS: 1-5 Writing Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		Identify and define unknown and multiple-meaning words and phrases within the context of specific grade 8 reading and content <i>by creating cue cards in small groups.</i>		<b>VU:</b> Determine, clarify, multiple-meaning, phrases. strategies
					<b>LFC:</b> Multiple-meaning words, synonyms, antonyms, homonyms
					<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 words and phrases within L1 and/or in leveled text by matching teacher-selected single words and basic meanings to pictures.	Identify and define unknown and multiple-meaning words and phrases within L1 and/or in leveled texts by matching common and key content-based words and phrases to definitions pictures.	Identify and define unknown and multiple-meaning words and phrases within simple sentences with repetitive structures.	Identify and define unknown and multiple-meaning words and phrases within expanded and some complex sentences with a variety of grammatical structures.	Identify and define unknown and multiple-meaning words and phrases within multiple, complex sentences with a variety of grammatical structures.
Learning Supports	<a href="#">Teacher selected words and phrases</a> <a href="#">Picture</a> and <a href="#">bilingual</a> dictionary and thesaurus <a href="#">Small group</a> <a href="#">Pictures/gestures</a> <a href="#">L1 support</a> <a href="#">Vocabulary cue cards</a>	<a href="#">Teacher selected words and phrases</a> <a href="#">Picture</a> and <a href="#">bilingual</a> dictionary and thesaurus <a href="#">Small group</a> <a href="#">Pictures</a> <a href="#">L1 support</a> <a href="#">Vocabulary cue cards</a>	<a href="#">Adapted text</a> <a href="#">Small group</a> Dictionary and / or thesaurus <a href="#">Vocabulary cue cards</a>	Dictionary and thesaurus <a href="#">Vocabulary cue cards</a>	Grade level text <a href="#">Small group</a> Dictionary and / or thesaurus <a href="#">Vocabulary cue cards</a>

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 43</b> CCSS: L.8.4a WIDA ELDS: 1-5 Writing Reading Speaking	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.		<u>Use context clues in order to comprehend</u> unfamiliar vocabulary using a <i>reference sheet and multiple resources</i> .		<b>VU:</b> Multiple meaning words / phrases, context, context clues
					<b>LFC:</b> Word functions, positions, and meanings
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context clues in order to comprehend unfamiliar, high frequency vocabulary within a leveled text.	Use context clues in order to comprehend unfamiliar, general content vocabulary within a leveled text.	Use context clues in order to comprehend unfamiliar, content-related vocabulary within a leveled text.	Use context clues in order to comprehend unfamiliar vocabulary within a grade 7-8 text complexity level.	Use context clues in order to comprehend unfamiliar grade level vocabulary.
Learning Supports	Reference sheet on context clues Multiple resources (print and digital, <a href="#">bilingual</a> ) <a href="#">Picture dictionaries</a> <a href="#">L1 support</a> <a href="#">Cognates</a>	Reference sheet on context clues Multiple resources (print and digital, <a href="#">bilingual</a> ) <a href="#">Picture dictionaries</a> <a href="#">L1 support</a> <a href="#">Cognates</a>	Reference sheet on context clues Multiple resources (print and digital, <a href="#">bilingual</a> )	Reference sheet on context clues Multiple resources (print and digital)	Multiple resources (print and digital)

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 44</b> CCSS: L.8.4b WIDA ELDS: 1-5 Reading Writing Speaking Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		<u>Repeat of SLO 42</u>		<b>VU:</b>
					<b>LFC:</b>
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	SEE SLO 42	SEE SLO 42	SEE SLO 42	SEE SLO 42	SEE SLO 42
Learning Supports					

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 45</b> CCSS: L.8.4b. WIDA ELDS: 1-5 Reading Writing Speaking	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content by <i>using cognates, when feasible, and by creating a root and affix poster.</i>		<b>VU:</b> Common, affixes, prefixes, suffixes, roots, clues, word meaning(s)
					<b>LFC:</b> Affixes, prefixes, suffixes, word functions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 1	ELP 2
Language Objectives	Identify and/or clarify the meaning of unknown and multiple-meaning words in L1 and / or leveled and / or adapted reading and content by sorting words according to specific patterns, word roots, suffixes and cognates.	Identify and/or clarify the meaning of unknown and multiple-meaning words in L1 and / or leveled and / or adapted reading and content by creating word lists according to specific patterns, word roots, suffixes and cognates.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases in adapted text and / or content applying root, affixes and cognate knowledge.	Identify and/or clarify the meaning of unknown and multiple-meaning words by sorting words according to specific grade 7-8 level text and / or content patterns, word roots, suffixes and cognates.	Identify and/or clarify the meaning of unknown and multiple-meaning words by creating word lists according to specific grade level text and / or content patterns, word roots, suffixes and cognates.
Learning Supports	<a href="#">Leveled text</a> Roots and affixes <a href="#">poster</a> <a href="#">Cognates</a> <a href="#">Word/Picture Wall</a> <a href="#">Teacher selected words</a> <a href="#">Pictures</a> <a href="#">L1 support</a>	<a href="#">Leveled text</a> Roots and affixes <a href="#">poster</a> <a href="#">Cognates</a> <a href="#">Word/Picture Wall</a> <a href="#">Teacher selected words</a> <a href="#">Pictures</a> <a href="#">L1 support</a>	<a href="#">Adapted text</a> Roots and affixes <a href="#">poster</a> <a href="#">Cognates</a> <a href="#">Word wall</a>	<a href="#">7-8 level text</a> Roots and affixes <a href="#">poster</a>	<a href="#">Grade level text</a> Roots and affixes <a href="#">poster</a>

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 46</b> CCSS: L.8.4c.d WIDA ELDS: 1-5 Reading Speaking Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; Consult general and specialized reference materials 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>Read, speak, and listen</u> to identify, define, and practice the meaning and pronunciation of unknown and multiple-meaning words and phrases and parts of speech at leveled grade 8 level reading and content <i>by consulting reference materials and utilizing technology.</i>		<b>VU:</b> Parts of speech, strategies, consult(ation), general, specialized, reference materials, print, digital, pronunciation
					<b>LFC:</b> Definition genre
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3		ELP 1
Language Objectives	Read, speak, and listen to identify and define the meaning of unknown and multiple-meaning teacher selected words and parts of speech. Listen to and practice the pronunciation of key, content-based words in L1 and/or appropriately-leveled text.	Read, speak, and listen to identify and define the meaning of unknown and multiple-meaning teacher selected words, phrases, and parts of speech. Listen to and practice the pronunciation of key content based words in L1 and/or leveled text.	Read, speak, and listen to identify and define the meaning of unknown and multiple-meaning words, phrases, and parts of speech. Listen to and practice the pronunciation of key content based words in adapted text.	Read, speak, and listen to identify and define the meaning of unknown and multiple-meaning words, phrases, and parts of speech. Listen to and practice the pronunciation of words in grade 7-8 level band text.	Read, speak, and listen to identify and define the meaning of unknown and multiple-meaning words, phrases, and parts of speech. Listen to and practice the pronunciation of words in grade-level text.
Learning Supports	<a href="#">Leveled text</a> <a href="#">Technology</a> to record self <a href="#">Word wall</a> Reference materials <a href="#">Teacher selected words</a>	<a href="#">Leveled text</a> / <a href="#">Adapted text</a> <a href="#">Technology</a> to record self <a href="#">Word wall</a> Reference materials <a href="#">Teacher selected words and phrases</a>	<a href="#">Adapted text</a> <a href="#">Technology</a> to record self <a href="#">Word wall</a> Reference materials	<a href="#">Grade 7-8 level band text</a> <a href="#">Technology</a> to record self Reference materials	<a href="#">Grade-level text</a> <a href="#">Technology</a> to record self

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## ELA – Grade 8 - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 47</b> CCSS: L.8.6 WIDA ELDS: 1-5 Reading Speaking Writing Listening	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.		<u>Read, write, speak, and listen to apply</u> grade-appropriate general academic and domain-specific words and phrases <i>using reference materials.</i>		<b>VU:</b> Academic, general, domain-specific
					<b>LFC:</b> Embedded clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read, write, speak, and listen to apply grade-appropriate general, academic and key domain-specific single words from leveled reference materials to complete cloze sentences to represent ideas.	Read, write, speak, and listen to apply grade-appropriate general, academic and key domain-specific words and phrases from leveled reference materials to complete sentence frames with phrases and / or short sentences to represent ideas.	Read, write, speak, and listen to apply grade-appropriate general, academic and key domain-specific words and phrases from adapted reference materials to produce simple sentences with repetitive structures that represent multiple, related ideas.	Read, write, speak, and listen to apply general, academic and domain-specific words and phrases from grade 7-8 level band reference materials to produce expanded and some complex sentences to represent organized ideas.	Read, write, speak, and listen to apply grade-appropriate general, academic and domain-specific words and phrases to produce clear and coherent writing / speech using multiple, complex sentences to represent organized ideas.
Learning Supports	<a href="#">Leveled</a> reference materials (digital and print, <a href="#">bilingual</a> , picture) <a href="#">Teacher selected words</a> Cloze sentences <a href="#">L1 support</a>	<a href="#">Leveled text</a> reference materials (digital and print, <a href="#">bilingual</a> , picture) <a href="#">Teacher selected words</a> <a href="#">Sentence frames</a> <a href="#">Visuals</a> <a href="#">L1 support</a>	<a href="#">Adapted</a> reference materials (digital and print) <a href="#">Word wall</a>	<a href="#">Grade 7-8 level</a> band reference materials (digital and print)	<a href="#">Grade-level</a> reference materials (digital and print)

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.