

ELA - Kindergarten - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.K.1; RI.K.1 WIDA ELDS: 2 Reading Listening	With prompting and support ask questions about key details in literature and informational text.		Orally answer questions about key details in the text that was read aloud by <i>using a story map</i> .		VU: Details, text
					LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer “Yes/No” questions about the text with single words, phrases, or chunks of language in L1.	Answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas.	Answer questions in complete sentences with general and some specific language of topic or content area.	Answer questions in detailed sentences using specific and some content-based language as well as complex structures related to the topic or content areas.	Answer questions in detailed sentences using specific and content based language as well as complex structures related to the topic or content areas. Use a variety of sentence lengths and types.
Learning Supports	Story map Pictures Gestures Word/picture wall L1 support	Story map Pictures Sentence frames Word/picture wall L1 support	Story map Pictures Word/picture wall	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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.K.5 WIDA ELDS: 2 Reading Listening	Recognize common types of texts. (e.g., storybooks, poems).		<u>Identify</u> different types of texts by sorting texts according to oral descriptions <i>using visuals, texts and teacher tone of voice and rhythm (prosody)</i> .		VU: Text, story, poem
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify different types of texts after listening to oral descriptions in L1 and/or oral descriptions using single words.	Identify different types of texts after listening to oral descriptions in L1 and/or oral descriptions using short phrases.	Identify different types of texts after listening to simple oral descriptions.	Identify different types of texts after listening to oral descriptions consisting of complete sentences.	Identify different types of texts after listening to detailed oral descriptions.
Learning Supports	Pictures L1 text L1 support	Pictures L1 text L1 support	Pictures	Pictures	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.K.7 RI.K.7 WIDA ELDS: 2 Reading Speaking	With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows).		Describe connections between the picture and text by <i>describing what the illustration shows</i> .		VU: Connection, text, illustration
					LFC: Nouns, pronouns, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe connections between the illustration and text in L1 and/or single words.	Describe connections between the illustration and text in L1 and/or phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Describe connections between the illustration and text using simple sentences.	Describe connections between the illustration and text using expanded and some complex sentences.	Describe connections between the illustration and text using multiple, complex sentences.
Learning Supports	L1 support Pictures Word wall Word bank Sentence frames Props	L1 support Pictures Word wall Word bank Sentence frames	Word wall Word bank Sentence frames	Sentence frames	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RF.K.1a WIDA ELDS: 2 Reading Listening	Follow words in the text from left to right.		Follow oral directions of how to track words from left to right with a reading tracker.		VU: Track, left, right
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions of how to track words from left to right in L1 and/or using key, single words or phrases.	Follow oral directions of how to track words from left to right in L1 and/or using phrases.	Follow oral directions of how to track words from left to right using simple sentences.	Follow oral directions of how to track words from left to right using some complex sentences.	Follow oral directions of how to track words from left to right using multiple, complex sentences.
Learning Supports	L1 support Teacher support Reading tracker Leveled text	L1 support Teacher support Reading tracker Leveled text	Teacher support Reading tracker Leveled text	Reading tracker Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RF.K.1.b WIDA ELDS: 2 Reading Listening	Demonstrate understanding that print represents the spoken language.		Demonstrate that print represents the spoken language in response to an oral question <i>using visuals and text</i> .		VU: Print, start, words
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate that print represents the spoken language in response to an oral question in L1 and/or using single words and gestures.	Demonstrate that print represents the spoken language in response to an oral question in L1 and/or using phrases.	Demonstrate that print represents the spoken language in response to an oral question.	Demonstrate that print represents the spoken language in response to complex, oral questions.	Demonstrate that print represents the spoken language in response to multiple, complex oral questions.
Learning Supports	Leveled text Visuals L1 text and support Gestures	Leveled text Visuals L1 text and support	Leveled text Visuals	Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RF.K.1.c WIDA ELDS: 2 Listening Reading	Recognize that words are separated by spaces in print.		Follow oral directions to identify spaces in print (word boundaries) <i>with teacher modeling.</i>		VU: Words, frame, sentence
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions in L1 and/or single words, to identify spaces in print (word boundaries).	Follow oral directions in L1 and/or simple oral directions to identify spaces in print (word boundaries).	Follow simple oral directions with repetitive grammatical structures to identify spaces in print (word boundaries).	Follow two-step oral directions to identify spaces in print (word boundaries).	Follow multiple, oral to identify spaces in print (word boundaries).
Learning Supports	L1 support Teacher modeling Partner Leveled text Gestures	L1 support Teacher modeling Partner Leveled text	Teacher modeling Partner Leveled text	Partner Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: R.F.K.3a WIDA ELDS: 2 Reading Speaking Listening	Produce 10 of the 26 primary letter sounds of the consonants.		Produce 10 of the 26 primary letter sounds of the consonants <i>using picture/letter cards</i> .		VU: Letters, sounds, initial,
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce consonant sounds in L1 and/or consonant sounds of key, high-frequency words in English.	Produce consonant sounds of key, content-based vocabulary words in L1 and/or produce consonant sounds of key, common, vocabulary words in English.	Produce consonant sounds of key, content-based vocabulary words.	Produce consonant sounds of content-based vocabulary words.	Produce consonant sounds of precise, content-based vocabulary words.
Learning Supports	L1 support Letter cards Picture cards	L1 support Letter cards Picture cards	Picture cards Letter cards	Letter cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: W.K.2 WIDA ELDS: 2 Writing	Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.		Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation by using <i>developmental spelling, word walls, classroom labels, and teacher support.</i>		VU: Illustrate, write, topic
					LFC: Nouns, adjectives, articles
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw a picture and write about a chosen topic in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Draw a picture and write about a chosen topic using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Draw a picture and write about a chosen topic using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Draw a picture and write about a chosen topic using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Draw a picture and write about a chosen topic using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Props Pictures Sentence frames Word/picture wall L1 text L1 support	Props Pictures Sentence frames Word/picture wall L1 text L1 support	Pictures Sentence frames Word/picture wall	Sentence frames	

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 9 CCSS: W.K.3 WIDA ELDS: 2 Writing	Illustrate and write the beginning, middle and end of an event using developmental spelling and child’s dictation, including a reaction to what happened.		Create a story including a beginning, middle, end, and reaction by using a <i>graphic organizer</i> .		VU: Illustrate, write, beginning, middle, end, reaction	
					LFC: Nouns, verbs, pronouns	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write the beginning, middle, and end of an event and a reaction in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Write the beginning, middle, and end of an event and a reaction in L1 using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write the beginning, middle, and end of an event and a reaction in using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write the beginning, middle, and event of an event and a reaction using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write the beginning, middle, and end of an event and a reaction using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.	
Learning Supports	Pictures Sentence frames Graphic Organizer Word/picture wall L1 text L1 support	Pictures Sentence frames Graphic Organizer Word/picture wall L1 text L1 support	Pictures Sentence frames Graphic Organizer Word/picture wall	Sentence frames Graphic Organizer		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: SL.K.1.a,b WIDA ELDS: 2 Speaking Listening	Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts.		Ask and answer questions in a conversational format <i>using props and Pictures</i> .		VU: Conversation
					LFC: Questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in a conversational format in L1 and/or answer yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Ask and answer questions in a conversational format in L1 and/or use phrases and short sentences that represent ideas with formulaic structures and general, content-based vocabulary.	Ask and answer questions in a conversational format using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Ask and answer questions in a conversational format using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Ask and answer questions in a conversational format using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Pictures Cue cards Word/picture wall L1 text and support Props	Pictures Cue cards Sentence frames Word/picture wall L1 text and support	Pictures Cue cards Sentence frames Word/picture wall	Sentence frames	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: SL.K.2 WIDA ELDS: 2 Speaking Listening	Confirm understanding by asking and answering questions about key details presented.		<u>Ask and answer questions</u> to confirm understanding about key details using <i>props and pictures</i> .		VU: Check understanding, details
					LFC: Confirming questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions to confirm understanding in L1 and/or non-verbally.	Ask and answer questions to confirm understanding in L1 and/or using phrases and short sentences.	Ask and answer questions to confirm understanding using simple sentences.	Ask and answer questions to confirm understanding using expanded and some complex sentences.	Ask and answer questions to confirm understanding using multiple, complex sentences.
Learning Supports	Pictures Cue cards Word/picture wall L1 text and support Props	Pictures Cue cards Sentence frames Word/picture wall L1 text and support	Pictures Cue cards Sentence frames Word/picture wall	Sentence frames	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: S.L.K.3 WIDA ELDS: 2 Speaking Listening	Ask and answer questions in order to seek help or clarify concepts.		Ask and answer questions for clarification by <i>using who, what, where, and when.</i>		VU: Ask, answer, clarify
					LFC: Interrogatives, nouns, verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer WH-questions in L1 using single words.	Ask and answer WH-questions in L1 using phrase and short sentences.	Ask and answer WH-questions using simple sentence.	Ask and answer WH-questions using expanded and some complex sentences.	Ask and answer WH-questions using clear and coherent writing.
Learning Supports	Pictures Graphic Organizer Sentence frames Word/picture wall L1 support	Pictures Graphic Organizer Sentence frames Word/picture wall L1 support	Pictures Graphic Organizer Sentence frames Word/picture wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: S.L.K.4 WIDA ELDS: 2 Listening Speaking	Name and describe familiar people, places, things or events and provide additional information when prompted with questions.		<u>Describe</u> familiar people, places, and things and provide additional information, when prompted, <i>using pictures, props and prompts.</i>		VU: People, places, things, describe
					LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using single words.	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using phrases and short sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using simple sentences that represent multiple, related ideas.	Describe familiar people, places, and things and provide additional information, when prompted, using expanded and some complex sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using multiple, complex sentences.
Learning Supports	Props Pictures Prompts Word/picture wall L1 support Leveled text	Props Pictures Prompts Word/picture wall L1 support Leveled text	Props Pictures Prompts Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: S.L.K.5 WIDA ELDS: 2 Listening Writing Speaking	Add drawings to descriptions to provide additional detail.		<u>Illustrate</u> in order to provide additional detail to descriptions with <i>teacher modeling</i> .		VU: Draw, details, illustrate
					LFC: Adjectives, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Illustrate in order to provide additional detail to descriptions in L1 and/or using single words.	Illustrate in order to provide additional detail to descriptions in L1 and/or using phrases and short sentences.	Illustrate in order to provide additional detail to descriptions that use repetitive structures.	Illustrate in order to provide additional detail to descriptions using complex sentences.	Illustrate in order to provide additional detail to descriptions using multiple, complex oral sentences.
Learning Supports	Teacher model Props Pictures Word/picture wall L1 support Leveled text	Teacher model Props Pictures Word/picture wall L1 support Leveled text	Teacher model Props Pictures Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

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SLO: 15 CCSS: S.L.K.6 WIDA ELDS: 2 Speaking	Express thoughts, feelings and ideas to others clearly.		Describe thoughts, feelings, and ideas to others using a <i>graphic organizer</i> .		VU: Thoughts, feelings, interview
					LFC: Adjectives, nouns, interrogatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe thoughts, feelings and ideas in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Describe thoughts, feelings and ideas in L1 using phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Describe thoughts, feelings and ideas using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Describe thoughts, feelings and ideas using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Describe thoughts, feelings and ideas using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Graphic organizer Props Gestures Pictures Word/picture wall Sentence Frame L1 support	Graphic organizer Props Gestures Pictures Word/picture wall Sentence Frame L1 support	Graphic organizer Pictures Word/picture wall Sentence Frame	Sentence Frame	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: L.K.1.b,c,e WIDA ELDS: 1,2 Speaking	Express ideas in shared language activities using frequently occurring nouns (e.g., ball), plural nouns (e.g., balls, wishes), verbs (e.g., play) and prepositions (e.g., in).		Communicate using frequently occurring nouns, verbs, and prepositions by <i>participating in shared language activities</i> .		VU: Express, communicate
					LFC: Nouns, verbs, prepositions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Communicate using shared language activities in L1 or use single words.	Communicate using shared language activities in L1 or use phrases and short sentences.	Communicate using shared language activities using simple sentences.	Communicate using shared language activities by using expanded and some complex sentences.	Communicate using shared language activities using clear and coherent language using multiple, complex sentences.
Learning Supports	L1 Support Pictures TPR Choral Reading Songs/Chants Partner	L1 Support Pictures TPR Choral Reading Songs/Chants Partner	Pictures TPR Songs/Chants Partner	TPR Songs/Chants	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: L.K.5.a WIDA ELDS: 2 Reading Listening	Sort common objects into categories (e.g., colors), with guidance and support.		<u>Follow oral directions</u> to sort objects into categories <i>using teacher modeling and a partner.</i>		VU: Category, sort
					LFC: Commands, adjectives of color, size and quantity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions which have repetitive grammatical structures, to classify objects into categories of size, color and shape.	Follow complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color and shape.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color, and shape.
Learning Supports	Teacher model L1 support Pictures Partner	Teacher model L1 support Pictures Partner	Teacher model Pictures Partner	Partner	

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SLO: 18 CCSS: L.K.5.d WIDA ELDS: 2 Speaking	With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.		<u>Describe</u> the shades of meanings of verbs (walk, march, strut, prance) using <i>Total Physical Response activities</i> .		VU: Act out, meaning
					LFC: Verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe shades of meaning among verbs in L1 and/or state the same general action using single words.	Describe shades of meaning among verbs using L1 and/or describe the same general action with short phrases.	Describe shades of meaning among verbs describing the same general action using simple related sentences with repetitive structures.	Describe shades of meaning among verbs using complex sentences.	Describe shades of meaning among verbs using multiple, complex sentences.
Learning Supports	L1 Partner Modeling Pictures TPR Teacher Support	L1 Partner Modeling Pictures TPR	Partner Modeling Pictures TPR	Pictures	

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

ELA - Kindergarten - Unit 2 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 19 CCSS: L.K.6 WIDA ELDS: 1,2 Listening Speaking Reading	Use words and phrases acquired through reading, including read alouds.		Apply common words and phrases acquired through reading and read alouds using <i>visuals and realia</i> .		VU: Retell	
					LFC: Nouns, verbs, adjectives	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply common words acquired through reading and read alouds in L1 using common single words.	Apply common words and phrases in L1 using common phrases and short sentences.	Apply common words and phrases acquired through reading and read alouds using simple sentences.	Apply common words and phrases acquired through reading and read alouds using expanded and some complex sentences.	Apply common words and phrases acquired through reading and read alouds multiple, complex sentences.	
Learning Supports	Visuals Realia L1 support Gestures	Visuals Realia L1 support Sentence frames	Visuals Realia	Visuals		

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