

ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.7.1 WIDA ELDS: 2 Reading Speaking	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		Read to cite <u>explicit</u> textual evidence to support analysis of a short story using <i>visually supported text and</i> Graphic Organizers.		VU: Cite, textual evidence, quote explicit
					LFC: Quoted/reported speech
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite the textual evidence from short stories in L1 and/or match Phrase Citations from excerpts of grade-level text to visual representations.	Read to cite the textual evidence from short stories in L1 and/or match Sentence Citations from excerpts of grade-level to visual representations.	Read to cite the textual evidence from adapted short stories using key vocabulary in a series of simple, related sentences.	Read to cite the textual evidence from short stories in grade 6-7 text level band. Use key vocabulary in expanded and some complex sentences.	Read to cite the textual evidence from short stories in grade level texts. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Outline (completed) Think-pair-share Partner work Word/Picture Wall Visuals L1 support Phrase Citations Graphic Organizers	Outline (partially completed) Think-pair-share Partner work Visuals L1 support Sentence Citations Graphic Organizers	Outline (partially completed) Think-pair-share Partner work Graphic Organizers	Outline	

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.7.1 WIDA ELDS: 2 Reading Speaking	Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		Read to cite implicit textual evidence to support analysis of a literary text using <i>visually supported text</i> and Graphic Organizers.		VU: Inference, conclusion, judgment
					LFC: Language of citation (for example, according to, the author explains)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite evidence of what is inferred from grade-level short stories in L1 and/or by matching Phrase Citations from excerpts of grade-level text to visual representations.	Read to cite evidence of what is inferred from grade-level short stories in L1 and/or by matching Sentence Citations from excerpts of grade-level text to visual representations.	Read to cite inferential evidence from adapted grade level short stories. Use key vocabulary in a series of simple, related sentences.	Read to cite implicit textual evidence from short stories in the grade 6-7 text level band. Use key vocabulary in expanded sentences with emerging complexity.	Read to cite evidence of what is inferred from grade-level short stories. Use precise vocabulary in multiple sentences of varying lengths and complexity.
Learning Supports	Study guide Visuals Word/Picture Wall Partner work L1 support Phrase Citations Graphic Organizers	Study guide Visuals Word/Picture Wall Partner work L1 support Sentence Citations Graphic Organizers	Study guide Word Wall Partner work Graphic Organizers	Study guide Partner work	Study guide

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.7.2 WIDA ELDS: 2 Reading Speaking Writing	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		<u>Read and identify</u> the theme of a text and provide a written summary that explains three developments of the theme using <i>a Plot Diagram in a small group</i> .		VU: Theme, literary terms (setting, character, plot, conflict, climax, resolution) summary
					LFC: Modals; Compound tense (tense progression)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and identify the theme and provide a written summary of the grade level text in L1 and/or read to identify the theme of a leveled text locating the central idea from a list of selected, single words and pictures.	Read and identify the theme and provide a written summary of the grade level text in L1 and/or read to identify the theme of a leveled text locating the central idea from a list of selected, short phrases.	Read and identify the theme and provide a written summary of the short story from an adapted grade 6-7 text level band. Use key vocabulary in a series of simple, related sentences.	Read and identify the theme and provide a written summary of the short story from the grade 6-7 text level band. Use key vocabulary in expanded sentences of emerging complexity.	Read and identify the theme and provide a written summary of the grade level text. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Plot Diagram (completed) Small group/ triads Word/Picture Wall List of single words Visuals L1 support	Plot Diagram (partially completed) Small group/ triads Word/Picture Wall List of phrases Visuals L1 support	Plot Diagram (partially completed) Small group/ triads Word Wall	Plot Diagram Small group/ triads	Plot Diagram Small group/ triads

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.7.3 WIDA ELDS: 2 Reading Speaking Writing	Analyze how particular elements of a drama interact (e.g., how setting shapes the characters and plot) in 7 th grade text(s).		Analyze the interaction of the elements of a story or a play with a <i>cause/effect</i> Graphic Organizers and Think-aloud.		VU: Literary terms, questions words, analysis
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching word citations from excerpts of grade-level text to visual representations.	Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching Sentence Citations from excerpts of grade-level text to visual representations.	Read and analyze explicit textual evidence showing how setting shapes the character from an adapted short story.	Read and analyze explicit textual evidence showing how setting shapes the characters from short stories at the grade 6-7 text level band.	Read and analyze explicit textual evidence of how the setting shapes the characters from a grade-level short story.
Learning Supports	Think Aloud Graphic Organizers Word/Picture Wall Visuals Word citations L1 support Illustrations/Drawings	Think Aloud Graphic Organizers Word/Picture Wall Visuals Sentence Citations L1 support	Think Aloud Graphic Organizers Word Wall	Think Aloud Graphic Organizers	Think Aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.7.4 WIDA ELDS: 2 Reading Speaking Writing	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		Read to identify and interpret the meaning of figurative and connotative language by <i>highlighting/Marking the Text with a partner.</i>		VU: Alliteration, rhyme, simile, metaphor
					LFC: Descriptive verbs and adjectives, imagery
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify and interpret the meaning of figurative and connotative language in L1 and/or identify common figurative language in excerpts from a grade-level text by matching words to pictures or drawings.	Read to identify and interpret the meaning of figurative and connotative language in L1 and/or read to identify poetic devices in excerpts from a grade-level text by matching short phrases to the correct category.	Read to identify and interpret the meaning of figurative and connotative language in adapted short stories at the grade 6-7 text level band.	Read to identify and interpret the meaning of figurative and connotative language in short stories at the grade 6-7 text level band.	Read to identify and interpret the meaning of figurative and connotative language in grade level short stories.
Learning Supports	Reference Sheet of Poetic Devices Marking the Text Figurative Language Word Wall L1 support Partner Visuals	Reference Sheet with Poetic Devices Marking the Text Figurative Language Word Wall L1 support Visuals	Reference Sheet with/of Poetic Devices Marking the Text Figurative Language Word Wall	Reference Sheet of Poetic Devices Marking the Text	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.7.5 WIDA ELDS: 2 Reading Speaking	Analyze how a drama’s form or structure contributes to its meaning.		Analyze how a drama’s form contributes to its meaning using a <i>core analysis frame</i> .		VU: Content, structure, critique
					LFC: Pronoun usage, identifying subjects
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze how the form of a play contributes to its meaning in L1 and/or analyze an excerpt from a grade-level drama's form by indicating how dialogue reinforces understanding using selected, single words and pictures.	Analyze how the form of a play contributes to its meaning in L1 and/or analyze an excerpt from a grade-level play by illustrating the meaning of simple poetic forms (simile, metaphor, imagery) using short phrases and pictures.	Analyze how the form of a play at an adapted grade 6-7 text level band, contributes to its meaning. Use key vocabulary in a series of simple, related sentences.	Analyze how the form of a play at a grade 6-7 text level band, contributes to its meaning. Use key vocabulary in expanded sentences of emerging complexity.	Analyze how the form of a grade level play contributes to its meaning. Use precise vocabulary in multiple sentences of varying lengths and complexity.
Learning Supports	Analysis Frame Small group/ triads Word/Picture Wall L1 support Pictures/Photographs Selected Words	Analysis Frame Small group/ triads Word/Picture Wall L1 support Short Phrases Pictures/Photographs	Analysis Frame Small group/ triads Word Wall	Analysis Frame Small group/ triads	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.7.6 WIDA ELDS: 2 Reading Speaking Writing	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		Examine how an author contrasts characters' points of view in short stories using a Graphic Organizers and "social networking".		VU: Contrast, perspective, omniscient, opinion, first-person
					LFC: Transition words, tense variety and aspect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Examine how an author contrasts characters' points of view in short stories and create a fictional Facebook profile in L1 and/or match simple sentences to character statements using an illustrated, adapted short story.	Examine how an author contrasts characters' points of view in short stories and create a fictional Facebook profile with postings from different characters in L1 and/or identify different points of view from an illustrated, adapted short story with short phrases and post on fictional Facebook page.	Examine how an author contrasts characters' points of view in adapted short stories and create a fictional Facebook profile with postings from different characters.	Examine how an author contrasts characters' points of view in short stories from grade 6-7 text level band and create a fictional Facebook profile in expanded sentences.	Examine how an author contrasts characters' points of view in grade-level short stories and create a fictional Facebook profile using precise vocabulary in multiple, complex sentences.
Learning Supports	Fictional Facebook Profiles Partner work T-chart Word/Picture Wall L1 support Visuals Simple Sentences	Fictional Facebook Profiles Partner work T-chart Word/Picture Wall L1 support Sentence Frames Visuals	Fictional Facebook Profiles Partner work T-chart Word Wall	Fictional Facebook Profiles Partner work T-chart	Fictional Facebook Profiles Partner work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RL.7.7 WIDA ELDS: 2 Reading Speaking Writing	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		Compare and contrast two forms of a story (print and digital) by examining the techniques of each format using a Venn Diagram.		VU: Similarly, likewise, however, in addition, compare, contrast LFC: Past tense, antonyms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast two forms of a short story in L1 and/or using gestures, pictures and selected single words in key phrase patterns.	Compare and contrast two forms of a short story in L1 and/or using pictures and selected vocabulary in key phrases and short sentences.	Compare and contrast two forms of an adapted short story using key vocabulary in a series of simple, related sentences.	Compare and contrast two forms of a story from grade 6-7 text level band using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast two forms of a grade-level story using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram (partially completed) Teacher Guidance Partner work Word/Picture Wall L1 support	Venn Diagram (partially completed) Essay Template with Sentence Frames Partner work Word/Picture Wall L1 support	Venn Diagram Essay Template Partner work Word Wall	Venn Diagram Essay Template	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RL.7.9 WIDA ELDS: 2 Reading Speaking Writing	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		<u>Compare and contrast</u> fictional and historical accounts of an event of the same time period to understand how authors use or alter history using a Venn Diagram.		VU: Historical accounts
					LFC: Past tense, synonyms, antonyms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast fictional and historical accounts of an event of the same time period to understand how authors use or alter history in L1 and/or use pictures, gestures and selected single words in key phrase patterns.	Compare and contrast fictional and historical accounts of an event of the same time period to understand how authors use or alter history in L1 and/or use pictures and selected vocabulary in key phrases and short sentences.	Compare and contrast fictional and historical accounts of an event of the same time period, from an adapted text, to understand how authors use or alter history using key vocabulary in a series of simple, related sentences.	Compare and contrast fictional and historical accounts of an event the same time period, from grade 6-7 text level band, to understand how authors use or alter history using key vocabulary in expanded and some complex sentences.	Compare and contrast fictional and historical accounts of an event of the same time period, from a grade-level text, to understand how authors use or alter history using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram (partially completed) Marking the Text Teacher guidance Partner work Word/Picture Wall L1 support	Venn Diagram (partially completed) Marking the Text Sentence Frames Partner work Word/Picture Wall L1 support	Venn Diagram Marking the Text Partner work Word Wall	Venn Diagram Marking the Text	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RL.7.10 WIDA ELDS: 2 Reading Speaking	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Read and comprehend, with scaffolding, a variety of literature with increasing complexity <i>using study guide, visuals and/or a word wall.</i>		VU: Complexity
					LFC: Story elements
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and comprehend, with scaffolding, a variety of literature with increasing complexity in L1 and/or in illustrated excerpts from a grade-level text using selected single words in key phrase patterns.	Read and comprehend, with scaffolding, a variety of literature with increasing complexity in L1 and/or in illustrated excerpts from a grade-level text using selected vocabulary in key phrases and short sentences.	Read and comprehend, with scaffolding, a variety of adapted literature with increasing complexity using key vocabulary in a series of simple, related sentences.	Read and comprehend, with scaffolding, a variety of literature with increasing complexity at the grade 6-7 text level band using key vocabulary in expanded and some complex sentences.	Read and comprehend, with scaffolding, a variety of literature with increasing complexity at the grade 7 text complexity band using precise vocabulary in multiple, complex sentences.
Learning Supports	Study Guide Visuals Word/Picture Wall Partner work L1 support Graphic Organizers	Study Guide Visuals Word/Picture Wall Partner work L1 support Graphic Organizers	Study Guide Word Wall Partner work Graphic Organizers	Study Guide Partner work	Study Guide

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: W.7.3.b WIDA ELDS: 2 Writing	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.		<u>Write a narrative</u> to develop real or imagined experiences or events using description and dialogue using Graphic Organizers <i>and a partner</i> .		VU: Description, dialogue
					LFC: Quotations, indentation, descriptive verbs & adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative with description and dialogue in L1 and/or using picture and selected words in key phrase patterns.	Write a narrative with description and dialogue in L1 and/or use selected vocabulary in key phrases and short sentences.	Write a narrative with description and dialogue using key vocabulary in a series of simple, related sentences.	Write a narrative with description and dialogue using key vocabulary in expanded sentences with emerging complexity.	Write a narrative to develop real or imagined experiences or events using description and dialogue using precise vocabulary in multiple, complex sentences.
Learning Supports	Specialized Reference Materials Partner work Graphic Organizerss Word/Picture Bank L1 support Pictures/Photographs Word Bank	Specialized Reference Materials Partner work Graphic Organizerss Word/Picture Bank L1 support Pictures/Photographs Sentence Frame	Specialized Reference Materials Partner work Graphic Organizerss Word Bank Pictures/Photographs Sentence Frame	Graphic Organizerss Specialized Reference Materials	Graphic Organizerss Specialized Reference Materials

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.7.3.d WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.		<u>Write narratives</u> to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language using a <i>Graphic Organizers and sensory details chart</i> .		VU: Foreshadowing, flashback, sensory words, synonyms
					LFC: Past tense, irregular past
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative in L1 and/or use selected, single words, descriptive details, and sensory language in key phrase patterns.	Write a narrative in L1 and/or use selected vocabulary, descriptive details and sensory language in short, phrases under captions.	Write a short paragraph narrative in simple, related sentences with key vocabulary, descriptive details and sensory language.	Write a multiple paragraph narrative in expanded sentences of emerging complexity with key words, descriptive details and sensory language.	Write a multiple paragraph narrative in detailed sentences of varying lengths and complexity with precise vocabulary, descriptive details and sensory language.
Learning Supports	Sensory Details Chart Graphic Organizers Word/Picture Wall Visuals Phrase Captions Gestures L1 support	Sensory Details Chart Graphic Organizers Word/Picture Wall Visuals Phrase Captions L1 support Sentence Frame	Sensory Details Chart Graphic Organizers Word Wall	Sensory Details Chart Graphic Organizers	Sensory Details Chart Graphic Organizers

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SLO: 14 CCSS: W.7.3.a WIDA ELDS: 2 Writing	When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		Write a narrative to develop real or imagined experiences or events using well-structured event sequences and clearly defined point of view using a <i>writing diamond and a timeline</i> .		VU: Point of view, first person, second person, third person
					LFC: Prepositional phrases, descriptive verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a multi-paragraph narrative in detailed sentences using well-structured event sequences and a clearly defined point of view in L1 and/or short, illustrated phrases with captions using event sequences.	Write a multi-paragraph narrative in detailed sentences using well-structured event sequences and a clearly defined point of view in L1 and/or a short, illustrated, sentence-level narrative with captions using event sequences.	Write a narrative in a series of simple, related sentences using well-structured event sequences.	Write a multi-paragraph narrative in expanded sentences of emerging complexity using well-structured event sequences.	Write a multi-paragraph narrative in complex sentences of varying length and complexity using well-structured event sequences.
Learning Supports	Timeline Writing Diamond Word/Picture Wall Visuals Phrase Captions L1 support	Timeline Writing Diamond Visuals Sentence Captions L1 support	Timeline Writing Diamond Word Wall	Timeline Writing Diamond	Timeline Writing Diamond

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SLO: 15 CCSS: W.7.3.c WIDA ELDS:	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.		Write a narrative that utilizes transition words, embedded phrases, and clauses that signal time and sequence changes using a <i>word wall and phrase chart</i> .		VU: Ordinal words: first of all, next, in addition, therefore, consequently
					LFC: Sentences with transitional words,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or write a narrative by sequencing pictures.	Write a narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or by completing a structured Template that utilizes selected transition words.	Write a narrative using sequential phrases and clauses to signal shifts from one time frame to another.	Write a multi-paragraph narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in expanded sentences of emerging complexity.	Write a multi-paragraph narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in multiple, complex sentences.
Learning Supports	Transitional Phrase Chart Word/Picture Wall Gestures Cloze Sentences L1 support	Transitional Phrase Chart Word/Picture Wall Visuals Sentence Frames L1 support	Transitional Phrase Chart Word Wall Sentence Starter	Transitional Phrase Chart	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.7.3.e WIDA ELDS: 2 Writing	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.		Write a conclusion that follows from and reflects on the experiences and events in a narrative story using <i>a story map</i> .		VU: Conflict, resolution, conclusion
					LFC: Word order, tense, and aspect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion that follows and reflects on the events of a narrative in L1 and/or choose selected vocabulary to complete conclusion sentences with illustrations.	Write a conclusion that follows and reflects on the events of a narrative in L1 and/or choose short, sentence-level conclusions that follow and reflect on the events of a narrative.	Write a conclusion that follows and reflects on the events of a narrative using key vocabulary in a series of simple, related sentences.	Write a conclusion that follows and reflects on the events in a narrative using key vocabulary in expanded sentences of emerging complexity.	Write a conclusion that follows and reflects on the events in a narrative using precise vocabulary in multiple, complex sentences.
Learning Supports	Story Map (completed) Word/Picture Wall Visuals Cloze Conclusion Sentences L1 support	Story Map (partially completed) Word/Picture Wall Visuals Sentence Frames of Conclusion Sentences L1 support	Story Map (partially completed) Word Wall	Story Map	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.7.4 WIDA ELDS: 2 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<u>Write</u> to show clear and coherent writing appropriate to task, purpose, and audience using a <i>writing diamond and Sentence Frames</i> .		VU: Task, audience, purpose, thesis statement
					LFC: Tense and aspect, specific to text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use an illustrated, Graphic Organizers to complete cloze sentences with selected vocabulary words.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete an illustrated, Graphic Organizers with selected vocabulary in short phrases.	Write a composition appropriate to task, purpose and audience using appropriate register using key vocabulary in a series of simple, related sentences.	Write a coherent composition appropriate to task, purpose and audience using appropriate register with key vocabulary in expanded sentences of emerging complexity.	Write a coherent composition appropriate to task, purpose and audience using appropriate register with precise vocabulary in multiple, complex sentences.
Learning Supports	Writing Diamond (completed) Visuals Word/Picture Wall L1 support Cloze Sentences	Writing Diamond (partially completed) Visuals Word/Picture Wall L1 support Sentence Frames	Writing Diamond (partially completed) Word Wall Sentence Starter	Writing Diamond	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.7.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.		<u>Write, plan, revise and edit</u> to develop, strengthen, and focus on the purpose of a narrative using <i>peer editing and conferencing with teacher, storyboard and Technology and Technological Resources support</i> .		VU: Planning, brainstorming, editing, revising
					LFC: Subject-verb agreement, tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to creating concept cards with pictures and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to matching phrases to pictures of people and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative written with key vocabulary in a series of simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative written with key vocabulary in expanded sentences of emerging complexity.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative written with precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher Feedback Technology and Technological Resources Support Word/Picture Wall Visuals Storyboard L1 support	Teacher Feedback Technology and Technological Resources Support Word/Picture Wall Visuals Storyboard L1 support	Partner work Technology and Technological Resources Storyboard	Storyboard Partner work	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.7.5 WIDA ELDS: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.		<u>Write, plan, revise and edit</u> to develop, strengthen, and focus on the audience for the narrative using <i>peer editing and conferencing with teacher and/or Technology and Technological Resources support</i> .		VU: Planning, brainstorming, editing, revising
					LFC: Subject-verb agreement, tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus on the audience for the narrative using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to by creating concept cards with pictures and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the audience for the narrative using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to matching phrases to pictures of people and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the audience for the narrative written with key vocabulary in a series of simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus on the audience for the narrative written with key vocabulary in expanded sentences of emerging complexity.	Write, plan, revise and edit to develop, strengthen, and focus on the audience for the narrative written with precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher Feedback Technology and Technological Resources support Word/Picture Wall Visuals Storyboard L1 support	Teacher Feedback Technology and Technological Resources support Word/Picture Wall Visuals Storyboard L1 support	Partner work Technology and Technological Resources support Storyboard	Storyboard Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.7.6 WIDA ELDS: 2 – 5 Writing	Use Technology and Technological Resources, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.		<u>Produce and publish</u> a collaborative writing piece and apply specific Technology and Technological Resources skills; link information and ideas; and cite sources using <i>Microsoft Office and other</i> Technology and Technological Resources support (<i>wikispaces, google doc, bibme.org</i>).		VU: Collaborate, revise, sources, cite
					LFC: Subject/verb agreement, syntax
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce and publish a collaborative piece of writing in L1 and/or identify selected words related to Technology and Technological Resources; complete a Template to cite sources; using bulleted phrases and images.	Produce and publish a collaborative piece of writing in L1 and/or utilize a power point Template to publish picture based writing, using selected vocabulary in key phrases and short sentences.	Produce and publish a collaborative piece of writing using key vocabulary in a series of simple, related sentences.	Produce and publish a collaborative piece of writing using key vocabulary in expanded and some complex sentences.	Produce and publish a collaborative piece of writing using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher support Partner work Technology and Technological Resources support Word/Picture Wall Visuals Template Cloze sentences L1 support	Teacher support Partner work Technology and Technological Resources support Word/Picture Wall Visuals Template Sentence Frames L1 support	Checklist for publishing Teacher support Small group/ triads Technology and Technological Resources support Template Word Wall	Checklist for publishing Small group/ triads Technology and Technological Resources	Small group/ triads Technology and Technological Resources

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.7.7 WIDA: 2-5 Writing	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		Conduct targeted research to <u>write</u> an answer to a question using <i>multiple sources</i> , Technology and Technological Resources, <i>and teacher support</i> .		VU: Research, multiple sources
					LFC: Question formation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Conduct targeted research to write an answer to a question in L1 and/or by completing a cloze sentence using selected vocabulary in key phrase patterns.	Conduct targeted research to write an answer to a question in L1 and/or by completing a brief cloze paragraph using selected vocabulary in key phrases and short sentences.	Conduct targeted research to write an answer to a question using key vocabulary in a series of simple, related sentences.	Conduct targeted research to write an answer to a question using key vocabulary in expanded and some complex sentences.	Conduct targeted research to write an answer to a question using precise vocabulary in multiple, complex sentences.
Learning Supports	Teacher Support Partner work Technology and Technological Resources Support Word/Picture Wall Visuals Cloze Sentences L1 support Template	Teacher Support Partner work Technology and Technological Resources Support Word/Picture Wall Visuals Template Sentence Frames L1 support	Checklist for publishing Teacher Support Small group/ triads Technology and Technological Resources Support Template Word Wall	Checklist for publishing Small group/ triads Technology and Technological Resources	Small group/ triads Technology and Technological Resources

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.7.9.a WIDA ELDS: 2, 5 Writing	Draw evidence from literary texts to support analysis and reflection. Apply grade 7 <i>Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history”).		<u>Compare and contrast</u> a work of historical fiction with primary historical documents to analyze alternative portrayals and versions of history using Venn Diagram, Technology and Technological Resources <i>and a</i> Template.		VU: Artifacts, point of view;
					LFC: Correlative conjunctions, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast historical fiction and primary documents from L1 texts and/or from leveled texts using pictures and selected single words.	Compare and contrast historical fiction and primary documents from L1 texts and/or from leveled texts using pictures and selected vocabulary in key phrases and short sentences.	Compare and contrast adapted historical fiction and primary documents in a structured paragraph using key vocabulary in a series of simple, related sentences.	Compare and contrast historical fiction and primary documents using key vocabulary in expanded sentences of emerging complexity.	Compare and contrast historical fiction and primary documents by writing an essay using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram Essay Template with Cloze Sentences Word/Picture Wall Technology and Technological Resources Support Visuals Gestures L1 support	Venn Diagram Essay Template with Sentence Frames Word/Picture Wall Technology and Technological Resources Support Visuals L1 support	Venn Diagram Essay Template Word Wall Technology and Technological Resources Support	Essay Template	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: W.7.10 WIDA ELDS: 2-5 Writing	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<u>Write narratives</u> of varying length, writing styles and topics to create a portfolio of work throughout the year using a Word Bank <i>and multiple resources</i> .		VU: Personal narrative, journal, reflect
					LFC: Tenses and aspects
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio for a specific purpose or audience in L1 and/or by writing selected, words from a Word Bank under pictures and/or writing dictated pieces created with teacher support.	Write narratives routinely to create a portfolio for a specific purpose or audience in L1 and/or use pictures and selected vocabulary in key phrases and short sentences.	Write narratives routinely to create a portfolio for a specific purpose or audience using key vocabulary in a series of simple, related sentences.	Write narratives routinely to create a portfolio for a specific purpose or audience using key vocabulary in expanded sentences with emerging complexity.	Write narratives routinely to create a portfolio for a specific purpose or audience using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Bank Template Visuals Cloze Sentences L1 support	Word/Picture Bank Template Visuals Sentence Starter L1 support	Templates Word Bank		

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: SL.7.1 WIDA ELDS: 1-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		<u>Discuss and respond</u> to a range of questions and topics <i>in pairs and small groups with Cue Cards.</i>		VU: Turn-taking, expressing opinion, clarification
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss and respond in a variety of collaborative discussions in L1 and/or in a teacher-led discussion using a pre-taught words or phrases and answering select Yes/No questions.	Discuss and respond in a variety of collaborative discussions using L1 and/or of teacher-led discussions using selected vocabulary in key phrases and short sentences.	Discuss and respond in a variety of collaborative discussions in pairs, using key vocabulary in a series of simple, related sentences.	Discuss and respond in a variety of collaborative discussion settings, using key vocabulary in expanded sentences with emerging complexity.	Discuss and respond in a variety of collaborative discussion settings, using precise vocabulary in multiple, complex sentences.
Learning Supports	Cue Cards Word/Picture Wall Visuals Sentence Frames Small group/ triads L1 support Choice questions	Cue Cards Word/Picture Wall Visuals Sentence Frames Small group/ triads L1 support Wh- questions	Small group/ triads Word Wall	Cue Cards Small group/ triads	Small group/ triads

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: SL.7.1.a WIDA ELDS: 1-5 Speaking Listening Reading	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<u>Speak and listen to share ideas</u> gained from independent reading and research using <i>notes, images, and Post-it Notes</i> .		VU: Evidence, explicit, facts, support ideas
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to grade-level discussions to further probe and reflect on a previously-researched topic in L1 and/or develop an understanding of how to probe and reflect using visuals and leveled text to answer single word response or yes/no questions.	Speak and listen to grade-level discussion to further probe and reflect on a previously-researched topic in L1 and/or develop an understanding of how to probe and reflect on a previously-researched topic using selected vocabulary in phrases and short sentences.	Speak and listen to a grade-level discussion to further probe and reflect on a previously-researched topic using information researched from adapted and authentic texts using key vocabulary in a series of simple, related sentences.	Speak and listen to a grade-level discussion to further probe and reflect on a previously-researched topic using key vocabulary in expanded sentences with emerging complexity.	Speak and listen to a grade-level discussion to further probe and reflect on a previously-researched topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Notes in L1 & English Teacher Modeled Techniques Small group/ triads Word/Picture Wall Visuals Post-it Notes Gestures L1 support	Notes in L1 & English Teacher Modeled Techniques Small group/ triads Visuals Sentence Frames L1 support Manipulatives Post-it Notes	Notes Word Wall Small group/ triads Post-it Notes	Notes Small group/ triads	Small group/ triads

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: SL.7.1.b WIDA ELDS: 1-5 Speaking Listening Writing	When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<u>Speak and listen to participate</u> with peers in a variety of collaborative discussions using a <i>speaking rubric with a Checklist for appropriate ways to participate in a discussion type</i> . <i>Note: Nonverbal cultural cues may be different for ELLs (i.e., eye contact, proximity, turn-taking). A discussion/comparison of these differences would benefit ELLs and their English speaking peers.</i>		VU: Turn-taking, specific language
					LFC: Conventions, language, fluency
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or use drawings, gestures and selected single words to answer choice questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or use pictures and selected vocabulary in key phrases to answer WH-questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes for grade level discussion using key vocabulary in a series of simple, related sentences.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using key vocabulary in expanded sentences with emerging complexity.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet of Specific Rules Speaking Rubric Word/Picture Wall Gestures Sentence Frames L1 support	Reference Sheet of Specific Rules Speaking Rubric Word/Picture Wall Visuals Sentence Frames L1 support	Reference Sheet of Specific Rules Speaking Rubric Word Wall	Reference Sheet of Specific Rules Speaking Rubric	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: SL.7.1.c WIDA ELDS: 1-5 Speaking Reading Writing	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		Pose and respond to questions in order to clarify, respond, and probe a topic using Question Stem Banks, Cue Cards, and L1 support.		VU: Clarify, pose, probe <hr/> LFC: Polite questions, (register) <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or respond to choice questions using selected vocabulary.	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or respond by using selected vocabulary in phrases and short sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic using key vocabulary in a series of simple, related sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic using key vocabulary in expanded and some complex sentences.
Learning Supports	Cue Cards Word/Picture Wall Visuals/Gestures Choice questions L1 support	Cue Cards Word/Picture Wall Visuals Sentence Frames L1 support	Question Stem Bank Cue Cards Word wall	Question Stem Bank	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: SL.7.1.d WIDA ELDS: 1-5 Speaking Reading Writing	When participating in collaborative discussions acknowledge new information expressed by others and, when warranted, modify their own views.		<u>Speak and listen</u> to evaluate evidence presented using a <i>speaking rubric</i> , Checklist, Cue Cards <i>and/ or</i> L1 support.		VU: Modify, evaluate
					LFC: Pragmatic expressions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate evidence presented in L1 and/or by using pictures, gestures and selected vocabulary in key phrase patterns.	Speak and listen to evaluate evidence presented in L1 and/or by using selected vocabulary in key phrases and short sentences.	Speak and listen to evaluate evidence presented using key vocabulary in a series of simple, related sentences.	Speak and listen to evaluate evidence presented using key vocabulary in expanded and some complex sentences.	Speak and listen to evaluate evidence presented using precise vocabulary in multiple, complex sentences.
Learning Supports	Speaking Rubric Checklist Cue Cards Word/Picture Wall Visuals/ gestures Choice questions L1 support	Speaking Rubric Checklist Cue Cards Word/Picture Wall Visuals L1 support	Speaking Rubric Checklist Cue Cards Word wall	Speaking Rubric Checklist	Speaking Rubric Checklist

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: SL.7.2 WIDA ELDS: 1 -5 Speaking Reading Writing	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		<u>Listen to information and analyze</u> the main idea and details using <i>notes and an outline</i> .		VU: Media, formats
					LFC: Concise sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to presentation of grade-level information and analyze the main idea and details in L1 and/or use pictures, gestures and selected single words in key phrase patterns..	Listen to presentation of grade level information and analyze the main idea and details in L1 and/or use selected vocabulary in key phrases and short sentences.	Listen to presentation of and analyze the main idea and details producing key vocabulary in a series of simple, related sentences.	Listen to presentation and analyze the main idea and details by producing key vocabulary in expanded and some complex sentences.	Listen to presentation and analyze the main idea and details using precise vocabulary in multiple, complex sentences.
Learning Supports	Outline (completed) Notes in L1 and English Word/Picture Bank L1 support Cloze sentences Pictures/Visuals	Outline (partially completed) Notes in L1 and English Word/Picture Bank L1 support Sentence Frames Pictures/Visuals	Outline (partially completed) Notes Word Bank	Outline Notes	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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 – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: SL.7.4 WIDA ELDS: 1-5 Reading Speaking Listening	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation when speaking.		Present claims and findings both visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using a <i>speaking rubric based on English language proficiency level</i> , and Technology and Technological Resources and Technological Resources.		VU: Main idea, details, facts, examples, clarification <hr/> LFC: Noun phrases, verb phrases, subject-verb agreement <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using L1 and/or using a Powerpoint Template with selected vocabulary in key phrases.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using L1 and/or use a Powerpoint Template with pictures and selected vocabulary in key phrases and short sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using key vocabulary in a series of simple, related sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using key vocabulary in expanded and some complex sentences.
Learning Supports	Technology and Technological Resources and Technological Resources Speaking Rubric Word/Picture Wall L1 support Cloze Sentences Gestures Pictures/Photographs	Technology and Technological Resources and Technological Resources Speaking Rubric Word/Picture Wall L1 support Sentence Frames Pictures/Photographs	Technology and Technological Resources and Technological Resources Speaking Rubric Word Wall Template	Technology and Technological Resources and Technological Resources Speaking Rubric	Technology and Technological Resources and Technological Resources Speaking Rubric

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: SL.7.5 WIDA ELDS: 1-5 Speaking Writing	When speaking and writing, include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<u>Speak and write</u> to clarify claims and findings on a topic using Graphic Organizers <i>and</i> Technology and Technological Resources.		VU: Salient points
					LFC: Embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how claims and findings clarify a topic in L1 and/or use pictures, drawings, gestures or high-frequency, selected single words.	Explain how claims and findings clarify a topic in L1 and/or use pictures and selected vocabulary in key phrases and short sentences.	Explain how claims and findings clarify a topic using key vocabulary in a series of simple, related sentences.	Explain how claims and findings clarify a topic using key vocabulary in expanded and some complex sentences.	Explain how claims and findings clarify a topic using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Teacher Modeling Partner work Word/Picture Wall L1 support Pictures Gestures Technology and Technological Resources	Graphic Organizers Teacher Modeling Partner work Word/Picture Wall L1 support Sentence Frames Pictures Technology and Technological Resources	Graphic Organizers Teacher Modeling Partner work Word wall Technology and Technological Resources	Graphic Organizers Technology and Technological Resources	Technology and Technological Resources

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: SL.7.6; L.7.3.a WIDA ELDS: 1-5 Speaking Writing	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		<u>Adapt speech</u> to a variety of contexts by choosing concise language using <i>a speaking rubric specific to task and charts</i> .		VU: Adapt, wordiness, redundancy
					LFC: Concise sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech by choosing concise language in L1 and/or use selected vocabulary in key phrase patterns.	Adapt speech by choosing concise language in L1 and/or use selected vocabulary in key phrases and short sentences.	Adapt speech by choosing concise language using key vocabulary in a series of simple, related sentences.	Adapt speech by choosing concise language using key vocabulary in expanded and some complex structures.	Adapt speech by choosing concise language using precise vocabulary in multiple, complex sentences.
Learning Supports	Rubrics Specific to Task Chart Word/Picture Wall Visuals/gestures Cloze Sentence L1 support	Rubrics Specific to Task Chart Word/Picture Wall Visuals Sentence Frames L1 support	Rubrics Specific to Task Chart Word wall	Rubrics Specific to Task Chart	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: L.7.1.a WIDA ELDS: 1-5 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.		Explain the function of phrases and clauses using a Language Reference Sheet <i>and word wall</i> .		VU: Function, clauses
					LFC: Sentences with clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Re-state the function of phrases and clauses by matching Phrase Citations with functions.	State the function of phrases and clauses by matching phrases or short sentences with functions.	Explain the function of phrases and clauses using key vocabulary in a series of simple, related sentences.	Explain the function of phrases and clauses using key vocabulary in expanded and some complex sentences.	Explain the function of phrases and clauses using precise vocabulary in multiple, complex sentences.
Learning Supports	Language Reference Sheet Word/Picture Wall Teacher Modeling L1 support Phrase Citations Pictures/gestures	Language Reference Sheet Word/Picture Wall Teacher Modeling L1 support Phrase Citations	Language Reference Sheet Word wall Teacher Modeling	Language Reference Sheet	

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: L.7.1.b WIDA ELDS: 2 Writing	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		Express ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas using Sentence Frames and Graphic Organizers.		VU: Compound, complex
					LFC: Compound and complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple phrases in English to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple sentences in English to signal differing relationships among ideas.	Express ideas using key vocabulary in simple and compound sentences to signal differing relationships among ideas.	Express ideas using key vocabulary in simple, compound, and some complex sentences to signal differing relationships among ideas.	Express ideas using precise vocabulary in simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Learning Supports	Graphic Organizers Sentence Frames Pictures Gestures Word/Picture Bank L1 support	Graphic Organizers Sentence Frames Word/Picture Bank Sentence Tree L1 support	Graphic Organizers Word Bank Sentence starter Sentence Tree	Graphic Organizers Sentence Tree	Graphic Organizers Sentence Tree

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: L.7.1c. WIDA ELDS: 2 Writing	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		Improve writing by including phrases and clauses and <u>revise</u> to correct existing sentences using Sentence Frames, a Reference Sheet, and a Checklist.		VU: Dangling modifiers
					LFC: Adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Improve writing by including phrases and clauses and revise to correct existing sentences using L1, and/or choose phrases for existing sentences.	Improve writing by including phrases and clauses and revise to correct existing sentences using L1 and/or choose phrases or clauses for existing sentences.	Improve writing by including phrases and clauses and revise to correct existing sentences using key vocabulary in a series of simple, related sentences.	Improve writing by including phrases and clauses and revise to correct existing sentences using key vocabulary in expanded and some complex sentences.	Improve writing by including phrases and clauses and revise to correct existing sentences using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Checklist Reference Sheet Sentence Frames Phrase Strips	L1 support Checklist Reference Sheet Sentence Frames Phrase and Clause Strips	Checklist Reference Sheet Sentence Frames	Checklist Reference Sheet	Reference Sheet

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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 – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: L.7.2.a WIDA ELDS: 2 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).		<u>Write</u> to demonstrate the command of the proper capitalization and punctuation conventions of standard English capitalization and punctuation using a Reference Sheet of the correct usage. <i>Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.</i>		VU: Commas, semi-colons, colons
					LFC: Sentences with coordinate adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency, selected vocabulary in key phrase patterns and short sentences.	Write using the proper capitalization and punctuation conventions of standard English using selected vocabulary in key phrases and short sentences	Write using the proper capitalization and punctuation conventions of standard English using key vocabulary in a series of simple, related sentences.	Write using the proper capitalization and punctuation conventions of standard English using key vocabulary in expanded and some complex sentences.	Write using the proper capitalization and punctuation conventions of standard English using grade-level vocabulary in multiple, complex sentences.
Learning Supports	Reference Materials Mechanics chart Checklist L1 support	Reference Materials Mechanics chart Checklist L1 support	Reference Materials Mechanics chart Checklist	Reference Materials Mechanics chart Checklist	Reference Materials

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 CCSS: L.7.2.b WIDA ELDS: 2 Writing	Demonstrate command of the conventions of standard English to spell correctly.		<u>Write</u> to demonstrate command of standard English spelling using <i>reference materials</i> . (i.e. Word Bank, Reference Sheet, <i>bilingual and English dictionary</i>)		VU: Consonant, vowel, syllabication
					LFC: Spelling rules and patterns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to demonstrate command of English spelling conventions when using selected vocabulary in key phrase patterns.	Write to demonstrate command of English spelling conventions when using selected vocabulary in key phrases and short sentences.	Write to demonstrate command of English spelling conventions when using key vocabulary in a series of simple, related sentences.	Write to demonstrate command of English spelling conventions when using key vocabulary in expanded and some complex sentences.	Write to demonstrate command of English spelling conventions when using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference Materials Bilingual dictionary Chart with spelling patterns Word/Picture Bank L1 support	Reference Materials Chart with spelling patterns Bilingual dictionary Word/Picture Bank L1 support	Reference Materials Word Bank Charts with spelling patterns	Reference Materials Charts with spelling patterns	Reference Materials

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 CCSS: L.7.4a. WIDA ELDS: 2 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		<u>Identify and define</u> unknown and multiple meaning words and phrases through context clues using a Checklist.		VU: Synonyms, antonyms, multiple meaning
					LFC: Sentences and paragraphs with context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define unknown, selected multiple-meaning words and phrases within leveled reading and content by matching selected words and basic meanings.	Identify and define unknown, selected, multiple-meaning words and phrases within leveled reading and content by matching common and key content based words and phrases to student-friendly definitions.	Identify and define unknown and key, multiple-meaning words and phrases by using sentence and simple paragraph level context clues, Cognates, reading and vocabulary strategies.	Identify and define unknown and key, multiple-meaning words and phrases by applying sentence and paragraph level context clues, Cognates, reading and vocabulary strategies.	Identify and define unknown and multiple-meaning, grade-level words and phrases by using sentence and paragraph level context clues, <u>Cognates</u> , reading and vocabulary strategies.
Learning Supports	Technology and Technological Resources Checklist Pictures/Photographs Gestures L1 support Cognates	Technology and Technological Resources Checklist Pictures/Photographs L1 support Cognates	Technology and Technological Resources Checklist Cognates	Technology and Technological Resources Checklist Cognates	Technology and Technological Resources

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: L.7.4.b WIDA ELDS:	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).		<u>Identify and/or clarify</u> the meaning of words and phrases through Greek or Latin affixes and roots using <i>cognate, charts and reference material</i> .		VU: Prefixes, suffixes, root words, etymology
					LFC: Definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and/or clarify the meaning of selected words based on leveled reading and content, using common Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of selected words and phrases based on leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of key, grade-level words and phrases, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of key, grade-level words and phrases using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of grade-level words and phrases using Greek or Latin affixes and roots as clues to the meaning.
Learning Supports	Roots and Affixes Poster Cognates Word/Picture Wall Pictures/Photographs L1 support	Roots and Affixes Poster Cognates Word/Picture Wall Pictures/Photographs L1 support	Roots and Affixes Poster Cognates Word Wall	Roots and Affixes Poster Cognates	Roots and Affixes Poster

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 40 CCSS: L.7.4.c.d WIDA ELDS: 2 Reading Speaking	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		<u>Identify, define and practice</u> the meaning, pronunciation, and part of speech of unknown and multiple-meaning words using <i>specialized reference material</i> (e.g. <i>dictionaries, glossaries, thesauruses and online support</i>).		VU: Glossary, thesaurus, digital print, on line support
					LFC: Definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define the meaning of unknown and multiple-meaning, teacher selected words and parts of speech using pictures and single words. Listen to and practice the pronunciation of key grade-level words.	Identify and define the meaning of unknown and multiple-meaning, teacher selected words, phrases, and parts of speech using pictures and phrases. Listen to and practice the pronunciation of key grade-level words.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a series of simple, related sentences. Listen to and practice the pronunciation of key, grade-level words in context.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using expanded and some complex sentences. Listen to and practice the pronunciation of key grade-level words.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using multiple, complex sentences. Listen to and practice the pronunciation of words in context from grade level text.
Learning Supports	Technology and Technological Resources to listen to pronunciation and record self Word/Picture Wall Reference Materials	Technology and Technological Resources to listen to pronunciation and record self Word/Picture Wall Reference Materials	Technology and Technological Resources to listen to pronunciation and record self Word Wall Reference Materials	Technology and Technological Resources to listen to pronunciation and record self Reference Materials	Reference Materials

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 41 CCSS: L.7.5.a WIDA ELDS: 2-5 Speaking Writing Reading	Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		<u>Locate and interpret</u> examples of figurative language when reading or speaking using a Reference Sheet <i>and</i> Think -alouds.		VU: Figurative language, idioms
					LFC: Determine meaning from context
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Locate and interpret examples of figurative language from illustrated, adapted text using selected vocabulary in key phrase patterns.	Locate and interpret examples of figurative language from illustrated, adapted text using selected vocabulary in key phrases and short sentences.	Locate and interpret examples of figurative language from adapted text or spoken sentences using key vocabulary in a series of simple, related sentences.	Locate and interpret examples of figurative language when reading or speaking using key vocabulary in expanded and some complex sentences.	Locate and interpret examples of figurative language when reading or speaking using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Partner work Reference Sheet Think -aloud	L1 support Partner work Reference Sheet Think -aloud	Partner work Reference Sheet Think -aloud	Reference Sheet Think -aloud	Reference Sheet

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 42 CCSS: L.7.5.b WIDA ELDS: 1-5, Speaking Reading	Demonstrate understanding of word relationships; use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		<u>Explain</u> how words are related by using relational terms to understand word meanings using antonym/synonym <i>chart, dictionary and a thesaurus.</i>		VU: Synonyms, antonyms, analogies
					LFC: Relational terms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how words are related using selected vocabulary in key phrase patterns.	Explain how words are related using selected vocabulary in key phrases and short sentences.	Explain how words are related using key vocabulary in a series of simple, related sentences.	Explain how words are related using key vocabulary in expanded and some complex sentences.	Explain how words are related by using precise vocabulary in multiple, complex sentences.
Learning Supports	Antonym/Synonym Chart L1 support Dictionary (bilingual and English) Thesaurus	Antonym/synonym chart L1 support Dictionary (bilingual and English) Thesaurus	Antonym/Synonym Chart Dictionary Thesaurus	Dictionary Thesaurus	Dictionary Thesaurus

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ELA – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 43 CCSS: L.7.5.c WIDA ELDS: 1-5 Speaking, Reading	Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).		Explain nuances in word meanings, emphasizing the difference between word denotations and connotations using a <i>web, pictures, paint strips and vocabulary based on ELP level</i> .		VU: Nuance, connotation, denotations
					LFC: Nuanced word meanings
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain nuances in word meanings using illustrations, manipulatives, gestures and selected vocabulary.	Explain nuances in word meanings using illustrations and selected vocabulary in key phrases and short sentences.	Explain nuances in word meanings using key vocabulary in a series of simple, related sentences.	Explain nuances in word meanings using key vocabulary in expanded and some complex sentences.	Explain nuances in word meanings using precise vocabulary in multiple, complex sentences.
Learning Supports	Bilingual dictionary Word Web L1 support Partner work Paint strips	Bilingual dictionary Word Web L1 support Partner work Paint strips	Bilingual dictionary Word Web Paint strips	Word Web Paint strips	

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 – Grade 7 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 44 CCSS: L.7.6 WIDA ELDS: 2-5 Reading Speaking Listening Writing	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<u>Acquire</u> and accurately <u>use</u> the appropriate academic and domain-specific words and phrases for comprehension and production using <i>specialized reference material</i> .		VU: Academic word list
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1; and/or use pictures with selected, high-frequency vocabulary.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1 and/or use pictures and selected words and phrases in short sentences.	Acquire and accurately use key, academic and domain-specific words and phrases in a series of simple, related sentences.	Acquire and accurately use key, academic and domain-specific words and phrases in expanded and some complex sentences.	Acquire and accurately use grade-level, precise, academic and domain-specific words and phrases in multiple, complex sentences.
Learning Supports	Reference Materials Word/Picture Wall L1 support Cloze sentences Pictures	Reference Materials Word/Picture Wall L1 support Sentence Frames Pictures	Reference Materials Word wall	Reference Materials	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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.