

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.9.1 WIDA ELDS: 2 – 5 Reading Writing	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Read to cite and express explicit and inferential evidence using <i>adapted text and</i> Graphic Organizers (<i>i.e. T-chart</i>).		VU: Cite, textual evidence, explicit, inferential; content-based, grade-level vocabulary <hr/> LFC: Compound tenses, complex sentences, elements of quotations <hr/> LC: Varies by ELP level
	Language Objectives	Read to cite and express explicit and inferential evidence in L1 and/or by matching Phrase Citations from leveled text to visual representations of the text.	Read to cite and express explicit and inferential evidence in L1 and/or by matching Sentence Citations from leveled text to visual representations of the text.	Read to cite and express explicit and inferential evidence from adapted literary text.	Read to cite and express explicit and inferential evidence from literary text at a grade 7-9 text complexity level.
	Learning Supports	T-chart (partially completed) Phrase Citations Native language support Partner Work Word/Picture Bank Native Language Texts	T-chart (partially completed) Sentence Citations Native language support Partner Work Phrase Bank Native Language Texts	T-chart Word Bank	T-chart

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.9.2 WIDA ELDS: 2 – 5 Reading Writing	Determine a theme or central idea of a text.		Read to identify a theme of a literary text using <i>a cartoon representation of the text and a web</i> .		VU: Theme, text; content-based, grade-level vocabulary
					LFC: Compound tenses, elements of quotations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify a theme of a literary text in L1 and/or using a leveled text, use a word or phrase to complete web.	Read to identify a theme of a literary text in L1 and/or using a leveled text, use a phrase to complete a web.	Read to identify a theme of an adapted literary text.	Read to identify a theme of a literary text at a grade 7-9 text complexity level.	Read to identify a theme of a grade level literary text.
Learning Supports	Webs Cartoons Triads or Small Groups Word/Picture Bank Native language support Native Language Texts	Webs Cartoons Triads or Small Groups Phrase Bank Native language support Native Language Texts	Webs Cartoons Triads or Small Groups Adapted Text	Webs Cartoons	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.9.2 WIDA ELDS: 2 – 5 Reading Writing	Determine a theme or central idea of a text and analyze in detail its development over the course of the text.		Read to analyze how a theme is developed by specific details using <i>illustrations of the text and</i> Marking the Text.		VU: Determine, analyze, development, central idea; content-based, grade-level vocabulary
					LFC: Modals (would, could, might), compound tenses (would have been)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze how a theme is developed by specific details in L1 and/or using leveled text, match Phrase Citations to visual representations of the theme.	Read to analyze how a theme is developed by specific details in L1 and/or using leveled text, match Sentence Citations to visual representations of the theme.	Read to analyze how a theme is developed by specific details from adapted literary text.	Read to analyze how a theme is developed by specific details from literary text at a grade 7-9 text complexity level.	Read to analyze how a theme is developed by specific details from grade level literary text.
Learning Supports	Marking the Text Phrase Citations Illustrations Native language support Native Language Texts Partner Work	Marking the Text Sentence Citations Illustrations Native language support Native Language Texts	Marking the Text Illustrations	Marking the Text Illustrations	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.9.2 WIDA ELDS: 2 – 5 Reading Writing	Provide an objective summary of the text.		Read to <u>objectively summarize</u> the text using Sentence Starter.		VU: Objective, subjective, summary; content-based, grade-level vocabulary
					LFC: Compound tenses, transitional phrases
					LC: 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 with Sentence Starter to be completed using a Word Bank.	Summarize the text in L1 and/or complete a summary with Sentence Starter to be completed using a phrase bank.	Read to objectively summarize an adapted literary text using Sentence Starter.	Read to objectively summarize a literary text at a grade 7-9 text complexity level.	Read to objectively summarize a grade level literary text.
Learning Supports	Sentence Starter Word/Phrase Bank Visuals Native Language Text Native language support Partner Work	Sentence Starter Word/Phrase Bank Visuals Native Language Text Native language support	Sentence Starter Word Bank	Sentence Starter	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.9.3 WIDA ELDS: 2 Reading Writing	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		Read to <i>analyze</i> how complex characters develop over the course of a text using <i>cartoons and</i> Marking the Text.		VU: Complex, motivations, interact, theme; content-based, grade-level vocabulary
					LFC: Elements of quotations, compound, complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze how complex characters develop over the course of a text in L1 and/or using leveled text, match Phrase Citations to visual representations of the theme.	Read to analyze how complex characters develop over the course of a text in L1 and/or using leveled text, match Sentence Citations to visual representations of the theme.	Read to analyze how complex characters develop over the course of a text from adapted literary text.	Read to analyze how complex characters develop over the course of a text from literary text at a grade 7-9 text complexity level.	Read to analyze how complex characters develop over the course of a text from grade level literary text.
Learning Supports	Marking the Text Cartoons Phrase Citations Illustrations Native language support Native Language Texts Partner Work	Marking the Text Cartoons Sentence Citations Illustrations Native language support Native Language Texts	Marking the Text Cartoons	Marking the Text Cartoons	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.9.4 WIDA ELDS: 2 Reading	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.		Read to determine word and phrase meaning using a Figurative Language Chart <i>word wall, online support and student created visual representations of word meanings.</i>		VU: Context clues, figurative, connotative, technical; content-based, grade-level vocabulary <hr/> LFC: Sentences with Figurative Language Chart <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of word meanings.	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of phrase meanings.	Read to determine word and phrase meaning in an adapted literary text.	Read to determine word and phrase meaning in a literary text at a grade 7-9 text complexity level.
Learning Supports	Online Resources Figurative Language Chart Word Wall Native language support Student Created Visuals Partner Work Charts/Posters Picture Dictionary	Online Resources Figurative Language Chart Word Wall Native language support Student Created Visuals Partner Work Charts/Posters	Online Resources Figurative Language Chart Word Wall Student Created Visuals Partner Work	Online Resources Figurative Language Chart Word Wall Student Created Visuals	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.9.4 WIDA ELDS: 2 Reading Writing	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone).		Read to analyze the impact of word choices on meaning and tone using <i>a</i> Graphic Organizers (<i>i.e. Cause and Effect</i> Graphic Organizers).		VU: Cumulative, impact, meaning, tone; content-based, grade-level vocabulary
					LFC: Descriptive language
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze the impact of the author’s choices on the development of a literary text in L1 and/or using a leveled text, use a word to complete a Graphic Organizers.	Read to analyze the impact of the author’s choices on the development of a literary text in L1 and/or using a leveled text, use a phrase to complete a Graphic Organizers.	Read to analyze the impact of the author’s choice on the development of an adapted literary text.	Read to analyze the impact of the author’s choice on the development of a literary text at a grade 7-9 text complexity level.	Read to analyze the impact of the author’s choice on the development of a grade level literary text.
Learning Supports	Cause/effect Graphic Organizers (partial) Word Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers Partner Work	Cause/effect Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.9.5 WIDA ELDS: 2 Reading Writing	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise using a Graphic Organizers (i.e. Cause and Effect Graphic Organizers).		VU: Choices, structure, manipulate, mystery, tension, surprise
					LFC: Complex, compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise in L1 and/or using a leveled text, use a word to complete a Graphic Organizers.	Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise in L1 and/or using a leveled text, use a phrase to complete a Graphic Organizers.	Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise in an adapted literary text.	Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise in a literary text at a grade 7-9 text complexity level.	Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise in a grade level literary text.
Learning Supports	Cause/effect Graphic Organizers (partial) Word Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers Partner Work Marking the Text	Cause/effect Graphic Organizers	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RL.9.7 WIDA ELDS: 2 Reading Writing	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).		<u>Compare and contrast</u> the representation of a subject in two different artistic mediums using <i>a Venn Diagram and a Word Bank</i> .		VU: Emphasize, absent, representation, artistic, mediums; content-based, grade-level vocabulary
					LFC: Specific to artistic medium
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the representation of a subject in two different artistic mediums in L1 and/or by using pictures and selected words in phrase patterns.	Compare and contrast the representation of a subject in two different artistic mediums in L1 and/or by using selected vocabulary in phrases and short sentences.	Compare and contrast the representation of a subject in two different artistic mediums using key vocabulary in a series of simple, related sentences.	Compare and contrast the representation of a subject in two different artistic mediums using key vocabulary in expanded and some complex sentences.	Compare and contrast the representation of a subject in two different artistic mediums using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Word/Picture Bank Triads or Small Groups Sentence Frame Visuals Native language explanations	Venn Diagram Word/Picture Bank Triads or Small Groups Sentence Frame Visuals Native language support	Venn Diagram Word Bank Triads or Small Groups Bilingual Dictionary	Venn Diagram Word Bank	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RL.9.10 WIDA ELDS: 2 – 5 Reading Writing	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Read and comprehend a variety of literature using a Story Map.		VU: Literature, stories, drama, poems, complexity; content-based, grade-level vocabulary
					LFC: Varies according to reading task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend a variety of grade level literature in L1 and/or using a leveled text and excerpts from grade level literature, use selected words in phrase patterns.	Read and comprehend a variety of grade level literature in L1 and/or using a leveled text and excerpts from grade level literature, use selected vocabulary in phrases to complete a Graphic Organizers.	Read and comprehend a variety of literature in an adapted text and excerpts from grade level literature.	Read and comprehend a variety of literature at a grade 7-9 text complexity level and excerpts from grade level literature.	Read and comprehend a variety of literature in a grade level text.
Learning Supports	Story Map (partially completed) Phrase Citations Illustrations Native language support Native Language Texts Partner Work	Story Map (partially completed) Sentence Citations Illustrations Native language support Native Language Texts	Story Map Adapted Text	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RI.9.1 WIDA ELDS: 2 – 5 Reading Writing	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Read to cite and express explicit and inferential evidence using <i>adapted text and</i> Graphic Organizers (<i>i.e. T-chart</i>).		VU: Cite, textual evidence, explicit, inferential; content-based, grade-level vocabulary <hr/> LFC: Compound tenses, complex sentences <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read to cite and express explicit and inferential evidence in L1 and/or by matching Phrase Citations from leveled text to visual representations of the text.	Read to cite and express explicit and inferential evidence in L1 and/or by matching Sentence Citations from leveled text to visual representations of the text.	Read to cite and express explicit and inferential evidence from adapted informational text.	Read to cite and express explicit and inferential evidence from informational text at a grade 7-9 text complexity level.
Learning Supports	T-chart Phrase Citations Native language support Partner Work Word Bank Native Language Texts	T-chart Sentence Citations Native language support Partner Work Phrase Bank Native Language Texts	T-chart Word Bank	T-chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RI.9.2 WIDA ELDS: 2 – 5 Reading Writing	Determine a central idea of a 9th grade text.		Read to identify a central idea of a 9 th grade text using <i>a cartoon representation of the text and a web.</i>		VU: Central idea, text; content-based, grade-level vocabulary
					LFC: compound tenses, elements of quotations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify a central idea of an informational text in L1 and/or using a leveled text, use a word or phrase to complete web.	Read to identify a central idea of an informational text in L1 and/or using a leveled text, use a phrase to complete a web.	Read to identify a central idea of an adapted informational text.	Read to identify a central idea of an informational text at a grade 7-9 text complexity level.	Read to identify a central idea of a grade level informational text.
Learning Supports	Webs Cartoons Triads or Small Groups Word Bank Native language support Native Language Texts	Webs Cartoons Triads or Small Groups Phrase Bank Native language support Native Language Texts	Webs Triads or Small Groups	Webs	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RI.9.2 WIDA ELDS: 2 – 5 Reading Writing	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.		Read to <u>analyze</u> how a central idea is developed by specific details using <i>illustrations of the text and Marking the Text</i> .		VU: Determine, analyze, development, central idea; content-based, grade-level vocabulary
					LFC: Modals (would, could, might), compound tenses (would have been)
					LC: 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 Phrase Citations to visual representations of the central idea.	Read to analyze how a central idea is developed by specific details in L1 and/or using leveled text, match Sentence Citations to visual representations of the central idea.	Read to analyze how a central idea is developed by specific details from adapted informational text. Use key vocabulary in a series of simple, related sentences.	Read to analyze how a central idea is developed by specific details from informational text at a grade 7-9 text complexity level. Use key vocabulary in expanded and some complex sentences	Read to analyze how a central idea is developed by specific details from grade level informational text. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Marking the Text Phrase Citations Illustrations Native language support Native Language Texts	Marking the Text Sentence Citations Illustrations Native language support Native Language Texts	Marking the Text Illustrations	Marking the Text Illustrations	

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SLO: 14 CCSS: RI.9.2 WIDA ELDS: 2 – 5 Reading Writing	Provide an objective summary of the text.		Read to <u>summarize</u> the text objectively using Sentence Starter.		VU: Objective, subjective, summary; content-based, grade-level vocabulary LFC: compound tenses, transitional phrases LC: 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 with Sentence Starter to be completed using a Word Bank.	Summarize the text in L1 and/or complete a summary with Sentence Starter to be completed using a phrase bank.	Read to objectively summarize an adapted informational text using Sentence Starter. Use key vocabulary in simple, related sentences.	Read to objectively summarize an informational text at a grade 7-9 text complexity level. Use key vocabulary in expanded and some complex sentences.
Learning Supports	Sentence Starter Word/Phrase Bank Visuals Native Language Text Native language support Partner Work	Sentence Starter Word/Phrase Bank Visuals Native Language Text Native language support	Sentence Starter Word Bank	Sentence Starter	

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SLO: 15 CCSS: RI.9.3 WIDA ELDS: 2 – 5 Reading Writing	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made.		<u>Read to analyze</u> how an author organizes ideas and events using <i>a</i> Graphic Organizers (<i>i.e. Cause and Effect Graphic Organizers</i>) <i>and a</i> Word Bank of <i>transitional words and phrases</i> .		VU: Series, ideas, events, order; content-based, grade-level vocabulary
					LFC: Compound tenses, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze how an author organizes ideas and events in L1 and/or using a leveled text, use selected words to complete a Graphic Organizers.	Read an informational text and analyze how an author organizes ideas and events in L1 and/or using a leveled text, use selected words in phrases and short sentences.	Read an adapted informational text and analyze how an author organizes ideas and events using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and analyze how an author organizes ideas and events using key vocabulary in expanded and some complex sentences.	Read a grade level informational text and analyze how an author organizes ideas and events using precise vocabulary in multiple, complex sentences.
Learning Supports	Cause/effect Graphic Organizers (partial) Word Bank Word Bank of transitional words and phrases Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Word Bank of transitional words and phrases Native Language Text Native language support	Cause/effect Graphic Organizers Word Bank of transitional words and phrases	Cause/effect Graphic Organizers	Word Bank of transitional words and phrases

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: RI.9.3 WIDA ELDS: 2 – 5 Reading Writing	Analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.		Read to <u>analyze</u> the impact of the author’s choice on the development of an informational text using <i>a</i> Graphic Organizers (<i>i.e. Cause and Effect</i> Graphic Organizers).		VU: Series, ideas, events, introduce, develop; content-based, grade-level vocabulary
					LFC: Compound tenses, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze the impact of the author’s choices development of ideas in L1 and/or using a leveled text, use selected words in phrase patterns.	Read an informational text and analyze the impact of the author’s development of ideas in L1 and/or using a leveled text or excerpts from grade-level text, use selected vocabulary in a phrases and short sentences.	Read an adapted informational text and analyze the impact of the author’s development of the ideas using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and analyze the impact of the author’s development of ideas using key vocabulary in expanded and some complex sentences.	Read a grade level informational text and analyze the impact of the author’s development of ideas using precise vocabulary in multiple, complex sentences.
Learning Supports	Cause/effect Graphic Organizers (partial) Word Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Native Language Text Native language support	Cause/effect Graphic Organizers Word Bank	Cause/effect Graphic Organizers	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: RI.9.3 WIDA ELDS: 2 – 5 Reading Writing	Analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.		<u>Read to analyze</u> how an author connects a series of ideas using <i>a</i> Graphic Organizers (<i>i.e., flow chart</i>).		VU: Connections, transitional words and phrases, specific to text; content-based, grade-level vocabulary
					LFC: Subject, verb agreement, compound tenses, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze how an author connects a series of ideas in L1 and/or using a leveled text, use selected words to complete a Graphic Organizers.	Read an informational text and analyze how an author connects a series of ideas in L1 and/or using a leveled text, use selected vocabulary in phrases and short sentences.	Read an adapted informational text and analyze how an author connects a series of ideas using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and analyze how an author connects a series of ideas using key vocabulary in expanded and some complex sentences.	Read a grade level informational text and analyze how an author connects a series of ideas using precise vocabulary in multiple, complex sentences.
Learning Supports	Flow Chart Graphic Organizers (partially completed) Word Bank Native language support Visuals Native Language Text Partner Work	Flow Chart Graphic Organizers (partially completed) Phrase Bank Native Language Text Native language support Visuals Partner Work	Flow Chart Graphic Organizers Word Bank	Flow Chart Graphic Organizers	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: RI.9.4 WIDA ELDS: 2 – 5 Reading Writing	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		Read to determine word and phrase meaning using a Figurative Language Chart <i>word wall, online support and student created visual representations of word meanings.</i>		VU: Context clues, figurative, connotative, technical; content-based, grade-level vocabulary
					LFC: Sentences with Figurative Language Chart
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of word meanings.	Read to determine word and phrase meaning in L1; and/or using a leveled text, create visual representations of phrase meanings.	Read to determine word and phrase meaning in an adapted informational text.	Read to determine word and phrase meaning in an informational text within the grade-level band.	Read to determine word and phrase meaning in grade level informational text.
Learning Supports	Online Resources Figurative Language Chart Word Wall Native language support Student Created Visuals Partner Work	Online Resources Figurative Language Chart Word Wall Native language support Student Created Visuals Partner Work	Online Resources Figurative Language Chart Word Wall Student Created Visuals	Online Resources Figurative Language Chart Word Wall	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: RI.9.4 WIDA ELDS: 2 – 5 Reading Writing	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		<u>Read and analyze</u> the impact of word choices on meaning and tone using <i>a</i> Graphic Organizers (<i>i.e.</i> Cause and Effect Graphic Organizers).		VU: Cumulative, impact, meaning, tone; content-based, grade-level vocabulary
					LFC: Descriptive language
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze the impact of the author’s choices on the development of an informational text in L1 and/or using a leveled text, use selected words to complete a Graphic Organizers.	Read and analyze the impact of the author’s choices on the development of an informational text in L1 and/or using a leveled text or excerpts from a grade-level text, use selected words in phrases and short sentences.	Read and analyze the impact of the author’s choices on the development of an adapted informational text.	Read and analyze the impact of the author’s choices on the development of an informational text at a grade 7-9 text complexity level.	Read and analyze the impact of the author’s choices on the development of a grade level informational text.
Learning Supports	Cause/effect Graphic Organizers (partial) Word/Picture Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers Partner Work	Cause/effect Graphic Organizers	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: RI.9.5 WIDA ELDS: 2 – 5 Reading Writing	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		Read and analyze how the organization of the text develops and refines an author’s ideas or claims using a Graphic Organizers (i.e. Cause and Effect Graphic Organizers).		VU: Analyze, claims, developed, refined; content-based, grade-level vocabulary
					LFC: Subject-verb agreement, Complex, compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze how the organization of the text develops and refines an author’s ideas or claims in L1 and/or using a leveled text, use selected words to complete a Graphic Organizers.	Read an informational text and analyze how the organization of the text develops and refines an author’s ideas or claims in L1 and/or using a leveled text or excerpts from text, use selected words in phrases to complete a Graphic Organizers.	Read an adapted informational text and analyze how the organization of the text develops and refines an author’s ideas or claims using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and analyze how the organization of the text develops and refines an author’s ideas or claims using key vocabulary in multiple, complex sentences.	Read a grade level informational text and analyze how the organization of the text develops and refines an author’s ideas or claims using precise vocabulary in multiple, complex sentences.
Learning Supports	Cause/effect Graphic Organizers (partial) Word Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers Partner Work	Cause/effect Graphic Organizers	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: RI.9.6 WIDA EDLS: 2 – 5 Reading Writing	Determine an author’s point of view or purpose in a text.		Read and identify an author’s point of view or purpose using a Graphic Organizers (i.e., an author’s purpose chart).		VU: Point of view, purpose LFC: Complex, compound sentences, subject-verb agreement, mechanics LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read an informational text and identify an author’s point of view in L1 and/or using a leveled text, use selected words or phrases to complete a Graphic Organizers .	Read an informational text and identify an author’s point of view in L1 and/or using a leveled text or excerpts from grade-level text, use selected words in phrases and short sentences.	Read an adapted informational text and identify an author’s point of view using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and identify an author’s point of view using key vocabulary in expanded and some complex sentences.
Learning Supports	Author’s Purpose Graphic Organizers (partially completed) Word Bank Native Language Text Native language support Partner Work	Author’s Purpose Graphic Organizers (partially completed) Phrase Bank Native Language Text Native language support Partner Work	Author’s Purpose Graphic Organizers Partner Work	Author’s Purpose Graphic Organizers	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: RI.9.6 WIDA ELDS: 2 – 5 Reading Writing	Analyze how an author uses rhetoric to advance that point of view or purpose.		<u>Read and analyze</u> how an author uses rhetoric to advance his or her point of view using <i>a</i> Graphic Organizers (<i>i.e. cause and effect</i>).		VU: Rhetoric, point of view, purpose, advance; content-based, grade-level vocabulary
					LFC: Complex, compound sentences; subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze how an author uses rhetoric to advance his or her point of view in L1 and/or using a leveled text, use selected words to complete a Graphic Organizers.	Read and informational text and analyze how an author uses rhetoric to advance his or her point of view in L1 and/or using a leveled text or excerpts from the grade-level text, use selected vocabulary in phrases to complete a Graphic Organizers.	Read an adapted informational text and analyze how an author uses rhetoric to advance his or her point of view using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and analyze how an author uses rhetoric to advance his or her point of view using key vocabulary in expanded and some complex sentences.	Read a grade level informational text and analyze how an author uses rhetoric to advance his or her point of view using precise vocabulary in multiple, complex sentences.
Learning Supports	Cause/effect Graphic Organizers (partial) Word Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers (partial) Phrase Bank Native Language Text Native language support Partner Work	Cause/effect Graphic Organizers Partner Work	Cause/effect Graphic Organizers	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: RI.9.8 WIDA ELDS: 2 – 5 Reading Writing	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.		Read to <i>evaluate</i> an author’s argument using a <i>persuasion map</i> Graphic Organizers.		VU: Evaluate, argument, claims, valid, evidence; content-based, grade-level vocabulary
					LFC: Complex, compound sentences, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and evaluate an author’s argument in L1 and/or using a leveled text, use selected words to complete a Graphic Organizers .	Read an informational text and evaluate an author’s argument in L1 and/or using a leveled text or excerpts from a grade-level text, use selected words in phrases to complete a Graphic Organizers.	Read an adapted informational text and evaluate an author’s argument using key vocabulary in simple, related sentences.	Read an informational text within the grade-level band and evaluate an author’s argument using key vocabulary in expanded and some complex sentences.	Read a grade level informational text and evaluate an author’s argument using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion Map Graphic Organizers (partial) Word Bank Native Language Text Native language support Partner Work	Persuasion Map Graphic Organizers (partial) Phrase Bank Native Language Text Native language support Partner Work	Persuasion Map Graphic Organizers Partner Work	Persuasion Map Graphic Organizers	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective	Language Needed	
SLO: 24 CCSS: RI.9.8 WIDA ELDS: 2 – 5 Reading Writing	Identify false statements and fallacious reasoning, when reading informational text(s).		Read and identify false statements and fallacious reasoning using Cornell Notes.	VU: Fallacious, reasoning, false; content-based-grade-level vocabulary LFC: Complex, compound sentences; subject-verb agreement LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read an informational text and identify false statements and fallacious reasoning in L1 and/or using a leveled text, use Visuals and selected words in phrase patterns.	Read an informational text and identify false statements and fallacious reasoning in L1 and/or using a leveled text or excerpts from grade-level text, use selected words in phrases with Visuals to complete a sentence frame.	Read an adapted informational text and identify false statements and fallacious reasoning using key vocabulary in simple, related sentences	Read an informational text within the grade-level band and identify false statements and fallacious reasoning using key vocabulary in expanded and some complex sentences.
Learning Supports	Cornell Notes (partial) Word/Picture Bank Native Language Text Native language support Partner Work Visuals Sentence Frame	Cornell Notes (partial) Phrase Bank Native Language Text Native language support Partner Work Visuals Sentence Frame	Cornell Notes Partner Work	Cornell Notes	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: RI.9.10 WIDA ELDS: 2 – 5 Reading	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Read and comprehend a variety of literature using <i>a</i> Graphic Organizers <i>appropriate to the text</i> .		VU: Nonfiction, proficient, complexity; content-based, grade-level vocabulary
					LFC: Varies according to reading task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend a variety of grade level nonfiction in L1 and/or using a leveled text and excerpts from grade level text, use a word or phrase to complete a Graphic Organizers.	Read and comprehend a variety of grade level nonfiction in L1 and/or using a leveled text and excerpts from grade level text, use a phrase to complete a Graphic Organizers.	Read and comprehend a variety of adapted nonfiction text and excerpts from grade level nonfiction text.	Read and comprehend a variety of nonfiction at a grade 7-9 text complexity level and excerpts from grade level nonfiction text.	Read and comprehend a variety of grade level nonfiction text.
Learning Supports	Graphic Organizers Phrase Citations Illustrations Native language support Native Language Texts Partner Work	Graphic Organizers Sentence Citations Illustrations Native language support Native Language Texts	Graphic Organizers Adapted Text	Graphic Organizers	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.9.3 WIDA ELDS: 2 – 5 Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events.		Compose detailed and engaging personal and fictional narratives using a Narrative Writing Diamond.		VU: Story elements; content-based, grade-level vocabulary
					LFC: Quotation marks, dialogue tags, pronouns, adverbs of time, prepositional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose detailed and engaging personal and fictional narratives in L1 and/or by producing selected words that represent key ideas.	Compose detailed and engaging personal and fictional narratives in L1 and/or by producing phrases and short sentences with selected vocabulary.	Compose detailed and engaging personal and fictional narratives using key vocabulary in a series of simple, related sentences.	Compose detailed and engaging personal and fictional narratives using key vocabulary in expanded and some complex sentences.	Compose detailed and engaging personal and fictional narratives using precise vocabulary in multiple, complex sentences.
Learning Supports	Narrative Writing Diamond (partially completed) Charts/Posters Cloze Sentences Word/Picture Bank Technology Visuals Native language support	Narrative Writing Diamond (partially completed) Charts/Posters Sentence Frame Word Bank Technology Visuals Native language support	Narrative Writing Diamond Charts/Posters	Narrative Writing Diamond	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: W.9.3a. WIDA ELDS: 2 – 5 Writing	When writing narratives, engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		<u>Compose</u> well-structured, detailed, and engaging narratives using <i>a Story Map and a Word/Picture Bank</i> .		VU: Elements of plot; content-based, grade-level vocabulary
					LFC: Quotation marks, dialogue tags, pronouns, adverbs of time, prepositional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose well-structured, detailed, and engaging narratives in L1 and/or by producing single words that represent key ideas.	Compose well-structured, detailed, and engaging narratives in L1 and/or by producing phrases and short sentences that represent ideas using selected vocabulary.	Compose well-structured, detailed, and engaging narratives using key vocabulary in a series of simple, related sentences.	Compose well-structured, detailed, and engaging narratives using key vocabulary in expanded and some complex sentences.	Compose well-structured, detailed, and engaging narratives using precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map (partially completed) Charts/Posters Cloze Sentences Word/Picture Bank Technology Visuals Native language support	Story Map (partially completed) Charts/Posters Sentence Frame Word/Picture Bank Technology Visuals Native language support	Story Map Word/Picture Bank Charts/Posters	Story Map Word/Picture Bank	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: W.9.3b. WIDA ELDS: 2 – 5 Writing	When writing narratives, use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		Develop experiences, events, and or characters by implementing narrative techniques using <i>a</i> Literary Techniques Reference Sheet.		VU: Dialogue, pacing, description, reflection; content-based, grade-level vocabulary
					LFC: Various verb forms, descriptive verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop experiences, events, and or characters by implementing narrative techniques in L1 and/or by producing selected words that represent key ideas.	Develop experiences, events, and or characters by implementing narrative techniques in L1 and/or by producing phrases and short sentences using selected vocabulary.	Develop experiences, events, and or characters by implementing narrative techniques using key vocabulary in simple, related sentences.	Develop experiences, events, and or characters by implementing narrative techniques using key vocabulary in expanded and some complex sentences.	Develop experiences, events, and or characters by implementing narrative techniques using precise vocabulary in multiple, complex sentences.
Learning Supports	Literary techniques Reference Sheet Story Map (partially completed) Charts/Posters Cloze Sentences Word/Picture Bank Visuals Native language support	Literary techniques Reference Sheet Story Map (partially completed) Charts/Posters Sentence Frame Word/Picture Bank Visuals Native language support	Literary techniques Reference Sheet Charts/Posters	Literary techniques Reference Sheet	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: W.9.3c. WIDA ELDS: 2 – 5 Writing	When writing narratives, use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		Compose a coherent narrative applying effective plot sequence using <i>a Timeline and a bank of transitional phrases</i> .		VU: Techniques, sequence, coherent; content-based, grade-level vocabulary LFC: Sentences containing transitional phrases LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Compose a coherent narrative applying effective plot sequence in L1 and/or by producing selected words that represent key ideas.	Compose a coherent narrative applying effective plot sequence in L1 and/or by producing phrases and short sentences using selected vocabulary.	Compose a coherent narrative applying effective plot sequence using key vocabulary in a series of simple, related sentences.	Compose a coherent narrative applying effective plot sequence using key vocabulary in expanded and some complex sentences.
Learning Supports	Timeline Word Bank of Transitional Phrases Story Map (partially completed) Cloze Sentences Word/Picture Bank Visuals Native language support	Timeline Word Bank of Transitional Phrases Story Map (partially completed) Sentence Frame Word/Picture Bank Visuals Native language support	Timeline Word Bank of Transitional Phrases Sentence Starter	Timeline Word Bank of Transitional Phrases	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: W.9.3d. WIDA ELDS: 2 – 5 Writing	When writing narratives, use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		Write to <u>integrate</u> sensory vocabulary in order to provide the reader with a vivid description using <i>a</i> Reference Sheet <i>of</i> Figurative Language Chart <i>and a</i> Word Bank.		VU: Sensory details, vivid
					LFC: Descriptive adjectives, descriptive verbs, descriptive adverbs, varied dialogue tags
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to integrate sensory vocabulary in L1 and/or by producing pictures and selected words that represent key ideas.	Write to integrate sensory vocabulary in L1 and/or by producing phrases and short sentences that represent key ideas using selected vocabulary.	Write to integrate sensory vocabulary using key vocabulary in a series of simple, related sentences.	Write to integrate sensory vocabulary using key vocabulary in expanded and some complex sentences.	Write to integrate sensory vocabulary using precise words in multiple, complex sentences.
Learning Supports	Reference Sheet of Figurative Language Chart Word Bank Cloze Sentences Word/Picture Bank Visuals Native language support	Reference Sheet of Figurative Language Chart Word Bank Sentence Frame Word/Picture Bank Visuals Native language support	Reference Sheet of Figurative Language Chart Word Bank Sentence Starter	Reference Sheet of Figurative Language Chart Word Bank	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: W.9.3e. WIDA ELDS: 2 – 5 Writing	When writing narratives, provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		Write to <u>synthesize</u> events to create a cohesive and well-developed resolution using a Story Map.		VU: Resolution, conclusion; content-based, grade-level vocabulary
					LFC: Word order, tense and aspect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to synthesize events to create a cohesive and well-developed resolution in L1 and/or by producing selected words that represent key ideas.	Write to synthesize events to create a cohesive and well-developed resolution in L1 and/or by producing phrases and short sentences that represent key ideas using selected vocabulary.	Write to synthesize events to create a cohesive and well-developed resolution using key vocabulary in a series of simple, related sentences.	Write to synthesize events to create a cohesive and well-developed resolution using key vocabulary in expanded and some complex sentences.	Write to synthesize events to create a cohesive and well-developed resolution using precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map (partially completed) Pictures/Photographs Word Wall Word/Picture Bank L1 support Cloze Sentences	Story Map (partially completed) Sentence Frame Pictures/Photographs Word/Picture Bank L1 support	Story Map Template	Story Map	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: W.9.1 WIDA ELDS: 2 – 5 Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Write to analyze topics using valid and sufficient evidence using a <i>Persuasion Map</i> Graphic Organizers.		VU: Argument, claim, valid, sufficient, reasoning, evidence; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to analyze topics using valid and sufficient evidence in L1 and/or using pictures or drawings and selected words that represent key ideas.	Write to analyze topics using valid and sufficient evidence in L1 and/or by producing phrases and short sentences that represent key ideas using selected vocabulary.	Write to analyze topics using valid and sufficient evidence using key vocabulary in a series of simple, related sentences.	Write to analyze topics using valid and sufficient evidence using key vocabulary in expanded and some complex sentences.	Write to analyze topics using valid and sufficient evidence using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion Map Graphic Organizers (partially completed) Cloze sentences Word/Picture Bank Technology Visuals Native language support	Persuasion Map Graphic Organizers (partially completed) Sentence Frame Word/Picture Bank Technology Visuals Native language support	Persuasion Map Graphic Organizers Sentence Starter Word Bank Technology	Persuasion Map Graphic Organizers	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: W.9.1a. WIDA ELDS: 2 – 5 Writing	When writing arguments, introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.		Write to distinguish precise claims from alternate or opposing claims using an <i>essay</i> Template.		VU: Argument, precise, claim, alternate, opposing; content-based, grade-level vocabulary
					LFC: Specific to task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to distinguish precise claims from alternate or opposing claims in L1 and/or by producing selected words that represent key ideas.	Write to distinguish precise claims from alternate or opposing claims in L1 and/or by producing phrases and short sentences that represent key ideas using selected vocabulary.	Write to distinguish precise claims from alternate or opposing claims using key vocabulary in a series of simple, related sentences..	Write to distinguish precise claims from alternate or opposing claims using key vocabulary in expanded and some complex sentences.	Write to distinguish precise claims from alternate or opposing claims using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template (partially completed) Cloze sentences Word Bank Technology Visuals Native language support	Essay Template (partially completed) Sentence Frame Word Bank Technology Visuals Native language support	Essay Template Sentence Starter Word Bank Technology	Essay Template	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: W.9.1a. WIDA ELDS: 2 – 5 Writing	When writing arguments, create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		Write to create and establish clear relationships among ideas, reasons, and evidence using <i>a Persuasion Map</i> Graphic Organizers <i>and a bank of transitional words and phrases.</i>		VU: Establish, relationships, claims, counterclaims, reason, evidence; content-based, grade-level vocabulary LFC: Specific to writing task LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to create and establish clear relationships among ideas, reasons, and evidence in L1 and/or by producing selected words that represent key ideas.	Write to create and establish clear relationships among ideas, reasons, and evidence in L1 and/or by producing phrases and short sentences that represent ideas using selected vocabulary.	Write to create and establish clear relationships among ideas, reasons, and evidence using key vocabulary in a series of simple, related sentences..	Write to create and establish clear relationships among ideas, reasons, and evidence using key vocabulary in expanded and some complex sentences.	Write to create and establish clear relationships among ideas, reasons, and evidence using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion Map Graphic Organizers (partially completed) Word Bank of transitional words Cloze sentences Visuals Native language support	Persuasion Map Graphic Organizers (partially completed) Word Bank of transitional words and phrases Sentence Frame Visuals Native language support	Persuasion Map Graphic Organizers Word Bank of transitional words and phrases Sentence Starter Technology	Persuasion Map Graphic Organizers Word Bank of transitional words and phrases	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: W.9.1b. WIDA ELDS: 2 – 5 Writing	When writing arguments, develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.		<u>Write to develop</u> claims and counterclaims while addressing the audience’s needs <i>using a Persuasion Map Graphic Organizers and a Purpose and Audience Planning Chart</i> .		VU: Claim, counterclaim, evidence, strength, limitation, anticipate; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to develop claims and counterclaims while addressing the audience’s needs in L1 and/or by producing selected words that represent key ideas.	Write to develop claims and counterclaims while addressing the audience’s needs in L1 and/or by producing phrases and short sentences that represent ideas using selected vocabulary.	Write to develop claims and counterclaims while addressing the audience’s needs using key vocabulary in a series of simple, related sentences.	Write to develop claims and counterclaims while addressing the audience’s needs using key vocabulary in expanded and some complex sentences.	Write to develop claims and counterclaims while addressing the audience’s needs using precise vocabulary in multiple, complex sentences.
Learning Supports	Persuasion Map Graphic Organizers and Purpose and Audience Planning Chart (partially completed) Word/Picture Bank Cloze sentences Visuals Native language support	Persuasion Map Graphic Organizers and Purpose and Audience Planning Chart (partially completed) Word/Picture Bank Sentence Frame Visuals Native language support	Persuasion Map Graphic Organizers Purpose and Audience Planning Chart Sentence Starter Technology	Persuasion Map Graphic Organizers Purpose and Audience Planning Chart	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: W.9.1c. WIDA ELDS: 2 – 5 Writing	When writing arguments, use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		<u>Write to create</u> cohesion when writing arguments using a Word Bank of <i>transitional words and phrases</i> .		VU: Words, phrases, clauses, link, create cohesion; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to create cohesion when writing arguments in L1 and/or by producing selected words that represent key ideas.	Write to create cohesion when writing arguments in L1 and/or by producing phrases and short sentences that represent ideas selected vocabulary.	Write to create cohesion when writing arguments using key vocabulary in a series of simple, related sentences.	Write to create cohesion when writing arguments using key vocabulary in expanded and some complex sentences.	Write to create cohesion when writing arguments using precise vocabulary in multiple, complex sentences.
Learning Supports	Word Bank of transitional words Cloze sentences Visuals Native language support	Word Bank of transitional words and phrases Sentence Frame Visuals Native language support	Word Bank of transitional words and phrases Sentence Starter Technology	Word Bank of transitional words and phrases	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 CCSS: W.9.1d. WIDA ELDS: 2 – 5 Writing	When writing arguments, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Write to establish an objective tone specific to a discipline using Sentence Frame <i>and an essay</i> Template.		VU: Formal, style, objective, tone, norms, conventions, discipline; content-based, grade-level vocabulary LFC: Specific to writing task LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to establish an objective tone specific to a discipline in L1 and/or by producing selected words that represent key ideas.	Write to establish an objective tone specific to a discipline in L1 and/or by producing phrases and short sentences that represent ideas using selected vocabulary.	Write to establish an objective tone specific to a discipline using key vocabulary in a series of simple, related sentences.	Write to establish an objective tone specific to a discipline using key vocabulary in expanded and some complex sentences.	Write to establish an objective tone specific to a discipline using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template (partially completed) Sentence Frame Cloze sentences Word/Picture Bank Technology Visuals Native language support	Essay Template (partially completed) Sentence Frame Word/Picture Bank Technology Visuals Native language support	Essay Template Sentence Frame Sentence Starter Word Bank Technology	Essay Template Sentence Frame	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 CCSS: W.9.1e. WIDA ELDS: 2 – 5 Writing	When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.		Write to conclude an argument in an effective manner using <i>an essay Template and Sentence Frame</i> .		VU: Concluding statement; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to conclude an argument in an effective manner in L1 and/or by producing selected words that represent key ideas.	Write to conclude an argument in an effective manner in L1 and/or by producing phrases and short sentences that represent key ideas using selected vocabulary.	Write to conclude an argument in an effective manner using key vocabulary in a series of simple, related sentences.	Write to conclude an argument in an effective manner using key vocabulary in expanded and some complex sentences.	Write to conclude an argument in an effective manner using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template (partially completed) Sentence Frame Cloze sentences Word/Picture Bank Technology Visuals Native language support	Essay Template (partially completed) Sentence Frame Word/picture Bank Technology Visuals Native language support	Essay Template Sentence Frame Sentence Starter Word Bank Technology	Essay Template Sentence Frame	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: W.9.4 WIDA ELDS: 2 – 5 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Write to produce clear writing appropriate to task, purpose, and audience using a Purpose and Audience Planning Chart.		VU: Task, purpose, audience; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to produce clear writing appropriate to task, purpose, and audience in L1 and/or by producing single words that represent key ideas.	Write to produce clear writing appropriate to task, purpose, and audience in L1 and/or by producing phrases and short sentences that represent key ideas using selected vocabulary.	Write to produce clear writing appropriate to task, purpose, and audience using key vocabulary in a series of simple, related sentences.	Write to produce clear writing appropriate to task, purpose, and audience using key vocabulary in expanded and some complex sentences.	Write to produce clear writing appropriate to task, purpose, and audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Purpose and Audience Planning Chart (partially completed) Word/Picture Bank Cloze sentences Visuals Native language support	Purpose and Audience Planning Chart (partially completed) Word/Picture Bank Sentence Frame Visuals Native language support	Purpose and Audience Planning Chart Sentence Starter Technology	Purpose and Audience Planning Chart	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 40 CCSS: W.9.5 WIDA ELDS: 2 – 5 Writing Speaking	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		<u>Write to develop</u> writing through editing and addressing purpose and audience using <i>a</i> Checklist for editing <i>and a</i> Purpose and Audience Planning Chart.		VU: Plan, revise, edit, purpose, audience; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to develop writing through editing and addressing purpose and audience in L1 and/or by producing selected words that represent key ideas.	Write to develop writing through editing and addressing purpose and audience in L1 and/or by producing phrases and short sentences using selected vocabulary.	Write to develop writing through editing and addressing purpose and audience using key vocabulary in a series of simple, related sentences.	Write to develop writing through editing and addressing purpose and audience using key vocabulary in expanded and some complex sentences.	Write to develop writing through editing and addressing purpose and audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Purpose and Audience Planning Chart (partially completed) Checklist for editing Word/Picture Bank Cloze sentences Visuals Native language support	Purpose and Audience Planning Chart (partially completed) Checklist for editing Word/Picture Bank Sentence Frame Visuals Native language support	Purpose and Audience Planning Chart Checklist for editing Sentence Starter Technology	Purpose and Audience Planning Chart Checklist for editing	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 41 CCSS: W.9.6 WIDA ELDS: 2 – 5 Writing Speaking	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.		<u>Write to edit and publish</u> individual and collaborative writing pieces <i>using a</i> Checklist for publishing.		VU: Produce, publish, update; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to edit and publish individual and collaborative writing pieces in L1 and/or by producing pictures and selected words that represent key ideas.	Write to edit and publish individual and collaborative writing pieces in L1 and/or by producing phrases and short sentences using selected vocabulary.	Write to edit and publish individual and collaborative writing pieces using key vocabulary in a series of simple, related sentences.	Write to edit and publish individual and collaborative writing pieces using key vocabulary in expanded and some complex sentences.	Write to edit and publish individual and collaborative writing pieces using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist for publishing Cloze Sentences Online Resources Word/picture Bank Partner Work Native language support	Checklist for publishing Online Resources Sentences Starters Partner Work Word/Picture Bank Native language support	Checklist for publishing Online Resources Partner Work Word Bank	Checklist for publishing Partner Work	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 42 CCSS: W.9.7 WIDA ELDS: 2 – 5 Writing Reading	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		<u>Write</u> answers that solve problems based on research using <i>an essay</i> Template <i>and cloze sentences</i> .		VU: Research, solve, inquiry; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write answers that solve problems based on research in L1 and/or by producing pictures and selected words that represent key ideas.	Write answers that solve problems based on research in L1 and/or by producing phrases and short sentences using pictures and selected vocabulary.	Write answers that solve problems based on research using key vocabulary in a series of simple, related sentences.	Write answers that solve problems based on research using key vocabulary in expanded and some complex sentences.	Write answers that solve problems based on research using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template Cloze Sentences Word/Picture Bank Partner Work Native language support	Essay Template Cloze Sentences Sentences Starters Partner Work Word/Picture Bank Native language support	Essay Template Cloze Sentences Online Resources Partner Work Word Bank	Essay Template Cloze Sentences	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 43 CCSS: W.9.8 WIDA ELDS: 2 – 5 Writing Reading	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		<u>Write to integrate and evaluate</u> sources using <i>an essay Template and cloze sentences</i> .		VU: Sources, searches, relevant, authoritative; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to integrate and evaluate sources in L1 and/or by producing pictures and selected words that represent key ideas.	Write to integrate and evaluate sources in L1 and/or by producing phrases and short sentences using selected vocabulary.	Write to integrate and evaluate sources using key vocabulary in a series of simple, related sentences.	Write to integrate and evaluate sources using key vocabulary in expanded and some complex sentences.	Write to integrate and evaluate sources using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template Cloze Sentences Word/Picture Bank Partner Work Native language support Cloze Sentences Picture Dictionary	Essay Template Cloze Sentences Sentences Starters Partner Work Word/Picture Bank Native language support Picture Dictionary	Essay Template Cloze Sentences Online Resources Partner Work Word Bank	Essay Template Cloze Sentences	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 44 CCSS: W.9.9a. WIDA ELDS: 2 – 5 Writing Reading	Draw evidence from literary texts to support analysis, reflection, and research; apply grade 9 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible]”).		<u>Write to integrate</u> evidence from literary text to support analysis using <i>an essay Template and cloze sentences</i> .		VU: Evidence, analysis, reflection, research; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to integrate evidence from literary text to support analysis in L1 and/or by producing pictures and selected words that represent key ideas.	Write to integrate evidence from literary text to support analysis in L1 and/or by producing phrases and short sentences using selected vocabulary.	Write to integrate evidence from literary text to support analysis using key vocabulary in a series of simple, related sentences.	Write to integrate evidence from literary text to support analysis using key vocabulary in expanded and some complex sentences.	Write to integrate evidence from literary text to support analysis using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template Cloze Sentences Word/Picture Bank Partner Work Native language explanations Multiple Resources	Essay Template Cloze Sentences Sentences Starters Partner Work Word/Picture Bank Native language support	Essay Template Cloze Sentences Online Resources Partner Work Word Bank	Essay Template Cloze Sentences	

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 45 CCSS: W.9.9b. WIDA ELDS: 2 – 5 Writing Reading	Draw evidence from literary texts to support analysis, reflection, and research; apply grade 9 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		Write to support analysis with research using a K-W-S Chart and an essay Template.		VU: Analysis, reflection, research; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to support analysis with research in L1 and/or by producing pictures and single words that represent key ideas.	Write to support analysis with research in L1 and/or by producing phrases and short sentences using selected vocabulary.	Write to support analysis with research using key vocabulary in a series of simple, related sentences.	Write to support analysis with research using key vocabulary in expanded and some complex sentences.	Write to support analysis with research using precise vocabulary in multiple, complex sentences.
Learning Supports	Essay Template and K-W-S Chart (partially completed) Sentence Frame Cloze sentences Word/Picture Bank Technology Visuals Native language support	Essay Template and K-W-S Chart (partially completed) Sentence Frame Word/Picture Bank Technology Visuals Native language support	Essay Template K-W-S Chart Sentence Starter Technology	Essay Template K-W-S Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 46 CCSS: W.9.10 WIDA ELDS: 2 – 5 Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		<u>Write</u> routinely for specific time frames and for various purposes, tasks and audiences using <i>a</i> Purpose and Audience Planning Chart <i>and</i> Essay Templates <i>specific to task</i> .		VU: Task, purpose, audience; content-based, grade-level vocabulary
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write routinely for specific time frames and for various purposes, tasks and audiences in L1 and/or by producing pictures and single words that represent key ideas.	Write routinely for specific time frames and for various purposes, tasks and audiences in L1 and/or by producing phrases and short sentences using pictures and selected vocabulary.	Write routinely for specific time frames and for various purposes, tasks and audiences using key vocabulary in a series of simple, related sentences.	Write routinely for specific time frames and for various purposes, tasks and audiences using key vocabulary in expanded and some complex sentences.	Write routinely for specific time frames and for various purposes, tasks and audiences using precise vocabulary in multiple, complex sentences.
Learning Supports	Purpose and Audience Planning Chart Essay Templates Partner Work Sentence Frame Word/Picture Bank Visuals Native language support	Purpose and Audience Planning Chart Essay Templates Partner Work Sentence Frame Word/Picture Bank Native language support Visuals	Purpose and Audience Planning Chart Essay Templates Partner Work	Purpose and Audience Planning Chart Essay Templates	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 47 CCSS: SL.9.1 WIDA ELDS: 1 – 5 Speaking Listening	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.		<u>Participate</u> in a variety of cooperative discussion settings using <i>a</i> Question Stem Bank.		VU: Collaborative, discussion, clearly, persuasively; content-based, grade-level vocabulary
					LFC: Verbs and verb phrases in questions, prosodic features (e.g., stress)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of cooperative discussion settings in L1 and/or by producing single, spoken words that represent key ideas.	Participate in a variety of cooperative discussion settings in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Participate in a variety of cooperative discussion settings using key vocabulary in simple, related sentences.	Participate in a variety of cooperative discussion settings using key vocabulary in expanded and some complex sentences.	Participate in a variety of cooperative discussion settings using precise vocabulary in multiple, complex sentences.
Learning Supports	Question Stem Bank Cloze Sentences Word/picture Bank Visuals Native language support Note Cards Cue Cards/Situational	Question Stem Bank Sentence Frame Word/Picture Bank Visuals Native language support Note Cards Prompts	Question Stem Bank Sentence Frame	Question Stem Bank	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 48 CCSS: SL.9.1a. WIDA ELDS: 2 – 5 Speaking Listening Reading	Come to discussions prepared, having read and researched material under study.		<u>Speak and listen to stimulate</u> an exchange of ideas based on a synthesis of research findings relevant to the discussion using Note Cards <i>and</i> Sentence Starter.		VU: Cite, research; content-based, grade-level vocabulary
					LFC: Verbs and verb phrases in questions, prosodic features (e.g., stress)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to stimulate an exchange of ideas based on a synthesis of research findings relevant to the discussion in L1 and/or by producing single, spoken words that represent key ideas.	Speak and listen to stimulate an exchange of ideas based on a synthesis of research findings relevant to the discussion in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Speak and listen to stimulate an exchange of ideas based on a synthesis of research findings relevant to the discussion using key vocabulary in simple, spoken sentences.	Speak and listen to stimulate an exchange of ideas based on a synthesis of research findings relevant to the discussion using key vocabulary in expanded and some complex sentences.	Speak and listen to stimulate an exchange of ideas based on a synthesis of research findings relevant to the discussion using precise vocabulary in multiple, complex sentences.
Learning Supports	Note Cards Sentence Starter Question Stem Bank Cloze Sentences Word/Picture Bank Visuals Native language support Prompts	Note Cards Sentence Starter Question Stem Bank Sentence Frame Word/Picture Bank Visuals Native language support Prompts	Note Cards Sentence Starter Question Stem Bank Sentence Frame	Note Cards Sentence Starter	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 49 CCSS: SL.9.1d. WIDA ELDS: 2 – 5 Speaking Listening	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		<u>Listen to and respond</u> to diverse perspectives in order to justify personal views and make new connections using a Question Stem Bank <i>and</i> Sentence Starter.		VU: Diverse perspectives, qualify, justify ; content-based, grade-level vocabulary
					LFC: Verbs and verb phrases in questions, prosodic features (e.g., stress)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to and respond to diverse perspectives in order to justify personal views and make new connections in L1 and/or by producing single, spoken words that represent key ideas using general, content-related vocabulary.	Listen to and respond to diverse perspectives in order to justify personal views and make new connections in L1 and/or by producing spoken phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Listen to and respond to diverse perspectives in order to justify personal views and make new connections by producing simple, spoken sentences that represent multiple-related ideas using repetitive structures and key, content-based vocabulary.	Listen to and respond to diverse perspectives in order to justify personal views and make new connections by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Listen to and respond to diverse perspectives in order to justify personal views and make new connections by producing clear and coherent speech using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Question Stem Bank Sentence Starter Note Cards Word Wall Visuals Gestures Native language support	Question Stem Bank Sentence Starter Note Cards Word Wall Visuals Native language support	Question Stem Bank Sentence Starter Note Cards	Question Stem Bank Sentence Starter	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 50 CCSS: SL.9.2 WIDA ELDS: 2 – 5 Speaking Listening	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		Speak and listen to integrate multiple sources of credible information presented in diverse media or formats using <i>a Checklist for evaluating sources and video clips</i> .		VU: Evaluate, credibility, accuracy, source; content-based, grade-level vocabulary
					LFC: Complex sentences, prosodic features
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to integrate multiple sources of credible information presented in diverse media or formats in L1 and/or by producing selected spoken words that represent key ideas.	Speak and listen to integrate multiple sources of credible information presented in diverse media or formats in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Speak and listen to integrate multiple sources of credible information presented in diverse media or formats using key vocabulary in simple, spoken sentences.	Speak and listen to integrate multiple sources of credible information presented in diverse media or formats using key vocabulary in expanded and some complex sentences.	Speak and listen to integrate multiple sources of credible information presented in diverse media or formats using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist for evaluating sources Video Clips/Films Cloze Sentences Note Cards Word Wall Visuals Gestures Native language support	Checklist for evaluating sources Video Clips/Films Sentence Starter Note Cards Word Wall Visuals Native language support	Checklist for evaluating sources Video Clips/Films Sentence Starter Note Cards	Checklist for evaluating sources Video Clips/Films	

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 51 CCSS: SL.9.3 WIDA ELDS: 2 – 5 Speaking Listening	Evaluate a speaker’s point of view and reasoning.		<u>Speak and listen to evaluate</u> a speaker’s point of view and reasoning using <i>a</i> Question Stem Bank <i>and</i> Sentence Starter.		VU: Speaker, evaluate, point of view, reasoning; content-based, grade-level vocabulary
					LFC: Complex sentences, , prosodic features (e.g., stress), modals, interjections
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate a speaker’s point of view and reasoning in L1 and/or by producing pictures and single, spoken words that represent key ideas.	Speak and listen to evaluate a speaker’s point of view and reasoning in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Speak and listen to evaluate a speaker’s point of view and reasoning using key vocabulary in simple, spoken sentences.	Speak and listen to evaluate a speaker’s point of view and reasoning using key vocabulary in expanded and some complex sentences.	Speak and listen to evaluate a speaker’s point of view and reasoning using precise vocabulary in multiple, complex sentences.
Learning Supports	Question Stem Bank Sentence Starter Note Cards Word/picture Wall Visuals Gestures Native language support	Question Stem Bank Sentence Starter Note Cards Word/picture Wall Visuals Native language support	Question Stem Bank Sentence Starter Note Cards	Question Stem Bank Sentence Starter	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 52 CCSS: SL.9.6; SL.9.4 WIDA ELDS: 2 – 5 Speaking Listening Reading	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate; present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.		<u>Speak and listen to integrate</u> research knowledge into a variety of contexts and tasks using <i>a Checklist specific to the task, Sentence Starter, and Note Cards.</i>		VU: Adapt, speech, context, tasks; content-based, grade-level vocabulary
					LFC: Complex sentences, prosodic features (e.g., stress), modals, interjections
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to integrate research knowledge into a variety of contexts and tasks in L1 and/or by producing pictures and single, spoken words that represent key ideas.	Speak and listen to integrate research knowledge into a variety of contexts and tasks in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Speak and listen to integrate research knowledge into a variety of contexts and tasks using key vocabulary in simple, spoken sentences.	Speak and listen to integrate research knowledge into a variety of contexts and tasks using key vocabulary in expanded and some complex sentences.	Speak and listen to integrate research knowledge into a variety of contexts and tasks using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist Note Cards Question Stem Bank Word/picture Wall Visuals Native language support Cue Cards/Situational Prompts Role Play/Dramatization	Checklist Note Cards Question Stem Bank Word/picture Wall Visuals Native language support Cue Cards/Situational Think -aloud Role Play/Dramatization	Checklist Sentence Starter Note Cards Question Stem Bank Role Play/Dramatization	Checklist Sentence Starter Note Cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 53 CCSS: SL.9.4 WIDA ELDS: 2 – 5 Speaking Listening	Demonstrate effective organization, development, substance, and style are appropriate to purpose, audience, and task.		<u>Speak and listen to demonstrate</u> appropriate substance and style using <i>a</i> Purpose and Audience Planning Chart <i>and</i> Note Cards.		VU: Development, substance, style, audience, purpose, task; content-based, grade-level vocabulary
					LFC: Complex sentences, declarative sentences, interrogatives, prosodic features (e.g., stress), modals, interjections, specific to topic
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to demonstrate appropriate substance and style in L1 and/or by producing single, spoken words that represent key.	Speak and listen to demonstrate appropriate substance and style in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Speak and listen to demonstrate appropriate substance and style using key vocabulary in simple, spoken sentences.	Speak and listen to demonstrate appropriate substance and style using key vocabulary in expanded and some complex sentences.	Speak and listen to demonstrate appropriate substance and style using precise vocabulary in multiple, complex sentences.
Learning Supports	Purpose and Audience Planning Chart Note Cards Cloze Sentences Word/picture Wall Visuals Gestures Native language support	Purpose and Audience Planning Chart Note Cards Sentence Starter Word/picture Wall Visuals Native language support	Purpose and Audience Planning Chart Note Cards Sentence Starter	Purpose and Audience Planning Chart Note Cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 54 CCSS: SL.9.5 WIDA ELDS: 2 – 5 Speaking Listening	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		<u>Speak and listen to incorporate</u> digital media to enhance a presentation using a Checklist <i>and</i> Technology and Technological Resources.		VU: Digital media, findings, reasoning, evidence; content-based, grade-level vocabulary
					LFC: complex sentences, declarative sentences, interrogatives, prosodic features (e.g., stress), modals, interjections, specific to topic LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to incorporate digital media to enhance a presentation in L1 and/or by producing pictures and single, spoken words that represent key ideas.	Speak and listen to incorporate digital media to enhance a presentation in L1 and/or by producing spoken phrases and short sentences using selected vocabulary.	Speak and listen to incorporate digital media to enhance a presentation using key vocabulary in simple, spoken sentences.	Speak and listen to incorporate digital media to enhance a presentation using key vocabulary in expanded and some complex sentences.	Speak and listen to incorporate digital media to enhance a presentation using precise vocabulary in multiple, complex sentences.
Learning Supports	Checklist Technology and Technological Resources Cloze Sentences Word/picture Wall Visuals Gestures Native language support Prompts	Checklist Technology and Technological Resources Sentence Starter Word/picture Wall Visuals Native language support Prompts	Checklist Technology and Technological Resources Sentence Starter Think -aloud	Checklist Technology and Technological Resources	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 55 CCSS: L.9.1 WIDA ELDS: 2 – 5 Writing Speaking	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<u>Write and speak to demonstrate</u> command of standard English grammar and usage at the respective ELP level by using <i>multiple resources and</i> Charts/Posters.		VU: Grammar, usage, conventions, standard; content-based, grade-level vocabulary
					LFC: Specific to context and task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate command of standard English grammar and usage by producing single, written and spoken words that represent key ideas.	Write and speak to demonstrate command of standard English grammar and usage by producing written and spoken phrases and short sentences using selected vocabulary.	Write and speak to demonstrate command of standard English grammar and usage using key vocabulary in simple, written and spoken sentences.	Write and speak to demonstrate command of standard English grammar and usage using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate command of standard English grammar and usage using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple Resources Charts/Posters Sentence Starter Note Cards Word/picture Wall Visuals Gestures Native language support	Multiple Resources Charts/Posters Sentence Starter Note Cards Word/picture Wall Visuals Native language support	Multiple Resources Charts/Posters Sentence Starter Note Cards	Multiple Resources Charts/Posters	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 56 CCSS: L.9.1a. WIDA ELDS: 2 – 5 Writing Speaking	Use parallel structure when reading and writing.		Speak and write to apply parallel structure using a Reference Sheet and Charts/Posters.		VU: Grammar, usage, conventions, standard; content-based, grade-level vocabulary
					LFC: Parallel structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write to apply parallel structure in L1 and/or by producing single, written and spoken words that represent key ideas.	Speak and write to apply parallel structure in L1 and/or by producing written and spoken phrases and short sentences using selected vocabulary.	Speak and write to apply parallel structure using key vocabulary in simple, written and spoken sentences.	Speak and write to apply parallel structure using key vocabulary in expanded and some complex sentences.	Speak and write to apply parallel structure using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet Charts/Posters Cloze Sentences Note Cards Word/picture Wall Visuals Gestures Native language support	Reference Sheet Charts/Posters Sentence Frame Note Cards Word/picture Wall Visuals Native language support	Reference Sheet Charts/Posters Sentence Starter Note Cards	Reference Sheet Charts/Posters	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 57 CCSS: L.9.1b. WIDA ELDS: 2 – 5 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking through the use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute).		<u>Write and speak to employ</u> various types of phrases using a Reference Sheet of <i>phrases</i> , Sentence Frame, and <i>cloze activities</i> .		VU: Phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute; content-based, grade-level vocabulary
					LFC: Sentences containing various phrase types
					LC: varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to employ various types of phrases in L1 and/or by producing pictures and single, written and spoken words that represent key ideas.	Write and speak to employ various types of phrases in L1 and/or by producing written and spoken phrases and short sentences using selected vocabulary.	Write and speak to employ various types of phrases using key vocabulary in simple, written and spoken sentences.	Write and speak to employ various types of phrases using key vocabulary in expanded and some complex sentences.	Write and speak to employ various types of phrases using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet of clauses Sentence Frame Note Cards Charts/Posters Word/picture Wall Visuals Gestures Native language support Cloze Sentences	Reference Sheet of clauses Sentence Frame Note Cards Charts/Posters Word/picture Wall Visuals Native language support	Reference Sheet of clauses Sentence Frame Note Cards Charts/Posters	Reference Sheet of clauses Sentence Frame	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 58 CCSS: L.9.2a. WIDA ELDS: 2 – 5 Writing	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.		Write to apply usage of semicolons and conjunctive adverbs to link two independent clauses using <i>cloze sentences</i> , a Word Bank, and Charts/Posters.		VU: Semicolon, conjunctive adverb; content-based, grade-level vocabulary <hr/> LFC: Sentences containing semicolons and conjunctive adverbs <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Write to apply usage of semicolons and conjunctive adverbs to link two independent clauses by producing pictures and single words that represent key ideas.	Write to apply usage of semicolons and conjunctive adverbs to link two independent clauses by producing phrases and short sentences using selected vocabulary.	Write to apply usage of semicolons and conjunctive adverbs to link two independent clauses using key vocabulary in simple sentences.	Write to apply usage of semicolons and conjunctive adverbs to link two independent clauses using key vocabulary in expanded and some complex sentences.
Learning Supports	Charts/Posters Cloze Sentences Word/picture Bank Partner Work Native language support Native language explanations	Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language support	Charts/Posters Cloze Sentences Word Bank Partner Work	Charts/Posters Cloze Sentences Word Bank	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 59 CCSS: L.9.2b. WIDA ELDS: 2 – 5 Writing	Use a colon to introduce a list or quotation.		Write to apply usage of a colon to introduce a list or quotation using <i>cloze sentences</i> , a Word Bank, and Charts/Posters.		VU: Colon, list, quotation; content-based, grade-level vocabulary
					LFC: Sentences containing colons
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply usage of a colon to introduce a list or quotation by producing pictures and single words that represent key ideas.	Write to apply usage of a colon to introduce a list or quotation by producing phrases and short sentences using selected vocabulary.	Write to apply usage of a colon to introduce a list or quotation using key vocabulary in simple sentences.	Write to apply usage of a colon to introduce a list or quotation using key vocabulary in expanded and some complex sentences.	Write to apply usage of a colon to introduce a list or quotation using precise vocabulary in multiple, complex sentences.
Learning Supports	Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language support Native language explanations	Charts/Posters Cloze Sentences Word/picture Bank Partner Work Native language support	Charts/Posters Cloze Sentences Word Bank Partner Work	Charts/Posters Cloze Sentences Word Bank	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 60 CCSS: L.9.2c. WIDA ELDS: 2 – 5 Writing	Spell correctly.		<u>Write to apply</u> standard English spelling using <i>multiple resources</i> .		VU: Spelling, standard; content-based, grade-level vocabulary
					LFC: Varies by task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply standard English spelling by producing selected words in phrase patterns.	Write to apply standard English spelling by producing phrases and short sentences using selected vocabulary.	Write to apply standard English spelling using key vocabulary in simple sentences.	Write to apply standard English spelling using key vocabulary in expanded and some complex sentences.	Write to apply standard English spelling using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple Resources Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language explanations	Multiple Resources Charts/Posters Partner Work Native language support Word/Picture Bank	Multiple Resources Charts/Posters	Multiple Resources	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 61 CCSS: L.9.3 WIDA ELDS: 2 – 5 Writing Speaking	Apply knowledge of language to understand how language functions in different contexts.		<u>Write and speak to apply</u> knowledge of syntax using <i>multiple resources</i> .		VU: Syntax, contexts, functions; content-based, grade-level vocabulary
					LFC: Varies by task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to apply knowledge of syntax by producing single, written and spoken words that represent key ideas using phrase patterns.	Write and speak to apply knowledge of syntax r by producing written and spoken phrases and short sentences using selected vocabulary.	Write and speak to apply knowledge of syntax using key vocabulary in simple, written and spoken sentences.	Write and speak to apply knowledge of syntax using key vocabulary in expanded and some complex sentences.	Write and speak to apply knowledge of syntax using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple Resources Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language explanationss	Multiple Resources Charts/Posters Partner Work Native language support Word/Picture Bank	Multiple Resources Charts/Posters	Multiple Resources	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 62 CCSS: L.9.3 WIDA ELDS: 2 – 5 Writing	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.		<u>Write to apply</u> guidelines appropriate to discipline and writing type using <i>multiple resources</i> .		VU: Edit, conforms, guidelines, style, discipline; content-based, grade-level vocabulary
					LFC: Varies by task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply guidelines appropriate to discipline and writing type by producing single words that represent key ideas using phrase patterns.	Write to apply guidelines appropriate to discipline and writing type by producing phrases and short sentences using selected vocabulary.	Write to apply guidelines appropriate to discipline and writing type using key vocabulary in a series of simple sentences.	Write to apply guidelines appropriate to discipline and writing type using key vocabulary in expanded and some complex sentences.	Write to apply guidelines appropriate to discipline and writing type using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple Resources Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language support	Multiple Resources Charts/Posters Partner Work Native language support	Multiple Resources Charts/Posters	Multiple Resources	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 63 CCSS: L.9.3 WIDA ELDS: 2 – 5 Reading Listening	Apply knowledge of language to comprehend more fully when reading or listening.		Read and listen to <u>apply</u> knowledge of language to comprehend more fully using <i>multiple resources and</i> Charts/Posters.		VU: Language; content-based, grade-level vocabulary
					LFC: Varies by task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen to apply knowledge of language to comprehend more fully in L1 and/or by matching Phrase Citations from leveled text to visual representations of the text.	Read and listen to apply knowledge of language to comprehend more fully in L1 and/or by matching Sentence Citations from leveled text to visual representations of the text.	Read and listen to apply knowledge of language to comprehend more fully from adapted text and presentations.	Read and listen to apply knowledge of language to comprehend more fully from text and presentations at a grade 7-9 text complexity level.	Read and listen to apply knowledge of language to comprehend more fully from grade level text and presentations.
Learning Supports	Multiple Resources Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language support Visuals Phrase Citations	Multiple Resources Charts/Posters Partner Work Native language support Visuals Sentence Citations	Multiple Resources Charts/Posters Partner Work	Multiple Resources Charts/Posters	

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

ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 64 CCSS: L.9.4 WIDA ELDS: 2 – 5 Reading Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 9 reading and content</i> , choosing flexibly from a range of strategies.		<u>Read and listen to clarify</u> the meaning of unknown words and phrases using <i>cognates, a bilingual dictionary, and a Reference Sheet for context clues</i> .		VU: Multiple-meaning words, phrases, strategies; content-based, grade-level vocabulary
					LFC: Varies by task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen to clarify the meaning of unknown grade level words and phrases in L1 and/or by matching words from leveled text and grade level excerpts to visual representations of the text.	Read and listen to clarify the meaning of unknown grade level words and phrases in L1 and/or by matching words from leveled text and grade level excerpts to visual representations of the text.	Read and listen to clarify the meaning of unknown words and phrases more fully from adapted text and presentations grade level excerpts.	Read and listen to clarify the meaning of unknown words and phrases more fully from text and presentations at a grade 7-9 text complexity level and grade level excerpts.	Read and listen to clarify the meaning of unknown words and phrases from grade level text and presentations.
Learning Supports	Cognates Bilingual Dictionary Reference Sheet for Context Clues Partner Work Visuals Word/Picture Bank Native language support	Cognates Bilingual Dictionary Reference Sheet for Context Clues Partner Work Visuals Word/Picture Bank	Cognates Bilingual Dictionary Reference Sheet for Context Clues Partner Work	Cognates Bilingual Dictionary Reference Sheet for Context Clues	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 65 CCSS: L.9.4b. WIDA ELDS: 2 – 5 Reading Writing Listening Speaking	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).		<u>Identify and produce</u> patterns of word changes using <i>multiple resources and Charts/Posters</i> .		VU: Patterns of word changes, parts of speech; content-based, grade-level vocabulary
					LFC: Sentences containing patterns of word changes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and produce patterns of word changes by producing a choosing from a list of selected words.	Identify and produce patterns of word changes by producing word families from a list of selected vocabulary.	Identify and produce patterns of word changes using key vocabulary.	Identify and produce patterns of word changes using key vocabulary in expanded and some complex sentences.	Identify and produce patterns of word changes using precise vocabulary in multiple, complex sentences.
Learning Supports	Multiple Resources Charts/Posters Cloze Sentences Word Bank Partner Work Native language support	Multiple Resources Charts/Posters Partner Work Native language support Word Bank	Multiple Resources Charts/Posters Partner Work Word Bank	Multiple Resources Charts/Posters	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 66 CCSS: L.9.5a. WIDA ELDS: 2 – 5 Reading Writing	Demonstrate understanding of Figurative Language Chart.		Demonstrate understanding of the meaning of Figurative Language Chart using <i>a</i> Reference Sheet <i>for</i> Figurative Language Chart <i>and</i> Visuals.		VU: Figurative Language Chart; content-based, grade-level vocabulary
					LFC: Sentences with Figurative Language Chart
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of Figurative Language Chart in L1 and/or by matching words to their graphic representations.	Demonstrate understanding of the meaning of Figurative Language Chart in L1 and/or by matching words and phrases to their graphic representations	Demonstrate understanding of the meaning of Figurative Language Chart from adapted text.	Demonstrate understanding of the meaning of Figurative Language Chart from text at a grade 7-9 text complexity level.	Demonstrate understanding of the meaning of Figurative Language Chart from grade level text.
Learning Supports	Reference Sheet for Figurative Language Chart Visuals Multiple Resources Charts/Posters Cloze Sentences Partner Work Native language support	Reference Sheet for Figurative Language Chart Visuals Multiple Resources Charts/Posters Partner Work Native language support	Reference Sheet for Figurative Language Chart Visuals Multiple Resources	Reference Sheet for Figurative Language Chart Visuals	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 67 CCSS: L.9.5b. WIDA ELDS: 2 – 5 Reading Speaking	Demonstrate understanding of word relationships and nuances in word meanings.		<u>Communicate to demonstrate</u> the differences in nuances in word meaning and relationships using <i>a Reference Sheet for context clues and multiple resources.</i>		VU: Word relationships, nuances; content-based, grade-level vocabulary
					LFC: Sentences with words that have nuances in meaning
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate the differences in nuances in word meaning and relationships in L1 and/or by matching words to their graphic representations.	Demonstrate the differences in nuances in word meaning and relationships in L1 and/or by matching words to their graphic representations	Demonstrate the differences in nuances in word meaning and relationships from adapted text using key vocabulary in simple sentences..	Demonstrate the differences in nuances in word meaning and relationships from text at a grade 7-9 text complexity level using key vocabulary in expanded and some complex sentences.	Demonstrate the differences in nuances in word meaning and relationships from grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet for Context Clues Multiple Resources Visuals Charts/Posters Cloze Sentences Word/Picture Bank Partner Work Native language support	Reference Sheet for Context Clues Multiple Resources Visuals Charts/Posters Partner Work Native language support	Reference Sheet for Context Clues Multiple Resources Visuals	Reference Sheet for Context Clues Multiple Resources	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 68 CCSS: L.9.5b. WIDA ELDS: 2 – 5 Reading Listening	Analyze nuances in the meaning of words with similar denotations.		<u>Read to determine</u> the differences in nuances in word meaning using <i>a Reference Sheet for context clues and multiple resources</i> .		VU: Word relationships, nuances
					LFC: Sentences with words that have nuances in meaning
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the differences in nuances in word meaning in L1 and/or by matching words to their graphic representations.	Read to determine the differences in nuances in word meaning in L1 and/or by matching words to their graphic representations.	Read to determine the differences in nuances in word meaning from adapted text.	Read to determine the differences in nuances in word meaning from text at a grade 7-9 text complexity level.	Read to determine the differences in nuances in word meaning from grade level text.
Learning Supports	Reference Sheet for Context Clues Multiple Resources Visuals Charts/Posters Cloze Sentences Word Bank Native language explanations	Reference Sheet for Context Clues Multiple Resources Visuals Charts/Posters Native language support	Reference Sheet for Context Clues Multiple Resources Visuals	Reference Sheet for Context Clues Multiple Resources	

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ELA – Grades 9&10 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 69 CCSS: L.9.6 WIDA ELDS: 2 – 5 Reading Writing Speaking Listening	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<u>Read and listen</u> in order to speak and write with grade-level general, academic and domain-specific words using <i>a word wall and Note Cards</i> .		VU: General, academic and domain specific words; Content-based, grade-level vocabulary
					LFC: Sentence structure at ELP level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen in order to speak and write with grade-level general, academic and domain-specific words in L1 and/or selected English words in phrase patterns.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words in L1 and/or and selected academic and domain-specific words in English in phrases and short sentences.	Read and listen in order to speak and write with key, general, academic and domain-specific words in simple, related sentences.	Read and listen in order to speak and write with key general, academic and domain-specific words in expanded and some complex sentences.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words in multiple, complex sentences.
Learning Supports	Word/picture Wall Note Cards Partner Work Cloze Sentences Native language explanations	Word/picture Wall Note Cards Partner Work Cloze Sentences	Word Wall Note Cards Partner Work	Word Wall Note Cards	

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