

ELA - Grade 11-12 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.11.1 WIDA: 2 Reading Speaking	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		Read to cite and distinguish explicit, inferential and uncertain evidence using <i>adapted text, T-chart and L1 support</i> .		VU: Literary evidence, infer, uncertain
					LFC: Modals (would, could, might), compound tenses (would have been), elements of quotations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite and distinguish explicit, inferential and uncertain evidence in L1 and/or by matching phrase citations from appropriately leveled text to visual representations of the text; then categorizing the citations as explicit, inferential or uncertain.	Read to cite and distinguish explicit, inferential and uncertain evidence in L1 and/or by matching phrase and sentence citations from appropriately leveled text to visual representations of the text; then categorizing the citations as explicit, inferential or uncertain.	Read to cite and distinguish explicit, inferential, and uncertain evidence using adapted literature.	Read to cite and distinguish explicit, inferential, and uncertain evidence from literature at grade9-11 text complexity level.	Read to cite and distinguish explicit, inferential, and uncertain evidence from grade level literature.
Learning Supports	T-chart Phrase and sentences citations L1 support Partner Work Word and phrase citations Word Bank	T-chart Phrase and sentences citations L1 support Partner Work Word Bank	T-chart Word Bank	T-chart	

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.11.2 WIDA: 2 Reading Speaking	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account ; provide an objective summary of the text.		Read to determine and summarize how themes develop to produce a complex account <i>using adapted text, Cornell note taking sheet, visual representations, and L1 support.</i>		VU: Interact, complex, build on, central idea
					LFC: Subject-verb agreement, clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine how themes develop in L1 and/or using appropriately leveled text, match word or phrase strips to visual representations of the theme. Summarize the text in L1 and/or complete a summary with single words or short phrases in cloze sentences.	Read to determine how themes develop in L1 and/or using appropriately leveled text, match phrase or sentence strips to visual representations of the theme. Summarize the text in L1 and/or complete a summary with short phrases and sentence frames.	Read to determine how themes develop using adapted literature and summarize the text using simple related sentences with key content-based vocabulary.	Read to determine how themes develop in literature at grade 9-11 text complexity level. Provide a summary using complete sentences of emerging complexity with some content based vocabulary.	Read to determine how themes develop in grade level literature. Provide a summary of the text using detailed sentences of varying length and complexity with content based vocabulary.
Learning Supports	Cornell note taking sheet (partially complete) Word Bank Word of phrase strips Visuals Native Language Text L1 support Cloze sentences	Cornell note taking sheet (partially complete) Word Bank Phrase or sentence strips Visuals Native Language Text L1 support Sentence Frames	Cornell note taking sheet Word Bank	Cornell note taking sheet	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.11.3 WIDA: 2 Reading Speaking	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).		<u>Read and analyze</u> the impact of the author's choices on the development of a drama using <i>Cause and Effect Graphic Organizer, adapted text, and L1 support.</i>		VU: Author's choice
					LFC: Complex sentences, conditional clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze the impact of the author's choices on the development of the story elements in L1 and/or using an appropriately leveled text, use a word or phrase to complete a graphic organizer..	Read and analyze the impact of the author's choices on the development of the story elements in L1 and/or using an appropriately leveled text, use a phrase to complete a graphic organizer.	Read and analyze the impact of the author's choices on the development of the story elements in an adapted drama using simple, related sentences with key content-based vocabulary.	Read and analyze the impact of the author's choices on the development of the story elements in a drama at grade 9-11 text complexity level using complete sentences with emerging complexity and some content-based vocabulary.	Read and analyze the impact of the author's choices on the development of the story elements in a grade level drama using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	Cause/effect Graphic Organizer (partial) Word Bank Phrase bank Native Language Text L1 support	Cause/effect Graphic Organizer (partial) Word Bank Phrase bank Native Language Text L1 support	Cause/effect Graphic Organizer Word Bank	Cause/effect Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.11.4 WIDA 2 Reading Speaking	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		Read to understand word and phrase meaning in literature and <u>analyze</u> the impact of word choice using <i>a figurative language word wall, online support and student created visual representations of word meanings.</i>		VU: Similes, metaphors, hyperboles
					LFC: Sentences with figurative language
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to understand word and phrase meaning and analyze the impact of word choice in L1; and/or using appropriately leveled text, match words and phrases with their visual representations.	Read to understand word and phrase meaning and analyze the impact of word choice in L1; and/or using appropriately leveled text, match words and phrases with their definitions and match word and phrase citations to visual representations.	Read to understand word and phrase meaning and analyze the impact of word choices using adapted literature.	Read to understand word and phrase meaning and analyze the impact of word choice using literature at grade 9-11 text complexity level.	Read to understand word and phrase meaning and analyze the impact of word choice using grade level literature.
Learning Supports	Online Resources (dictionaries, visuals, figurative language, bilingual) Figurative language Word Wall L1 support Word citations Visuals	Online Resources (dictionaries, visuals, figurative language, bilingual) Figurative language Word Wall L1 support Word and phrase citations Visuals	Online Resources (dictionaries, visuals, figurative language, bilingual) Figurative language Word Wall	Online Resources (dictionaries, visuals, figurative language)Figurative language word wall	Online Resources (dictionaries, visuals, figurative language)

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.11.5 WIDA: 2 Reading Speaking	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		<u>Read and discuss how</u> an author decided to structure specific parts of the text to impact its overall meaning <i>using a T-chart, word bank and Think Aloud.</i>		VU: Structural analysis, comedic, tragic
					LFC: Complex, compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and discuss how an author decided to structure specific parts of a text to impact its overall meaning in L1; and/or using a word or phrase bank to complete a T-chart.	Read and discuss how an author decided to structure specific parts of a text to impact its overall meaning in L1; and/or using a phrase or sentence bank to complete a T-chart.	Read and discuss how an author decided to structure specific parts of a text to impact its overall meaning using simple, related sentences with key content-based vocabulary.	Read and discuss how an author decided to structure specific parts of a text to impact its overall meaning using complete sentences of emerging complexity with some content-based vocabulary.	Read and discuss how an author decided to structure specific parts of a text to impact its overall meaning using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	T-chart (partial) Think Aloud Word Bank Phrase bank Native Language Text L1 support Visuals Adapted Text Cloze sentences	T-chart (partial) Think Aloud Word Bank Phrase bank Native Language Text L1 support Sentence Frames Visuals Adapted Text	T-chart Think Aloud Word Bank Adapted Text	T-chart Think Aloud Adapted Text	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.11.6 WIDA: 2 Reading Speaking	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement.)		<u>Read and analyze</u> literature that requires the reader to distinguish what is directly stated from what is really meant <i>using a reference sheet and visual representations of the text.</i>		VU: Satire, sarcasm, irony, understatement, implicit and explicit meanings
					LFC: Sentences with subordinate clauses in compound, complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to develop an understanding of literature that requires the reader to distinguish what is directly stated from what is really meant in L1; and/or using illustrated, adapted literature, and teacher modeling of common words or phrases denoting satire, sarcasm, etc.	Read to develop an understanding of literature that requires the reader to distinguish what is directly stated from what is really meant in L1; and/or using illustrated, adapted literature, and teacher modeling of common phrases denoting satire, sarcasm, etc.	Read to analyze literature that requires the reader to distinguish what is directly stated from what is really meant using adapted literature.	Read to analyze literature that requires the reader to distinguish what is directly stated from what is really meant in literature at a grade 9-11 text level band.	Read to analyze literature that requires the reader to distinguish what is directly stated from what is really meant in grade level literature.
Learning Supports	Reference sheet for definitions and examples of satire, sarcasm, etc.(L1) Video Clips/Films Dramatization with Manipulatives Teacher modeling L1 support	Reference sheet for definitions and examples of satire, sarcasm, etc.(L1) Video Clips/Films Dramatization with Manipulatives Teacher modeling L1 support	Reference sheet for definitions and examples of satire, sarcasm, irony, understatement Video Clips/Films Dramatization with Manipulatives	Reference sheet for definitions and examples of satire, sarcasm, irony, understatement Video Clips/Films	Reference sheet for definitions and examples of satire, sarcasm, irony, understatement

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.11.7 WIDA: 2 Reading Speaking	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		<u>Compare and contrast</u> multiple interpretations of a literary work <i>using a Graphic Organizer (i.e. 3 rings Venn Diagram), L1 support, and/or adapted text.</i>		VU: Comparison, contrast
					LFC: Complex sentences, compound verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast multiple interpretations of a grade level literary work in L1; and/or using key words from appropriately leveled texts to complete a Graphic Organizer or cloze sentences.	Compare and contrast multiple interpretations of a grade level literary work in L1; and/or using short phrases from appropriately leveled texts to complete a Graphic Organizer or sentence frames.	Compare and contrast multiple interpretations of an adapted literary work using simple, related sentences with key content-based vocabulary.	Compare and contrast multiple interpretations of a literary work at a grade 9-11 text complexity level using complete sentences emerging complexity with some content-based vocabulary.	Compare and contrast multiple interpretations of a grade level literary work using detailed sentences of varying lengths and complexity with content-based vocabulary.
Learning Supports	Venn Diagram Recorded or live production Cloze sentences Native Language Text L1 support	Venn Diagram Recorded or live production Sentence Frames Native Language Text L1 support	Venn Diagram Recorded or live production Word Bank	Venn Diagram Recorded or live production	Venn Diagram Recorded or live production

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.11.10 WIDA: 2 Reading Speaking	By the end of grade 11 , read and comprehend literature, including stories, dramas, and poems, in the grades 11 –CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		<u>Read to comprehend</u> a variety of literature in the grade 9-11 text complexity band using <i>Graphic Organizers, L1 support and online resources</i> .		VU: Specific to text
					LFC: Specific to text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to comprehend a variety literature in L1; and appropriately leveled literature at the phrase level with key content-based vocabulary.	Read to comprehend a variety literature in L1; and appropriately leveled literature at the phrase level with key content-based vocabulary.	Read to comprehend a variety of adapted literature and key content-based vocabulary in the grade 9-11 text complexity level.	Read to comprehend a variety of literature in the grade 9-11 text complexity level.	Read to comprehend a variety of grade level literature.
Learning Supports	Online Resources Graphic Organizer Word Bank L1 support Cloze sentences	Online Resources Graphic Organizer Word Bank L1 support Sentence Frames	Online Resources Graphic Organizer Word Bank Template	Online Resources Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RI.11.4 WIDA: 1-5 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).		<u>Read to understand and analyze</u> the meanings of words and phrases as they are used in an informational text using a <i>Graphic Organizer (i.e. Vocabulary frame)</i> or <i>technology support (Word sift)</i> .		VU: Multiple meanings of a key terms, idioms, collocations, noun phrases
					LFC: Complex sentences, compound verb tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine and analyze the meanings of words and phrases in an informational text in L1; and/or in an appropriately leveled text in English.	Read to determine and analyze the meanings of words and phrases in an informational text in L1; and/or in an appropriately leveled text in English.	Read to determine and analyze the meanings of words and phrases in an adapted informational text.	Read to understand and analyze the meanings of words and phrases in an informational text in the grade 9-11 text complexity level.	Read and analyze the meanings of words and phrases in a grade level informational text.
Learning Supports	Online Resources (dictionaries, visuals, thesaurus, bilingual, word sift) Content based Word Wall Vocabulary frame L1 support Word citations Visuals Cognates	Online Resources (dictionaries, visuals, bilingual, thesaurus, word sift) Content based Word Wall Vocabulary frame L1 support Word and phrase citations Visuals Cognates	Online Resources (dictionaries, visuals, bilingual, thesaurus, word sift) Content based Word Wall Vocabulary frame	Online Resources (Technology , dictionaries, visuals, thesaurus, word sift)	Online Resources (dictionaries, visuals, thesaurus, word sift)

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: W.11.3d WIDA: 1-5 Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		<u>Write to develop</u> real or imagined experiences using sensory vocabulary to provide the reader with a vivid description using <i>multiple reference materials</i> .		VU: Sensory, details, vivid, events, setting, characters, thesaurus, synonym, antonym LFC: Descriptive adjectives, descriptive verbs, descriptive adverbs
	LC: Varies by ELP level				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to develop real or imagined experiences with sensory language into a multi-paragraph narrative in L1; and/or integrate sensory language by writing word level captions for pictures and by matching words to pictures.	Write to develop real or imagined experiences with sensory language into a multi-paragraph narrative in L1; and/or write to integrate sensory language into a sentence level narrative by matching descriptive phrases to appropriate pictures.	Write to develop real or imagined experiences with sensory language into a three paragraph narrative using simple, related sentences with key content-based, grade level vocabulary.	Write to develop real or imagined experiences with sensory language into a multi-paragraph narrative using complete sentences with emerging complexity and some content-based, grade level vocabulary.	Write to develop real or imagined experiences with sensory language into a multi-paragraph narrative using detailed sentences of varying lengths and complexity with content-based, grade level vocabulary.
Learning Supports	Multiple reference materials (thesaurus, Bilingual Dictionary , Online Resources) Shared writing Template Cloze sentences L1 support Visuals	Multiple reference materials (thesaurus, Bilingual Dictionary , Online Resources .) Shared writing Template Sentence Frames L1 support Visuals	Multiple reference materials (thesaurus, Bilingual Dictionary , Graphic Organizer , Online Resources) Shared writing Template	Multiple reference materials (thesaurus, Bilingual Dictionary , Online Resources)	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: W.11.4 WIDA: 1-5 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		Produce clear and coherent writing, suitable for task, purpose, and audience using a <i>Graphic Organizer (specific to task and purpose)</i> and visuals.		VU: Author's purpose, audience, writing tasks
					LFC: Language conventions and forms will vary depending on selected writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce clear and coherent writing in L1; and/or single words that represent ideas using phrase level grammatical structures and general, content-related vocabulary.	Produce clear and coherent writing in L1; and/or phrase and short sentences with emerging expression of ideas using repetitive phrasal and sentence patterns and general, content-based vocabulary.	Produce emerging expression of multiple related ideas using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Produce organized expression of ideas with emerging cohesion using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Produce clear and coherent writing using multiple, complex sentences with a variety of grammatical structures matched to the purpose and abstract, content-based vocabulary.
Learning Supports	Graphic Organizer – partially completed (appropriate to task) Visuals L1 support Online Resources (Technology) Cloze sentences Word Bank	Graphic Organizer – partially completed (appropriate to task) Visuals L1 support Online Resources (Technology) Sentence Frames Word Bank	Graphic Organizer (appropriate to task) Word Bank Online Resources	Graphic Organizer (appropriate to task) Online Resources	Online Resources

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SLO: 12 CCSS: W.11.6 WIDA: 1-5 Writing	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		<u>Write to edit and publish</u> individual and collaborative writing pieces using <i>a checklist of steps</i> .		VU: Transitional words, word choice
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to edit and publish individual and collaborative multi-paragraph writing pieces in L1; and/or write to edit and publish individual and collaborative writing pieces using single words that represent ideas with phrase level grammatical structures and general, content-related vocabulary.	Write to edit and publish individual and collaborative multi-paragraph writing pieces in L1; and/or write to edit and publish individual and collaborative phrases and short sentences using repetitive phrasal and sentence patterns and general, content-based vocabulary.	Write to edit and publish individual and collaborative three paragraph writing pieces about multiple related ideas using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Write to edit and publish individual and collaborative multi-paragraph writing pieces using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Write to edit and publish individual and collaborative multi-paragraph writing pieces using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.
Learning Supports	Checklist of publishing steps Word Bank Partner Work Word Bank L1 support	Checklist of publishing steps Sentences Starters Partner Work Word Bank L1 support	Checklist of publishing steps Online Resources Partner Work Word Bank	Checklist of publishing steps Partner Work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.11.10 WIDA: 1-5 Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		<u>Write</u> routinely for specific time frames and for various purposes, tasks and audiences using <i>Graphic Organizers</i> (<i>specific to time frame, purpose, task, and audience</i>).		VU: Purpose, task, audience
					LFC: Specific to writing task
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write extended multi-paragraph pieces for specific time frames and for various purposes, tasks and audiences in L1; and/or write sentence level pieces for specific time frames and for various purposes, tasks and audiences using single words that represent ideas with phrase level grammatical structures and general, content-related vocabulary.	Write extended multi-paragraph pieces for specific time frames and for various purposes, tasks and audiences in L1; and/or write sentence level pieces for specific time frames and for various purposes, tasks and audiences using repetitive phrasal and sentence patterns and general, content-based vocabulary.	Write three paragraph pieces for specific time frames and for various purposes, tasks and audiences about multiple related ideas using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Write multi-paragraph pieces for specific time frames and for various purposes, tasks and audiences using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Write extended multi-paragraph pieces for specific time frames and for various purposes, tasks and audiences using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.
Learning Supports	Graphic Organizer (specific to time frame, purpose, task, audience) L1 support Word Bank Online Resources Cloze sentences	Graphic Organizer (specific to time frame, purpose, task, audience) Sentence starters L1 support Word Bank Online Resources	Graphic Organizer (specific to time frame, purpose, task, and audience) Word Bank Online Resources	Graphic Organizer (specific to time frame, purpose, task, and audience) Online Resources	Online Resources

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Student Learning Objective (SLO)	Language Objective		Language Needed			
SLO: 14 CCSS: SL.11.1a WIDA: 1-5 Reading Speaking Listening	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues , building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.		Listen to and exchange ideas based on research findings relevant to the discussion using <i>a Graphic Organizer (e.g., main idea and supporting detail and/or Cornell note taking sheet)</i> .			VU: Refer, stimulate, probe LFC: Declarative sentences, interrogatives, prosodic features (e.g., stress) LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Listen to a grade level discussion and exchange ideas in L1; and/or listen to and participate in a teacher facilitated discussion using single words that represent ideas with phrase level grammatical structures and general content related vocabulary.	Listen to a grade level discussion and exchange ideas in L1; and/or listen to and participate in a teacher facilitated discussion using repetitive phrasal and sentence patterns and general, content-based vocabulary.	Listen to a discussion about multiple related concepts and exchange ideas based on research using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Listen to a grade level discussion and exchange ideas based on research using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Listen to a grade level discussion and exchange ideas based on research using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.	
Learning Supports	Graphic Organizer (partially completed) Word Bank	Graphic Organizer (partially completed) Word Bank	Graphic Organizer (i.e. Cornell note taking sheet) Word Bank	Graphic Organizer (i.e. Cornell note taking sheet)		

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

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	Cloze sentences L1 support	Sentence Frames L1 support			
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: SL.11.4 WIDA: 1-5 Reading Speaking	Present information, findings, and supporting evidence, conveying a clear and distinct perspective , such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed , and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		Present <u>information</u> in a concise formal or informal oral report that has a distinct perspective and addresses opposing perspectives using <i>technology, notes and props</i> .		VU: Purpose, audience, task, appropriate, formal, informal, convey, perspective, distinct <hr/> LCF: Past and present tenses, modals, subject/verb agreement <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present information in a concise formal or informal oral report in L1; and/or use single words that represent ideas with phrase level grammatical structures and general, content-related vocabulary.	Present information in a concise formal or informal oral report in L1; and/or use repetitive phrasal and sentence patterns and general, content-based vocabulary.	Present information in a concise formal or informal oral report about multiple related ideas using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Present information in a concise formal or informal oral report using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Present information in a concise formal or informal oral report using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.
Learning Supports	Powerpoint (Technology) Note cards Cloze sentences Visuals Manipulatives Word Bank L1 support	Powerpoint (Technology) Note cards Sentence Starters Sentence Frames Visuals Manipulatives Word Bank L1 support	Powerpoint (Technology) Note cards Word Bank Manipulatives	Powerpoint (Technology) Note cards Manipulatives	Powerpoint (Technology) Manipulatives

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: SL.11.6 WIDA: 1-5 Speaking	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)		Adapt speech to a variety of contexts and tasks by using <i>a speaking rubric specific to task, word bank and props/realia.</i>		VU: Transitional words, formal and informal language, idioms
					LFC: Past and present tenses, subject/verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech to a variety of contexts and tasks in L1; and/or use single words that represent ideas with phrase level grammatical structures and general, content-related vocabulary.	Adapt speech to a variety of contexts and tasks in L1; and/or use repetitive phrasal and sentence patterns and general, content-based vocabulary.	Adapt speech to a variety of contexts and tasks about multiple related ideas using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Adapt speech to a variety of contexts and tasks using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Adapt speech to a variety of contexts and tasks using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.
Learning Supports	Speaking rubric Word Bank Manipulatives L1 support Cloze sentences	Speaking rubric Word Bank Manipulatives L1 support Sentence Starters Sentence Framers	Speaking rubric Manipulatives Word Bank	Speaking rubric specific to task.	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: L.11.1.a.b. WIDA: 2-5 Reading Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed		Write and speak to demonstrate command of standard English grammar and usage when writing or speaking at the respective ELP level by using <i>multiple resources (i.e., dictionaries, grammar reference books)</i> .		VU: General, specific and technical language pertaining to grammar LFC: Sentence structure, modals, all verb tenses, grammar and syntax specific to purpose LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to demonstrate command of standard English grammar at ELP level 1, using single words that represent ideas with phrase level grammatical structures and general content related vocabulary.	Write and speak to demonstrate command of standard English grammar at ELP level 2, by using repetitive phrasal and sentence patterns and general, content-based vocabulary.	Write and speak to demonstrate command of standard English grammar at ELP level 3, using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Write and speak to demonstrate command of standard English grammar at ELP level 4, using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Write and speak to demonstrate command of standard English grammar using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.
Learning Supports	Multiple resources (i.e., dictionaries, grammar reference sheets) Cloze activity	Multiple resources (i.e., dictionaries, grammar reference sheets) Sentence starters/frames	Multiple resources (i.e., dictionaries, grammar reference sheets) Teacher model	Multiple resources (i.e., dictionaries, grammar reference books).	

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

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	L1 support Teacher model	L1 support Teacher model			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: L.11.2.a.b. WIDA: 2-5 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.		Write to apply standard English mechanics and conventions to the use of hyphenation conventions and spelling using <i>technology</i> (i.e., a word processing program) and <i>multiple resources</i> (i.e., a dictionary).		VU: Capitalization, punctuation and spelling <hr/> LFC: Sentence structure, capitalization, punctuation <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply standard English mechanics and conventions when using single words at the phrase level of grammatical structures and general, content-related vocabulary.	Write to apply standard English mechanics and conventions when using repetitive phrasal and sentence patterns and general, content-based vocabulary.	Write to apply standard English mechanics and conventions when using repetitive grammatical structures with occasional variation and key, content-based vocabulary.	Write to apply standard English mechanics and conventions when using short, expanded and some complex sentences with a variety of grammatical structures and some content-based vocabulary.	Write to apply standard English mechanics and conventions when using multiple, complex sentences with a variety of grammatical structures and abstract, content-based vocabulary.
Learning Supports	Word Bank Cloze sentences Word processing program (Technology) Multiple resources	Word Bank Sentence Starters Sentence Framers Word processing program (Technology)	Multiple resources Word processing program (Technology) Word Bank	Multiple resources Word processing program (Technology)	

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

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	L1 support	Multiple resources L1 support			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: L.11.3 WIDA: 2-5 Reading Speaking Listening Writing	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		<u>Explain</u> how syntax impacts meaning, tone and style in text and oral lectures or discourse <i>using think alouds</i> . <u>Apply knowledge of syntax</u> when speaking and writing using <i>visual representations and multiple resources</i> .		VU: Syntax <hr/> LFC: Sentences with various applications of syntax <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify how syntax impacts meaning, tone and style in simple phrases and oral discourse at the phrasal level. Apply knowledge of syntax when speaking and writing at the level of phrasal level of grammatical structures.	Identify how syntax impacts meaning, tone and style in simple text and oral discourse at the phrasal level. Apply knowledge of syntax when speaking and writing at the level of repetitive phrasal and sentence patterns.	Explain how syntax impacts meaning, tone and style in text and oral lectures or discourse. Apply knowledge of syntax when speaking and writing at the level of repetitive grammatical structures with occasional variation.	Explain how syntax impacts meaning, tone and style in text and oral lectures or discourse. Apply knowledge of syntax when speaking and writing at the level of short, expanded and some complex sentences and a variety of grammatical structures.	Explain how syntax impacts meaning, tone and style in text and oral lectures or discourse. Apply knowledge of syntax when speaking and writing at the level of multiple, complex sentences and a variety of grammatical structures.

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Learning Supports	Multiple resources (print and digital, bilingual) Word Bank Reference sheets L1 support Cloze activities Teacher support	Multiple resources (print and digital, bilingual) Word Bank Reference sheets L1 support Sentence Framers Sentence Starters Teacher support	Multiple resources (print and digital) Word Bank Reference sheets	Multiple resources (print and digital)	
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: L.11.4.a.b. WIDA: 2-5 Reading Speaking Writing	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).		Use context clues and morphology in order to comprehend unfamiliar vocabulary using a <i>reference sheet, word families and multiple resources</i> .		VU: Multiple meaning words, academic word list LFC: Sentences with context clues and words with similar morphological constructions LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context clues and morphology in order to comprehend unfamiliar, high-frequency vocabulary within an appropriately leveled text.	Use context clues and morphology in order to comprehend unfamiliar, general content vocabulary within an appropriately leveled text.	Use context clues and morphology in order to comprehend unfamiliar, content-related vocabulary within an appropriately leveled text.	Use context clues and morphology in order to comprehend unfamiliar vocabulary within a grade 9-11 text complexity level.	Use context clues and morphology in order to comprehend unfamiliar grade level vocabulary.
Learning	Reference sheet on context	Reference sheet on context	Reference sheet on	Reference sheet on	Multiple resources (print and

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Supports	clues Word families Poster Multiple resources (print and digital, bilingual) L1 support Cognates	clues Word families Poster Multiple resources (print and digital, bilingual) L1 support Cognates	context clues Word families Poster Multiple resources (print and digital, bilingual)	context clues Multiple resources (print and digital)	digital)
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: L.11.5.a.b. WIDA: 2 Reading Speaking Writing	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.		<u>Read to determine</u> the meaning of figures of speech and nuances in words with different shades of meaning using <i>context, visuals and reference materials</i> .		VU: Nuances, figures of speech, connotation, hyperbole, paradox LFC: Sentences with figurative language and words with similar denotations LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of high-frequency figures of speech and nuances in common words with different shades of meaning in appropriately leveled texts.	Read to determine the meaning of common figures of speech and nuances in general vocabulary words with different shades of meaning in appropriately leveled texts.	Read to determine the meaning of figures of speech and nuances in content related words with different shades of meaning in appropriately leveled texts.	Read to determine the meaning of figures of speech and nuances in words with different shades of meaning within the grade 9-11 text complexity level.	Read to determine the meaning of figures of speech and nuances in words with different shades of meaning in grade-level texts.
Learning Supports	Reference materials (Bilingual Dictionary) Figures of speech	Reference materials (Bilingual Dictionary) Figures of speech reference	Reference materials (Bilingual Dictionary) Figures of speech reference	Reference materials (Bilingual Dictionary)	Reference materials (Bilingual Dictionary)

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	reference sheet Paint strips/shades of meaning L1 support Cognates Visuals	sheet Paint strips/shades of meaning L1 support Cognates Visuals	sheet Paint strips/shades of meaning		
	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: L.11.6 WIDA: 2,3,4,5 Reading Speaking	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Read and listen in order to speak and write with grade-level general, academic and domain-specific words using <i>multiple resources (i.e., thesaurus, dictionaries)</i> .		VU: General, academic and domain specific words
					LFC: Sentence structure at ELP level
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and listen in order to speak and write to apply appropriately-leveled general, academic and key domain-specific words and phrases by using vocabulary in a matching activity.	Read and listen in order to speak and write to apply appropriately-leveled general, academic and key domain-specific words and phrases using sentence frames.	Read and listen in order to speak and write with appropriately-leveled general, academic and key domain-specific words and phrases with some independence.	Read and listen in order to speak and write with general, academic and domain-specific words and phrases within grade 9-11 text complexity level independently.	Read and listen in order to speak and write with grade-level general, academic and domain-specific words and phrases using reference materials independently.

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Learning Supports	Multiple resources (print and digital, Bilingual Dictionary) L1support Cognates Visuals Cloze sentences Word/phrase cards	Multiple resources (print and digital, Bilingual Dictionary) Sentence Starters Sentence Framers L1 support Cognates Visuals	Multiple resources (print and digital, Bilingual Dictionary)	Multiple resources (print and digital, Bilingual Dictionary)	
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