

ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.7.1 WIDA ELDS: 2-5 Reading Writing	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s). <i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>		<u>Read</u> to cite explicit textual evidence to support analysis of an informational text using visually <i>supported text</i> , Graphic Organizers, <i>and</i> Sentence Citations.		VU: Cite, textual evidence, quote
					LFC: Quoted/reported speech
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite explicit textual evidence in L1 and/or by matching images, Charts, and graphs to Phrase Citations from leveled informational text.	Read to cite explicit textual evidence in L1 and/or by matching visual representations to Sentence Citations from leveled or grade-level informational texts.	Read to cite explicit textual evidence from an adapted text.	Read to cite explicit textual evidence from an informational text within grade-level band.	Read to cite explicit textual evidence from grade-level, informational text.
Learning Supports	Graphic Organizers L1 support Phrase Citations Visually supported text Captions Word/Picture Bank	Graphic Organizers L1 support Sentence Citations Visuals Word/Picture Bank	Graphic Organizers Word Bank	Graphic Organizers	Graphic Organizers

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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/ triads 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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SLO: 2 CCSS: RL.7.1 WIDA ELDS: 2-5 Reading, Writing	Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		Read to cite implicit textual evidence to support analysis of informational text using <i>visually supported text and</i> 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 implicit textual evidence by matching Phrase Citations from leveled texts to visual representations of the text.	Read to cite implicit textual evidence in L1 and/or by matching Sentence Citations from leveled or grade-level texts to visual representations of the text.	Read to cite implicit textual evidence from adapted text.	Read to cite implicit textual evidence from an informational text within the grade-level band.	Read to cite implicit textual evidence from grade-level text.
Learning Supports	Graphic Organizers Phrase citations L1 support Word/Picture Wall Visually supported text Captions	Graphic Organizers Sentence Citations L1 support Word/Picture Wall	Graphic Organizers Template Word Wall	Graphic Organizers	Graphic Organizers

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SLO: 3 CCSS: RL.7.2 WIDA ELDS: 2-5 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.		Read to identify the main idea of an informational text using a <i>main idea/detail flow</i> Charts in a Small group/ triads to <u>summarize</u> important points in a written summary.		VU: Main idea, detail, support, development, paraphrase <hr/> LFC: Reporting verbs (states, exclaims, outlines, classifies...)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and summarize in L1 and/or draw or label three important points using Pictures and high-frequency words in phrases or memorized patterns.	Read an informational text and summarize in L1 and/or use selected vocabulary in text phrases or short sentences.	Read an adapted informational text and summarize using key vocabulary in a series of simple, related sentences.	Read and summarize in writing from an informational text within the grade-level band using key vocabulary in expanded and some complex sentences.	Read and summarize in writing a grade-level, informational text using precise vocabulary in a series of complex sentences.
Learning Supports	Flow Charts L1 support Cloze paragraph Pictures	Flow Charts L1 support Sentence Frames	Flow Charts Sentence Starter	Flow Charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.7.3 WIDA ELDS: 2-5 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).		<u>Read and analyze</u> 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, dialogue
					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 drawing the setting and writing a single word about character.	Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching sentence citations from leveled or grade-level texts to illustrations.	Read and analyze explicit textual evidence showing how setting shapes the character from an adapted short story. Use key vocabulary in a series of simple, related sentences.	Read and analyze explicit textual evidence showing how setting shapes the characters from short stories within the grade-level band. Use key vocabulary in expanded sentences with emerging complexity.	Read and analyze explicit textual evidence of how the setting shapes the characters from a grade-level short story. Use precise vocabulary in multiple, complex sentences.
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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SLO: 5 CCSS: RL.7.4 WIDA ELDS: 2-5, 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.		<u>Read</u> to identify and interpret the meaning of figurative and connotative language <i>by 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 words or phrases in a leveled 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 a leveled 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 within the grade-level band. Use key vocabulary in a series of simple, related sentences.	Read to identify and interpret the meaning of figurative and connotative language in short stories within the grade level band. Use key vocabulary in expanded sentences with emerging complexity.	Read to identify and interpret the meaning of figurative and connotative language in grade level short stories. Use precise vocabulary in multiple, complex sentences.
Learning Supports	Reference Sheet with examples of poetic devices Marking the Text Figurative language Word Wall L1 support Words or short phrases of figurative language Visuals	Reference Sheet with examples of poetic devices Marking the Text Figurative language Word Wall L1 support Short phrases of figurative language Visuals	Reference Sheet with examples of poetic devices Marking the Text Figurative language Word Wall	Reference Sheet with examples of poetic devices Marking the Text	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.7.5 WIDA ELDS: 2-5, Reading, Speaking, Writing	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, analysis, 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 by telling how dialogue reinforces understanding using single words and Pictures.	Analyze how the form of a play contributes to its meaning in L1 and/or 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 play within the grade-level band contributes to its meaning. Use key vocabulary in a series of simple, related sentences.	Analyze how the form of a play within the grade-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, complex sentences.
Learning Supports	Analysis frame Triads or Small group/ triadss Word/Picture Wall L1 support Pictures/Photographs	Analysis frame Triads or Small group/ triadss Word/Picture Wall L1 support Short phrases Pictures/Photographs	Analysis frame Triads or Small group/ triadss Word Wall	Analysis frame Triads or Small group/ triadss	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.7.6 WIDA ELDS: 2 Reading, speaking	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		<u>Examine</u> how an author contrasts characters’ points of view in short stories using a Graphic Organizers <i>and</i> “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 L1 and/or in adapted short stories and create a fictional Facebook profile by matching simple sentences to character statements.	Examine how an author contrasts characters’ points of view in L1 and/or in adapted, illustrated short stories and create a fictional Facebook profile identify different points of view using selected vocabulary in phrases and short sentences.	Examine how an author contrasts characters’ points of view in adapted short stories and create a fictional Facebook profile with postings from different characters using key vocabulary in a series of simple, related sentences.	Examine how an author contrasts characters’ points of view in short stories within the grade- level band and create a fictional Facebook profile with postings from different characters using key vocabulary in expanded sentences of emerging complexity.	Examine how an author contrasts characters’ points of view in grade- level short stories and create a fictional Facebook profile with postings from a variety of characters using precise vocabulary in multiple, complex sentences.
Learning Supports	Fictional Facebook profiles Partner work T-Charts Word/Picture Wall L1 support Visuals Simple sentences Graphic Organizers Social networking	Fictional Facebook profiles Partner work T-Charts Word/Picture Wall L1 support Sentence Frames Visuals Graphic Organizers Social networking	Fictional Facebook profiles Partner work T-Charts Word Wall Graphic Organizers Social networking	Fictional Facebook profiles Partner work T-Charts	Fictional Facebook profiles Partner work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.7.7 WIDA ELDS: 2 Reading, Speaking	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 <i>Venn diagram</i> .		VU: Similarly, likewise, however, in addition, film terms: lighting, sound, angle, focus, compare and 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 story in L1 and/or in an adapted, illustrated short story using selected vocabulary words.	Compare and contrast two forms of a story in L1 and/or in an adapted, illustrated short story using selected vocabulary in key words phrases or short sentences.	Compare and contrast two forms of an adapted illustrated short story using key vocabulary in a series of simple, related sentences.	Compare and contrast two forms of a story within grade-level band using key vocabulary in expanded and some complex sentences.	Compare and contrast two forms of a story by examining the techniques of each format 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 for prewriting Essay Template Partner work Word Wall	Venn Diagram for prewriting Essay Template	Venn Diagram for prewriting

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 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 <i>Venn diagram</i> .		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 in L1 and/or from an adapted, illustrated text using Pictures and selected vocabulary.	Compare and contrast fictional and historical accounts in L1 and/or from an adapted, illustrated text using selected vocabulary in key phrases.	Compare and contrast fictional and historical accounts from an adapted text, using key vocabulary in a series of simple, related sentences.	Compare and contrast fictional and historical accounts of an event the same time period within the grade-level band, using key vocabulary in expanded and some complex sentences.	Compare and contrast fictional and historical accounts of an event of the same time period 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) Sentence Frames Partner work Word/Picture Wall L1 support	Venn Diagram Partner work Sentence Starter Word Wall	Venn Diagram	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RL.7.10 WIDA ELDS: 2 Reading	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.		<u>Read and comprehend</u> , with scaffolding, a variety of literature with increasing complexity using a <i>study guide and a partner</i> .		VU: Complexity
					LFC: Sentences with embedded clauses and transitional phrases
					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 excerpts from adapted, illustrated literature or L1/bilingual literature with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from adapted, illustrated literature with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from adapted literature with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from literature with increasing complexity within the grade 6-7 text level band.	Read and comprehend, with scaffolding, a variety of literature with increasing complexity at the grade 7 text complexity band.
Learning Supports	Study guide Visuals Word/pictured 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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SLO: 11 CCSS: RI.7.2 WIDA ELDS: 2-5 Reading, Speaking, Writing	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		<u>Read to identify</u> the main idea of an informational text using a <i>main idea/detail flow</i> Charts in a Small group/ triads to <u>summarize</u> important points in a written summary.		VU: Main idea, detail, support, development, paraphrase LFC: Reporting verbs (states, exclaims, outlines, classifies...)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and summarize in L1 and/or draw or label three important points using Pictures and selected words in phrases or memorized patterns.	Read an informational text and summarize in L1 and/or use selected vocabulary in text phrases with formulaic structures.	Read an adapted informational text and summarize using key vocabulary in a series of simple, related sentences.	Read and summarize in writing from an informational text within the grade-level band, using key vocabulary in expanded and some complex sentences.	Read and summarize in writing a grade-level, informational text using precise vocabulary in a series of complex sentences.
Learning Supports	Flow Charts L1 support Cloze paragraph Pictures Small group/ triads Teacher Support	Flow Charts L1 support Sentence Frames Small group/ triads	Flow Charts Sentence Starter Small group/ triads	Flow Charts	

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SLO: 12 CCSS: RI.7.3 WIDA ELDS: 2-5 Listening, Reading, Writing	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		<u>Read</u> an informational text and <u>analyze</u> the interactions between individuals, events, and ideas using a T-Charts and Language Ladders.		VU: Interaction
					LFC: Sentences using comparative phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text and analyze the interactions in L1 and/or by listening to a leveled text and analyze drawings and selected, single words in phrases.	Read an informational text and analyze the interactions in L1 and/or by listening/reading a leveled text and analyzing Pictures, diagrams and selected vocabulary in phrases and short sentences.	Read an adapted informational text and analyze the interactions using key vocabulary in a series of simple, related sentences.	Read an informational text within the grade-level band and analyze the interactions using key vocabulary in expanded and some complex sentences.	Read an informational text and analyze the interactions using precise vocabulary in multiple, complex sentences.
Learning Supports	T-Charts L1 support Visually supported text Language Ladders Word/Picture Bank	T-Charts L1 support Sentence Frames Language Ladders Word/Picture Bank	T-Charts Language Ladders Word Bank	T-Charts Language Ladders	T-Charts

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SLO: 13 CCSS: RI.7.4 WIDA ELDS: 1-5 Reading, Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		Read an informational text to <u>determine</u> the meaning of words and phrases as they are used in a text using <i>reference materials and Technology and Technological Resources</i> .		VU: Figurative, connotative, technical
					LFC: Idiomatic expressions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and determine the meanings of precise words and phrases in a grade-level, informational text in L1 and/or read an adapted, illustrated text and match selected words to illustrations.	Read and determine the meanings of precise words and phrases in a grade-level, informational text in L1 and/or read excerpts from an adapted text and match Visuals to selected words and phrases.	Read an adapted text and determine the meanings of key words and phrases using simple, related sentences.	Read a text within the grade-level band and determine the meanings of key words and phrases from using expanded and some complex sentences.	Read and determine the meanings of precise words and phrases in a grade-level, informational text using multiple, complex sentences.
Learning Supports	Reference materials Cognates Vocabulary Strategies L1 support Visually supported text Technology and Technological Resources	Reference materials Cognates Vocabulary Strategies L1 support Visually supported text Technology and Technological Resources	Reference materials Cognates Vocabulary Strategies Technology and Technological Resources	Reference materials Technology and Technological Resources	Reference materials Technology and Technological Resources

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SLO: 14 CCSS: RI.7.5 WIDA ELDS: 2-5 Reading, Speaking Writing	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas		Read an informational text and <u>analyze</u> the structure an author uses to organize a text using an <i>outline and a</i> Word Bank.		VU: Structure, organization
					LFC: Signal, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text to analyze the structure an author uses to organize a text in L1 and/or use selected words to complete and outline.	Read an informational text to analyze the structure an author uses to organize a text in L1 and/or using Visuals and selected vocabulary in phrases and short sentences.	Read an adapted informational text to analyze the structure used to organize a text using key vocabulary in a series of simple, related sentences.	Read an informational text within the grade-level band to analyze the structure used to organize a text, and explain the structure using key vocabulary in expanded and some complex sentences.	Read an informational text and analyze the structure used to organize a text and explain the structure using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Visually supported text Outline (semi-completed) Word/Picture Bank Cloze sentences	L1 support Visually supported text Outline (semi-completed) Word/Picture Bank Sentence Frames	Outline Word Bank	Outline	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: RI.7.6 WIDA ELDS: 1-5 Reading, Speaking, Writing	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Read an informational text to <u>identify</u> an author’s point of view and <u>analyze</u> how the author distinguishes his or her position using Visuals, Think -alouds <i>and</i> Graphic Organizers.		VU: Purpose, point-of-view <hr/> LFC: Phrases that distinguish point of view <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Read an informational text to identify an author’s point of view and analyze how the author distinguishes his or her position in L1 and/or read an adapted, illustrated, informational text and highlight selected words.	Read an informational text to identify an author’s point of view and analyze how the author distinguishes his or her position in L1 and/or read an adapted illustrated informational text and match identifying phrases.	Read an adapted informational text to identify an author’s point of view and analyze the author’s position using key vocabulary in a series of simple, related sentences.	Read an informational text within the grade-level band to identify an author’s point of view and analyze the author’s position using key vocabulary in expanded and some complex sentences.
Learning Supports	L1 support Think -aloud Leveled text Visually supported text Graphic Organizers Cloze sentences Word/Picture Bank	L1 support Think -aloud Visually supported text Graphic Organizers Sentence Frames Word/Picture Bank	Think -aloud Graphic Organizers Word Bank	Graphic Organizers	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads 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: 16 CCSS: RI.7.8 WIDA ELDS: 1-5 Reading, Speaking, Writing	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.		<u>Read</u> an informational text and <u>follow, evaluate, and assess</u> the argument presented using Teacher Modeling, Graphic Organizers <i>and working in a group.</i>		VU: Argument, evaluate, assess
					LFC: Expressing opinion, making judgments
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read an informational text to follow, evaluate, and assess the argument presented in L1 and/or read an adapted, illustrated, informational text and match Visuals to selected vocabulary	Read an informational text to follow, evaluate, and assess the argument presented in L1 and/or read an adapted illustrated informational text and match examples of argument using selected vocabulary in key phrases.	Read an adapted informational text and follow, evaluate, and assess the argument presented using key vocabulary in a series of simple, related sentences.	Read an informational text within the grade-level band and follow, evaluate, and assess the argument presented using key vocabulary in expanded and some complex sentences.	Read an informational text to follow, evaluate, and assess the argument presented by using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Partner work Teacher Modeling Graphic Organizers (partially completed) Word/Picture Bank Pictures Gestures	L1 support Partner work Teacher Modeling Graphic Organizers (partially completed) Word/Picture Bank	Teacher Modeling Graphic Organizers Small group/ triads Word Bank	Graphic Organizers Small group/ triads	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: RI.7.9 WIDA ELDS: 2-5, Reading, Speaking Writing	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Read informational text and <u>analyze</u> how two or more authors shape their presentations by emphasizing different evidence or interpretations using <i>a T-char</i> , Teacher Modeling <i>and</i> Small group/ triads.		VU: Evidence, interpretation
					LFC: Facts, opinions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read informational text to analyze how two or more authors shape their presentations in L1 and/or read adapted, illustrated informational texts and add selected words to T-Charts.	Read informational text to analyze how two or more authors shape their presentations in L1 and/or read adapted, illustrated informational texts and add selected vocabulary to key phrases and short sentences.	Read adapted informational texts to analyze how two authors shape their presentations using key vocabulary in a series of simple, related sentences.	Read informational text within grade-level band to analyze how two authors shape their presentations using key vocabulary in expanded and some complex sentences.	Read informational text to analyze how two or more authors shape their presentations using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Partner work Teacher Support Leveled text Visually supported text T-Charts Word/Picture Bank Cloze sentences	L1 support Partner work Teacher Support Leveled text Visually supported text T-Charts Word/Picture Bank Sentence Frames	Small group/ triads Bilingual dictionary T-Charts Word/Picture Bank	Small group/ triads Grades 6-7 text complexity level T-Charts	Small group/ triads

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: RI.7.10 WIDA ELDS: 2-5, Reading, Writing	By the end of the year, read and comprehend literary nonfiction in grade 7 text complexity proficiently, with scaffolding as needed at the high end of the range.		Read and <u>comprehend</u> literary non-fiction in graduating complexity and length using Visuals <i>and teacher and/or partner support</i> .		VU: Literary non-fiction
					LFC: Content-related sentence structures
					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 excerpts from adapted, illustrated informational text or L1/bilingual informational text with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from adapted, illustrated informational text with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from adapted informational text with increasing complexity.	Read and comprehend, with scaffolding, a variety of excerpts from informational text with increasing complexity within the grade 6-7 text level band.	Read and comprehend, with scaffolding, a variety of informational text with increasing complexity at the grade 7 text complexity band.
Learning Supports	L1 support Partner work Teacher Support Visually supported text Word/Picture Bank	L1 support Partner work Teacher Support Visually supported text Word/Picture Bank	Partner work Teacher Support Word Bank	Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 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.		Write a narrative to develop real or imagined experiences or events with description and dialogue using Graphic Organizers, <i>specialized reference materials</i> , and a <i>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 to develop real or imagined experiences or events with description and dialogue in L1 and/or draw and write captions or dialogue using selected words in short phrases.	Write a narrative to develop real or imagined experiences or events with description and dialogue in L1 and/or write a brief narrative with description and dialogue using selected words in phrases and short sentences.	Write a narrative to develop real or imagined experiences or events with description and dialogue using key vocabulary in a series of simple, related sentences.	Write a narrative to develop real or imagined experiences or events with description and dialogue using key vocabulary in expanded and some complex sentences.
Learning Supports	Partner work Graphic Organizers Word/Picture Bank L1 support Pictures/Photographs Drawings Specialized reference materials	Partner work Graphic Organizers Word/Picture Bank L1 support Pictures/Photographs Sentence Frame Specialized reference materials	Partner work Graphic Organizers Pictures/Photographs Specialized reference materials	Partner work Graphic Organizers Specialized reference materials	Partner work Graphic Organizers Specialized reference materials

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 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</u> narratives to develop real or imagined experiences with relevant descriptive details, precise words and phrases, and sensory language using <i>a</i> Graphic Organizers <i>and</i> Charts.		VU: Foreshadowing, flashback, sensory words, synonyms based, grade-level vocabulary
					LFC: Past tense, irregular past
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objective	Write a multiple paragraph narrative in L1 and/or use single word captions with selected vocabulary with descriptive details and sensory language.	Write a multiple paragraph narrative in L1 and/or use selected vocabulary with descriptive details and sensory language in key phrases as captions for illustrations.	Write short narrative with key words, descriptive details, and sensory language in a series of simple, related sentences.	Write a multiple paragraph narrative with key words, descriptive details and sensory language in expanded sentences of emerging complexity.	Write a multiple paragraph narrative with relevant, descriptive details, precise words and sensory language in multiple, complex sentences.
Learning Supports	Sensory details Charts Graphic Organizers Word/Picture Wall Visuals Phrase captions L1 support	Sensory details Charts Graphic Organizers Word/Picture Wall Visuals Phrase captions L1 support	Sensory details Charts Graphic Organizers Word Wall	Sensory details Charts Graphic Organizers	Sensory details Charts Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 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 <i>a timeline and a writing diamond</i> .		VU: Point of view, first person, second person, third person, third person omniscient narrator
					LFC: Sequential and prepositional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative using well-structured event sequences and a clearly defined point of view in L1 and/or use illustrations with captions and selected vocabulary.	Write a narrative using well-structured event sequences and a clearly defined point of view in L1 and/or write a short, sentence-level narrative with selected vocabulary.	Write a narrative using well-structured event sequences and a clearly defined point of view with key vocabulary in a series of simple, related sentences.	Write a narrative using well-structured event sequences and a clearly defined point of view with key vocabulary in expanded sentences of emerging complexity.	Write a narrative using well-structured event sequences and a clearly defined point of view with precise vocabulary in multiple, complex sentences.
Learning Supports	Timeline Writing diamond Word/Picture Wall Visuals Storyboard Phrase captions L1 support	Timeline Writing diamond Word/Picture Wall Visuals Story board Sentence captions L1 support	Timeline Writing diamond Word Wall	Timeline Writing diamond	Timeline Writing diamond

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.7.3.c WIDA ELDS: 2 Writing	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 Word Wall <i>and</i> Template.		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 with sequential transitional phrases and clauses to signal shifts in L1 and/or write a narrative by sequencing Pictures and labeling them with time-ordered transition words.	Write a narrative with sequential transitional phrases and clauses to signal shifts in L1 and/or write a narrative by completing Sentence Frames with time-ordered transition phrases and by matching dependent clauses to independent clauses.	Write a narrative by completing a structured Template that utilizes key transition words and Sentence Frames for embedded phrases and clauses that signal time and sequence changes.	Write a narrative with sequential transitional phrases and clauses to signal shifts using key vocabulary in expanded sentences of emerging complexity.	Write a narrative with sequential transitional phrases and clauses to signal shifts using precise vocabulary in multiple, complex sentences.
Learning Supports	Transitional phrase Word Wall Template Gestures Cloze sentences L1 support	Transitional phrase Word Wall Template Visuals Sentence Frames L1 support	Transitional phrase Word Wall Template	Transitional phrase Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 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.		<u>Write</u> a conclusion that follows from and reflects on the experiences and events in a narrative story using a <i>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 key 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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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: W.7.1.a WIDA ELDS: 2-5, Writing	When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims.		<u>Write</u> an introduction to an argument with supporting claim(s), clear reasons and relevant evidence, acknowledging opposing claims using Graphic Organizers <i>and</i> Sentence Frames.		VU: Thesis statement
					LFC: Tense and aspect, specific to genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write an introduction to an argument with supporting claim(s), clear reasons and relevant evidence, acknowledging opposing claims in L1 and/or complete cloze sentences with selected vocabulary words.	Write an introduction to an argument with supporting claim(s), clear reasons and relevant evidence, acknowledging opposing claims in L1 and/or complete a Graphic Organizers with short phrases and selected vocabulary.	Write an introduction to an argument with supporting claim(s), clear reasons and relevant evidence, acknowledging opposing claims using key vocabulary in a series of simple, related sentences	Write an introduction to an argument with supporting claim(s), clear reasons and relevant evidence, acknowledging opposing claims using key vocabulary in expanded sentences of emerging complexity.	Write an introduction to an argument with and supporting claim(s), clear reasons and relevant evidence, acknowledging opposing claims using precise vocabulary in multiple, complex sentences.
Learning Supports	Writing Diamond (completed) Bilingual Dictionary Visuals Word/Picture Wall L1 support Cloze sentences	Writing Diamond (partially completed) Bilingual Dictionary Visuals Word/Picture Wall L1 support Sentence Frames	Writing Diamond (partially completed) Bilingual Dictionary Word Wall Sentence Frames	Writing Diamond	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: W.7.1.a WIDA ELDS: 1, 2: Writing	Organize reasons and evidence logically when writing arguments.		<u>Organize</u> writing by ordering evidence according to importance <i>using a Graphic Organizers in a group.</i>		VU: Organize, evidence, logic; content-based, grade-level vocabulary
					LFC: Transition words, content-related and sentence structures
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Organize writing of argumentative text by ordering reasons for arguments in L1 and/or draw or use Pictures associated with selected words or phrases that represent arguments.	Organize writing of argumentative text by ordering reasons for arguments according to importance in L1 and/or by listing reasons using selected vocabulary in phrases or short sentences.	Organize writing of argumentative text by ordering reasons for arguments according to importance using key vocabulary in a series of simple, related sentences.	Organize writing of argumentative text by ordering reasons for arguments according to importance using key vocabulary in expanded sentences with emerging complexity.	Organize writing of argumentative text by ordering evidence according to importance using precise, vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Specialized reference materials Pictures Word/picture bank L1 text and/or support Drawings	Graphic Organizers Specialized reference materials Pictures Word/picture bank L1 text and/or support Sentence Frames	Graphic Organizers Specialized reference materials Word Bank	Graphic Organizers Specialized reference materials	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.7.1.b WIDA ELDS: 2-5, Writing	When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		<u>Develop writing</u> of argumentative text that includes supporting evidence and logical reasons from credible sources <i>using a Mentor Texts, multiple reference materials and a Graphic Organizers in a group.</i>		VU: Claims, relevant, accurate
					LFC: Transitional words to cite evidence
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop writing of argumentative text in L1 and/or by using illustrations to match claims to evidence and list sources using selected vocabulary in memorized phrases.	Develop writing of argumentative text in L1 and/or by matching supporting claims with evidence using selected vocabulary in phrases and short sentences.	Develop writing of argumentative text that includes 3-5 logical reasons with supporting evidence from credible sources using key vocabulary in a series of simple, related sentences.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using key vocabulary in a series of expanded sentences of emerging complexity.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using precise vocabulary in a series of complex sentences.
Learning Supports	Graphic Organizers Specialized reference materials Pictures/illustrations Word/Picture Bank L1 text and/or support Mentor Texts	Graphic Organizers Specialized reference materials Pictures Word/Picture Bank L1 text and/or support Mentor Texts	Graphic Organizers Specialized reference materials Mentor Texts Word Bank	Graphic Organizers Specialized reference materials Mentor Texts	Mentor Texts Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: W.7.1.c WIDA ELDS: 2, Writing	When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		<u>Develop writing</u> of argumentative text that includes transitional words and phrases to clarify relationships using <i>reference lists of transitional terms in a group</i> .		VU: Phrases, clauses, cohesion
					LFC: Transitional words to create cohesion and clarify relationships
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships in L1 and/or using selected transitional words in phrases and memorized patterns.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships in L1 and/or use selected vocabulary in transitional phrases.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships using key vocabulary in simple, related sentences.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships using key vocabulary in a series of expanded sentences with emerging complexity.	Develop writing of argumentative text that includes transitional words and phrases to clarify relationships using precise vocabulary in a series of complex sentences.
Learning Supports	Specialized reference materials Pictures Word/Picture Bank Phrase bank L1 text and/or support support	Specialized reference materials Pictures Word/Picture Bank Phrase bank L1 text and/or support Sentence Frames	Specialized reference materials Word Bank Phrase bank	Specialized reference materials	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: W.7.1.d WIDA ELDS: 2, Writing	When writing arguments, establish and maintain a formal style.		<u>Write</u> to apply formal stylistic conventions, specific to argumentative text, of standard English grammar and usage using a <i>language</i> Reference Sheet <i>and</i> Graphic Organizers <i>in a group</i> .		VU: Agree, dispute, conclude, infer, discuss, present, claim, distinguish, confirm, deny
					LFC: Conventions, content-related and sentence structures
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply formal stylistic conventions in L1 and/or use selected words in phrases and memorized patterns.	Write to apply formal stylistic conventions in L1 and/or use selected grade-level vocabulary in phrases and short sentences.	Write to apply formal stylistic conventions using key vocabulary in a series of simple, related sentences.	Write to apply formal stylistic conventions using key vocabulary in multiple, expanded sentences with emerging complexity.	Write to apply formal stylistic conventions, specific to argumentative text, of standard English grammar and usage using precise vocabulary in multiple, complex sentences.
Learning Supports	Specialized reference materials Pictures Word/Picture Wall of specific verbs L1 text and/or support Graphic Organizers Cloze sentences	Specialized reference materials Pictures Word/Picture Wall of specific verbs L1 text and/or support Graphic Organizers Sentence Frames	Specialized reference materials Graphic Organizers Word Wall of specific verbs Cloze paragraph	Specialized reference materials Graphic Organizers Word Wall of specific verbs	Graphic Organizers Word Wall of specific verbs

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: W.7.1.e WIDA ELDS: 2, Writing	When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.		<u>Compose</u> a conclusion statement that follows from the information presented that effectively supports the argument within the text using <i>specialized reference materials and a Graphic Organizers with a group</i> .		VU: Conclusion
					LFC: Concluding terms: finally, therefore, in sum
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose a conclusion statement in L1 and/or use selected words to complete a cloze sentence.	Compose a conclusion statement in L1 and/or use selected vocabulary in phrases and short sentences.	Compose a conclusion statement using key vocabulary in a series of simple, related sentences.	Compose a conclusion statement that using key vocabulary in expanded and some complex sentences.	Compose a conclusion statement that follows from the information presented that effectively supports the argument within the text using precise vocabulary in multiple, complex sentences.
Learning Supports	Specialized reference materials Pictures Word/Picture Wall L1 text and/or support Graphic Organizers Cloze sentences	Specialized reference materials Pictures Word/Picture Wall L1 text and/or support Graphic Organizers Sentence Frame	Specialized reference materials Graphic Organizers	Specialized reference materials Graphic Organizers	Graphic Organizers

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. 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/ triads 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: SL.7.1 WIDA ELDS: 2-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.		Participate in a variety of collaborative discussion settings using <i>an outline and Cue Cards</i> .		VU: Collaborative, issues
					LFC: Transitional phrases, embedded clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of collaborative discussions using L1 and/or teacher- led discussion in English using selected single words or by answering choice questions.	Participate in a variety of collaborative discussions in L1 and/or teacher-led discussions in English using selected vocabulary in key phrases and short sentences.	Participate in a variety of collaborative discussion using key vocabulary in a series of simple, related sentences.	Participate in a variety of collaborative discussion settings using key vocabulary in expanded and some complex sentences.	Participate in a variety of collaborative discussion settings using precise vocabulary in multiple, complex sentences.
Learning Supports	Choice questions Notes in L1 & English Cue cards Specialized Reference Materials Pictures and Photographs Word/Picture Wall L1 support	Notes in L1 & English Cue cards Specialized Reference Materials Sentence Frames Pictures and Photographs Word/Picture Wall L1 support	Notes Cue cards Specialized Reference Materials Word Wall	Notes Cue cards Specialized Reference Materials	

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: SL.7.1.a WIDA ELDS: 2-5 Speaking Listening	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <i>Note: When CCSS is SL (Speaking and Listening), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. However, teachers should only cite the specific content used.</i>		<u>Speak and listen</u> to share ideas on a synthesis of research materials relevant to the discussion using <i>Cornell Notes</i> and <i>peer support</i> .		VU: Probe, reflect; content-based, grade-level vocabulary
					LFC: Embedded clauses, content-related and sentence structures
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to a discussion to further probe and reflect on a previously researched topic in L1 and/or use Visuals and high-frequency single word responses.	Speak and listen to a discussion to further probe and reflect on a previously researched topic in L1 and/or use Visuals and phrases.	Speak and listen to share ideas and probe or reflect on a previously researched topic using 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 and some complex sentences.	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	Completed Cornell Notes Peer support Word/Picture Wall Visuals Choice questions L1 support	Completed Cornell Notes Peer support Word/Picture Wall Visuals Sentence Frame L1 support	Cornell Notes (semi-completed) Word Wall Peer support	Cornell Notes Peer support (Partner work / Small group/ triads/ triads)	Cornell Notes

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: SL.7.1.b WIDA ELDS: 1 Speaking Listening	When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<u>Speak and listen</u> to peers by following guidelines for collaborative discussions: choosing student roles and setting goals through negotiated agreement using a Reference Sheet <i>of specific discussion rules</i> .		VU: <hr/> LFC: Referential phrases and embedded clauses <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Speak and listen to by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement in L1 and/or use Pictures and Photographs, Gestures or high-frequency, words.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement in L1 and/or use Visuals and selected in key phrases and short sentences.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement using key vocabulary in a series of simple, related sentences.	Speak and listen to peers by following guidelines for discussion, choosing student roles and setting goals through negotiated agreement using key vocabulary in expanded and complex sentences
Learning Supports	Reference Sheet of specific discussion rules Role Play Template Word/Picture Wall L1 support Cloze sentences	Reference Sheet of specific discussion rules Role Play Template Word/Picture Wall L1 support Sentence Frames	Reference Sheet of specific discussion rules Role Play Template Word Wall	Reference Sheet of specific discussion rules Role Play Template	

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/ triads 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: SL.7.1c. WIDA ELDS: 1-5 Speaking Listening	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back to topic as needed.		Pose and respond to questions in order to clarify, respond, and probe a topic <i>using</i> Sentence Frame, Graphic Organizers, <i>and</i> L1 support		VU: Clarify, pose, probe
					LFC: Polite questions, (register)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or by answering choice questions with selected vocabulary.	Pose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or use Visuals and selected vocabulary in key 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 complex sentences.	Pose and respond to questions in order to clarify, respond, and probe a topic from grade level texts using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizerss (completed) Word/Picture Wall Visuals/Gestures Choice questions L1 support	Graphic Organizerss (completed) Word/Picture Wall Visuals Sentence Frame L1 support	Graphic Organizerss (semi- completed) Word Wall	Graphic Organizerss	Graphic Organizerss

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/ triads 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: SL.7.1.d WIDA ELDS: 1 - 5 Speaking Listening	When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.		Speak and listen to evaluate evidence presented <i>using a speaking rubric, Checklist or L1 support.</i>		VU: Modify, evaluate
					LFC: Pragmatic expressions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate evidence presented in L1 and/or by using Gestures, drawings and high-frequency, single words in phrases and memorized patterns or answer choice questions.	Speak and listen to evaluate evidence presented in L1 and/or by using selected vocabulary in 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 expanded and some complex sentences.	Speak and listen to evaluate evidence presented using precise vocabulary in multiple, complex sentences.
Learning Supports	Speaking rubric Checklist (memorized single word expressions) Word/Picture Wall Visuals/ Gestures Choice questions L1 support	Speaking rubric Checklist Word/Picture Wall Visuals L1 support	Speaking rubric Checklist Word Wall	Speaking rubric Checklist	Speaking rubric Checklist

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: SL.7.2 WIDA ELDS: 2 - 5 Speaking Listening	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		<u>Listen</u> to information and <u>analyze</u> the main idea and details using <i>notes and an outline</i> .		VU: Media, formats
					LFC: Concise sentences, content-related and sentence structures
					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 Gestures and selected single words.	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 grade level information and analyze the main idea and details using key vocabulary in a series of simple, related sentences.	Listen to presentation of grade level information and analyze the main idea and details using key vocabulary in a series of expanded and some complex sentences.	Listen to presentation of grade level information and analyze the main idea and details using precise vocabulary in a series of complex sentences.
Learning Supports	Outline (completed) Notes Word/picture Bank L1 support Cloze sentences Pictures Photographs/Visuals	Outline (partially completed) Notes Word/Picture Bank L1 support Sentence Frames Pictures Photographs/Visuals	Outline (partially completed) Notes Word Bank	Outline Notes	

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: SL.7.3 WIDA ELDS: 2 - 5 Speaking Listening	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		Listen to a speaker and evaluate claims for relevance and sufficiency using a Graphic Organizerss, Reference Sheet and Specialized Reference Materials		VU: Argument, relevance, sufficiency, debate-related nouns/verbs
					LFC: Content-related and sentence structures
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to a speaker and evaluate claims for relevance and sufficiency in L1 and/or using Pictures and Photographs, Gestures and selected vocabulary in memorized phrases.	Listen to a speaker and evaluate claims for relevance and sufficiency in L1 and/or using Pictures and Photographs, Gestures and selected vocabulary in phrases and short sentences.	Listen to a speaker and evaluate three- five claims for relevance and sufficiency using key vocabulary in a series of simple, related sentences.	Listen to a speaker and evaluate claims for relevance and sufficiency using key vocabulary in multiple, expanded and some complex sentences.	Listen to a speaker and evaluate claims for relevance and sufficiency using precise, vocabulary in multiple, complex sentences.
Learning Supports	Rubric specific to task Reference Sheet Word/Picture Wall Visuals/Gestures Cloze Sentence L1 support	Rubric specific to task Reference Sheet Word/Picture Wall Visuals Sentence Frame L1 support	Rubric specific to task Reference Sheet Word Wall	Rubric specific to task	

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 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.		In a Small group/ triads, <u>present</u> claims and findings both visually and orally to highlight facts, details, and examples of salient points in a non-fiction text <i>using a Template, reference materials and a Word Wall.</i>		VU: Main idea, details, facts, examples, clarification
					LFC: Noun phrases, verb phrases, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present claims and findings both visually and orally to highlight facts, details, and examples of salient points in a non-fiction text in L1 and/or using Pictures and selected vocabulary in memorized patterns.	Present claims and findings both visually and orally to highlight facts, details, and examples of salient points in a non-fiction text in L1 and/or use selected vocabulary in key phrases and short sentences.	Present claims and findings both 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 both 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.	Present claims and findings both visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using precise vocabulary in multiple, complex sentences.
Learning Supports	Reference materials (print and digital, bilingual and English) Technology and Technological Resources Word/Picture Wall L1 support Cloze sentences Gestures Pictures/Photographs	Reference materials (print and digital, bilingual and English) Technology and Technological Resources Word/Picture Wall L1 support Sentence Frames Pictures/Photographs	Reference materials (print and digital, bilingual and English) Technology and Technological Resources Word Wall Template	Reference materials (print and digital) Technology and Technological Resources	Reference materials (print and digital) Technology and Technological Resources

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 38 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>Explain</u> how claims and findings clarify a topic using Graphic Organizers <i>and</i> Technology and Technological Resources.		VU: Salient points <hr/> LFC: Embedded clauses, content-related and sentence structures <hr/> 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 using Pictures, drawings, Gestures or high-frequency, single words.	Explain how claims and findings clarify a topic in L1 and/or using Pictures or selected vocabulary in phrases.	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.
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 Teacher Modeling Technology and Technological Resources	Graphic Organizers Technology and Technological Resources

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: SL.7.6; L.7.3a. 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 Charts <i>and cue cards</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 produce selected single words in memorized patterns.	Adapt speech by choosing concise language in L1 and/or produce selected vocabulary in spoken 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 with key vocabulary in expanded and some complex structures.	Adapt speech by choosing precise vocabulary in multiple, complex sentences.
Learning Supports	Rubrics specific to task Reference Sheet Word/Picture Wall Visuals/Gestures Cloze Sentence L1 support	Rubrics specific to task Reference Sheet Word/Picture Wall Visuals Sentence Frames L1 support	Rubrics specific to task Reference Sheet Word Wall	Rubrics specific to task	

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 40 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.		<u>Explain</u> the function of phrases and clauses using a Language Reference Sheet <i>and</i> Word Wall.		VU: Function, clauses
					LFC: Sentences with clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the function of phrases and clauses in L1 and/or re-state the function of phrases and clauses by matching Phrase Citations with functions.	Explain the function of phrases and clauses in L1 and/or 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 41 CCSS: L.7.1.b WIDA ELDS: 2 Writing	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		<u>Express</u> ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas using Sentence Frames <i>and</i> 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 memorized patterns to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple sentences to signal differing relationships among ideas.	Express ideas using simple and some compound sentences to signal differing relationships among ideas using key vocabulary.	Express ideas using simple, compound, and some complex sentences to signal differing relationships among ideas using key vocabulary.	Express ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas using precise vocabulary.
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	Graphic Organizers	Graphic Organizers

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 42 CCSS: L.7.1.c WIDA ELDS: 2 Writing	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		<u>Improve</u> writing by including phrases and clauses and revise to correct existing sentences using Sentence Frames, <i>a</i> Reference Sheet, <i>and a</i> Checklist.		VU: Dangling modifiers
					LFC: Compound and complex sentences, 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 in L1 and/or using selected vocabulary in memorized patterns	Improve writing by including phrases and clauses and revise to correct existing sentences in L1 and/or using selected vocabulary in key phrases and short 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 Bilingual dictionary Checklist Reference Sheet Sentence Frames	L1 support Bilingual dictionary Checklist Reference Sheet Sentence Frames	Bilingual dictionary Checklist Reference Sheet	Checklist Reference Sheet	Reference Sheet

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 43 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 to demonstrate</u> the command of the proper capitalization and punctuation conventions of standard English capitalization and punctuation <i>using a Reference Sheet of the correct usage and Charts</i> . <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 vocabulary in memorized sentence patterns.	Write using the proper capitalization and punctuation conventions of standard English with selected vocabulary in phrases and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key vocabulary in a series of simple, related sentences.	Write using the proper capitalization and punctuation conventions of standard English with key vocabulary in expanded and some complex sentences.	Write using the proper capitalization and punctuation conventions of standard English with precise vocabulary in multiple, complex sentences.
Learning Supports	Reference materials (print and digital, bilingual and digital) Charts Teacher created Checklist L1 support	Reference materials (print and digital, bilingual and digital) Charts Teacher created Checklist L1 support	Reference materials (print and digital, bilingual and digital) Charts Teacher created Checklist	Reference materials (print and digital) Charts	Reference materials (print and digital)

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/ triads 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 44 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 in all content areas 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 selected English spelling conventions for high frequency words.	Write to demonstrate command of selected English spelling conventions for content-related words.	Write to demonstrate command of selected English spelling conventions in key vocabulary.	Write to demonstrate command of English spelling conventions in key, grade-level vocabulary.	Write to demonstrate command of English spelling conventions for grade level vocabulary.
Learning Supports	Reference materials (print and digital; bilingual and English) Reference Sheet with spelling patterns Word/Picture Wall L1 support	Reference materials (print and digital; bilingual and English) Reference Sheet with spelling patterns Word/Picture Wall L1 support	Reference materials (print and digital; bilingual and English) Word Bank Reference Sheet with spelling patterns	Reference materials (print and digital)	Reference materials (print and digital)

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 45 CCSS: L.7.4.a 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.		Identify and define unknown and multiple meaning words and phrases through context clues using a Checklist.		VU: Synonyms, antonyms, multiple meaning <hr/> LFC: Sentences and paragraphs with context clues <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Identify and define key, multiple-meaning words and phrases by matching teacher selected words and basic meanings.	Identify and define key, multiple-meaning words and phrases by matching words and phrases to definitions.	Identify and define unknown and multiple-meaning key words and phrases using a series of simple, related sentences.	Identify and define unknown and multiple-meaning, key words and phrases using expanded and some complex sentences.
Learning Supports	Technology and Technological Resources Bilingual Dictionary Checklist Pictures/Photographs Gestures L1 support Cognates	Technology and Technological Resources Bilingual Dictionary Checklist Pictures/Photographs L1 support Cognates	Technology and Technological Resources Bilingual Dictionary Checklist	Technology and Technological Resources Bilingual Dictionary Checklist	

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 46 CCSS: L.7.4.b WIDA ELDS: 1-5 Speaking, Reading	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 unknown and multiple meaning words and phrases through Greek or Latin affixes and roots using <i>cognates and reference material</i> .		VU: Prefixes, suffixes, root words, etymology
					LFC: Determine meaning from context
					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 multiple-meaning words and phrases based using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. Match Pictures to words.	Identify and/or clarify the meaning of selected multiple-meaning, key 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 selected unknown and multiple-meaning, key words and phrases using Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning, key words and phrases using Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning, 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

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/ triads 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 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 47 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).		Identify and define the meaning, pronunciation, and part of speech of unknown and multiple-meaning words <i>using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).</i>		VU: Glossary, thesaurus, digital print, on line support
					LFC: Determine meaning from context
					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. Listen to and practice the pronunciation of key high-frequency words.	Identify and define the meaning of multiple-meaning, teacher selected words, phrases, and parts of speech. Listen to and practice the pronunciation of key content-based words.	Identify and define the meaning of key, unknown and multiple-meaning words and phrases and parts of speech. Listen to and practice the pronunciation of key words from adapted grade level texts.	Identify and define the meaning of key, unknown and multiple-meaning words and phrases and parts of speech. Listen to and practice the pronunciation of words from texts within the grade-level band.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech. 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 (print, digital, bilingual, English, Glossary , thesaurus)	Technology and Technological Resources to listen to pronunciation and record self Word/Picture Wall Reference materials (print, digital, bilingual, English, Glossary , thesaurus)	Technology and Technological Resources to listen to pronunciation and record self Word Wall Reference materials (print, digital, bilingual, English, Glossary , thesaurus)	Technology and Technological Resources to listen to pronunciation and record self Reference materials (print, digital, bilingual, English, Glossary , thesaurus)	Reference materials (print, digital, bilingual, English, Glossary , thesaurus)

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 48 CCSS: L.7.5.a WIDA ELDS: 1-5, Speaking Reading	Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		Locate and interpret examples of figurative language when reading or speaking based on a given context <i>using</i> Charts, Reference Sheets <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 simple, figurative language from illustrated, adapted text using selected vocabulary in memorized patterns.	Locate and interpret examples of simple figurative language from illustrated, adapted text using selected vocabulary in phrases and short sentences.	Locate and interpret examples of figurative language using key vocabulary in a series of simple, related sentences.	Locate and interpret examples of figurative language using key vocabulary in expanded and some complex sentences.	Locate and interpret examples of figurative language using precise vocabulary in multiple, complex sentences.
Learning Supports	Charts Think-aloud L1 support Partner work Reference Sheet	Charts Think-aloud L1 support Partner work Reference Sheet	Charts Think-aloud Partner work Reference Sheet	Charts Reference Sheet	Reference Sheet

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 49 CCSS: L.7.5b. 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 to aid in understanding word meanings using Graphic Organizers, <i>reference materials</i> and Charts.		VU: Synonyms, antonyms, analogies
					LFC: Determine meaning from context
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how words are related to aid in understanding word meanings by matching selected, illustrated words	Explain how words are related to aid in understanding in word meanings by matching selected words to their synonyms and antonyms.	Explain how words are related to aid in understanding using key vocabulary in a series of simple, related sentences.	Explain how words are related to aid in understanding word meanings using key vocabulary in expanded and some complex sentences.	Explain how words are related to aid in understanding word meanings using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Charts L1 support Partner work Reference materials	Graphic Organizers Charts Reference materials Partner support L1 support	Graphic Organizers Charts Reference materials (thesaurus)	Graphic Organizers Reference materials (thesaurus)	Reference materials (thesaurus)

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 50 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>).		<u>Explain</u> nuances in word meanings, emphasizing the difference between word denotations and connotations using <i>reference materials, paint strips and Think-alouds</i> .		VU: Nuance, denotation, connotation
					LFC: Determine meaning from context
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain nuances in word meanings using Pictures, Gestures and selected vocabulary in memorized patterns.	Explain nuances in word meanings using Visuals 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	Reference materials Paint strips Think-alouds L1 support Partner work	Reference materials Paint strips Think-alouds L1 support Partner work	Reference materials Paint strips Think-alouds L1 support Partner work	Reference materials Think-alouds	

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ELA – Grade 7 - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 51 CCSS: L.7.6 WIDA ELDS: 2 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 academic and domain-specific words and phrases in L1; and/or match Pictures with selected high-frequency vocabulary.	Acquire and accurately use academic and domain-specific words and phrases in L1 and/or in selected vocabulary in key phrases and 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 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	

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