	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 CCSS: RL.8.1 WIDA: 2 Reading	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	<u>Read to cite</u> the most supportive textual evidence from poetic prose and personal narratives using adapted text *and study guides*.	**VU:** Explicit, evidence, sensory language
			LFC: Poetic prose and personal narrative sentence forms
			LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite the most supportive textual evidence from poetic prose and personal narratives in L1 and/or match phrase citations from adapted text to visual representations of the text.	Read to cite the most supportive textual evidence from poetic prose and personal narratives in L1 and/or match sentence citations from adapted text to visual representations of the text.	Read to cite the most supportive textual evidence from adapted poetic prose and personal narratives which use simple related sentences and key content vocabulary.	Read to cite the most supportive textual evidence from poetic prose and personal narratives in adapted grade level texts.	Read to cite the most supportive textual evidence from poetic prose and personal narratives in grade level texts.
Learning Supports	Study guide (completed) Think-pair-share (Partner Work) Word Wall Visuals Native Language Texts L1 support	Study guide (partially completed) Think-pair-share (Partner Work) Visuals Native Language Texts L1 support	Study guide (partially completed) Think-pair-share (Partner Work)	Study guide Adapted Text	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.8.1 WIDA: 2 Reading	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).		<u>Read to cite</u> an analysis of what is being inferred *by using* adapted text, *study guides and KIS (Know, Inferenced and Sources) charts.*		**VU:** Paraphrase, inference
					LCF: Verb forms
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite the most supportive inferential evidence in L1 by matching phrase citations containing sensory vocabulary from appropriately leveled and/or adapted text to visual representations of the text.	Read to cite the most supportive inferential evidence in L1 by matching sentence citations containing sensory vocabulary from appropriately leveled and/or adapted text to visual representations of the text.	Read to cite the most supportive inferential evidence from adapted grade level poetic prose and personal narrative consisting of simple related sentences and sensory vocabulary.	Read to cite the most supportive inferential evidence from adapted grade level poetic prose and personal narrative consisting of complete sentences with emerging complexity and some sensory language.	Read to cite the most supportive evidence of what is inferred from grade-level poetic prose and personal narratives.
Learning Supports	Study guide KIS chart Adapted Text Visuals Word Wall Partner Work Native Language Texts L1 support	Study guide KIS chart Adapted Text Visuals Word Wall Partner Work Native Language Texts L1 support	Study guide KIS chart Adapted Text Word Wall Partner Work	Study guide KIS chart Adapted Text	Study guide KIS chart

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS			
ELA	*Grade 8*		*Unit 1*	*Literature and Narrative*

	Student Learning Objective (SLO)		Language Objective	Language Needed
SLO: 3 CCSS: RL.8.2 WIDA: 2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters.		<u>Read and identify</u> the theme or central idea of poetic prose and personal narratives *by using an appropriate text and graphic organizers.* <u>Read and analyze</u> the development of the characters over the course of the text *by using a character* web.	**VU:** Theme, analyze
				LCF: Compound and complex sentences
				LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read text in L1 and/or appropriately leveled and/or adapted text in English to identify the theme by matching phrase citations about the characters to visual representations.	Read text in L1 and/or appropriately leveled and/or adapted text in English to determine the theme by matching sentence citations referencing characters to visual representations.	Read an adapted text consisting of simple sentences and key content based vocabulary to identify the theme or central idea by focusing on the development of the characters.	Read approaching grade level text to identify the theme or central idea by focusing on the development of the characters.	Read grade level poetic prose and personal narratives to identify the theme or central idea including the development of characters over time.
Learning Supports	Completed Story Map Adapted Text Completed character Web Phrase citations Visuals Native Language Texts L1 support	Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visuals Native Language Texts L1 support	Partially completed Story Map Adapted Text Partially-completed character Web	Story Map Adapted Text Character Web	Story Map Character Web

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.8.2 WIDA: 2 Reading	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the setting.		<u>Read to determine</u> the theme or central idea of a poetic prose and personal narratives by analyzing its development over the course of the text, including its relationship to the setting *using a graphic organizer(s).*		**VU: S**etting, sequencing words, adverbs of time and subordinate, conjunctions
					LCF: Parallel structure of verb forms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read text in L1 and/or appropriately leveled and/or adapted text in English to identify the theme by matching phrase citations about the setting to visual representations.	Read text in L1 and/or appropriately leveled and/or adapted text in English to determine the theme by matching sentence citations about the setting to visual representations.	Read an adapted text consisting of simple sentences and key content based vocabulary to identify the theme or central idea and focusing on the relationship to the setting.	Read approaching grade level text to identify the theme or central idea focusing on the relationship to the setting.	Read grade level poetic prose and personal narratives to identify the theme or central idea including the relationship to the setting.
Learning Supports	Completed Story Map Adapted Text Phrase citations Visuals Native Language Texts L1 support	Completed Story Map Adapted Text Sentence Citations Visuals Native Language Texts L1 support	Partially completed Story Map Adapted Text	Story Map Adapted Text	Story Map

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

ELA	Grade 8	Unit 1	Literature and Narrative

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: RL.8.2 WIDA: 2 Reading	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot and provide an objective summary of the text.	<u>Read and identify</u> the central idea of poetic prose and personal narratives and its relationship to the plot *using a graphic organizer*.	**VU:** Plot, theme **LCF:** Summarizing (would, could, might) and compound tenses (would have been) **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and identify the theme and central idea in a native language texts and/or an appropriately leveled or adapted text by matching phrases containing key content based vocabulary to visual representations of the text.	Read and identify the theme and central idea in a native language texts and/or an appropriately leveled or adapted text by matching sentences containing key content based vocabulary to visual representations of the text.	Read and identify the central idea of an adapted poetic prose and personal narrative with simple sentences and key content vocabulary and its relationship to the plot.	Read and identify the central idea of approaching grade level poetic prose and personal narratives and its relationship to the plot.	Read and identify the central idea of grade level poetic prose and personal narratives and its relationship to the plot.
Learning Supports	Story Map Adapted Text Think-pair-share (Partner Work) Visuals Cloze sentences Native Language Texts L1 support	Story Map Adapted Text Think-pair-share (Partner Work) Visuals Sentence Frames L1 support	Story Map Adapted Text Think-pair-share (Partner Work)	Story Map Adapted Text	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.8.2 WIDA: 2 Reading Speaking	Determine a theme or central idea of a text and provide an objective summary of the text.		Read to identify the theme or central idea of poetic prose and personal narratives and provide an objective summary *using a graphic organizer.*		**VU: S**ummary, analyze **LCF:** Compound and complex sentences **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted text in English to determine the theme and summarize the text by matching phrase citations to visual representations.	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted text in English to determine the theme and summarize the text by matching sentence citations to visual representations.	Read adapted poetic prose and personal narrative and identify the theme or central idea and summarize text orally with simple sentences and key content based vocabulary.	Read approaching grade level poetic prose and personal narrative and identify the theme or central idea and summarize text orally in complete sentences of emerging complexity with some content based vocabulary.	Read grade level poetic prose and personal narratives to identify the theme or central idea and summarize text orally in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Story Map Adapted Text Partner Work Visuals Cloze sentences Native Language Texts L1 support	Story Map Adapted Text Partner Work Visuals Sentence Frames L1 support	Story Map Adapted Text Partner Work	Story Map Adapted Text	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.8.3 WIDA: 2 Reading	Analyze how particular lines of dialogue or incidents in a story propel the action.		<u>Read to analyze</u> how dialogue between characters in poetic prose or personal narratives lead to action by using *a graphic organizer and dramatization with a partner*.		**VU:** Dialogue
					LCF: Quotations; prepositional phrases; simple past; negative past sentences
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted text to identify and dramatize lines of dialogue by matching the dialogue to the character stating it.	Read poetic prose and personal narrative in L1 and/or appropriately leveled and adapted text in English to identify and dramatize multiple lines of dialogue by matching the dialogue to the character stating it.	Read adapted poetic pose and personal narrative to identify and dramatize dialogue among characters and determine how the dialogue propels the action.	Read approaching grade level poetic prose and personal narrative to dramatize and analyze how dialogue between characters leads to action.	Read grade level poetic prose and personal narratives to analyze how dialogue between characters leads to action.
Learning Supports	Dramatization with Manipulatives Partner Work Adapted Text Visuals Dialogue lines Native Language Texts L1 support	Dramatization with Manipulatives Partner Work Adapted Text Visuals Dialogue lines Native Language Texts L1 support	Dramatization with Manipulatives Partner Work Adapted Text Word Wall	Dramatization with Manipulatives Partner Work Adapted Text	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RL.8.3 WIDA: 2 Reading Speaking	Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.		<u>Read to identify</u> character traits in a literary text by analyzing lines of dialogue or incidents *using a character web*.		**VU:** Traits, characteristics, personification, plot (sequence of events)
					LCF: Using quotations; prepositional Phrases; possessive adjectives; subject-verb agreement:
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted poetic prose and personal narratives in English to identify how dialogue reveals a character's traits by dramatizing specific dialogue and matching it to character and incidents.	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted poetic prose and personal narratives in English to identify how dialogue reveals a character's traits by dramatizing specific lines of dialogue or incidents.	Read adapted poetic prose and personal narratives to identify how dialogue reveals a character's traits.	Read approaching grade level poetic prose and personal narratives to identify how dialogue reveals a character's traits.	Read grade level poetic prose and personal narratives to identify how dialogue reveals a character's traits.
Learning Supports	Character <u>Web</u> (teacher led) Drama with <u>Manipulatives</u> <u>Triads or Small Groups</u> <u>Adapted Text</u> <u>Native Language Texts</u> <u>L1 support</u>	Character <u>Web</u> (teacher led) Dramatization with <u>Manipulatives</u> <u>Triads or Small Groups</u> <u>Adapted Text</u> <u>Native Language Texts</u> <u>L1 support</u>	Character <u>Web</u> (teacher led) Dramatization with <u>Manipulatives</u> <u>Triads or Small Groups</u> <u>Adapted Text</u>	Character <u>Web</u> Dramatization with <u>Manipulatives</u> <u>Triads or Small Groups</u>	Character <u>Web</u> Dramatization with <u>Manipulatives</u>

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RL.8.3 WIDA: 2 Reading Speaking	Analyze how particular lines of dialogue or incidents in a story provoke a decision.		<u>Read and identify</u> lines of dialogue in poetic prose and personal narratives to determine how decisions are made in the text *using a graphic organizer.*		**VU:** Conflict, rising action, turning point
					LCF: Using lines of dialogue; conditionals, complex sentences
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted text in English to identify lines of dialogue that influence how a decision is made by dramatizing those lines and matching dialogue to decisions.	Read poetic prose and personal narratives in L1 and/or appropriately leveled or adapted text in English to identify specific lines of dialogue that influence how decisions are made.	Read adapted poetic prose and personal narratives to identify lines of dialogue that influence how decisions are made.	Read approaching grade level poetic prose and personal narratives and identify lines of dialogue that influence how decisions are made.	Read grade level poetic prose and personal narratives and identify lines of dialogue that influence how decisions are made.
Learning Supports	Story Map Triads or Small Groups Video Clips/Films Dramatizations Dialogue lines Gestures Native Language Texts L1 support	Story Map Triads or Small Groups Video Clips/Films Dramatizations Dialogue lines Intonation patterns Native Language Texts L1 support	Story Map Triads or Small Groups Dramatizations Video Clips/Films	Story Map Dramatizations Video Clips/Films	Story Map Dramatizations Video Clips/Films

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

ELA	Grade 8	Unit 1	Literature and Narrative

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RL.8.4 WIDA: 2 Reading	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		<u>Read to determine</u> the meaning of words and phrases as they are used in a literary text *using online support.* <u>Read and analyze</u> literary text to determine the meaning of words including figurative and connotative meanings by looking at word choice and figurative language *using online support.*		**VU:** Personification, literary terms, such as similes, metaphors, hyperboles, mood **LCF:** word choice, part of speech changes meaning. **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meaning of single words and idiomatic phrases in L1 and/or in an appropriately leveled or adapted text , including figurative and connotative meanings.	Read to determine the meaning of phrases and idiomatic expression in L1 and/or in an appropriately leveled or adapted text including figurative and connotative meanings.	Read to analyze and determine the meaning of words and phrases as they are used in an adapted poetic prose and personal narrative, including figurative and connotative meanings by analyzing word choice and figurative language.	Read to analyze and determine the meaning of words and phrases, including figurative and connotative meanings by analyzing word choice and figurative language in poetic prose and personal narrative that is approaching grade level.	Read to analyze and determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by analyzing word choice and figurative language in poetic prose and personal narratives on grade level.
Learning Supports	Online Resources of bilingual dictionaries, and sites such as: Google, Wordle, Word Sift Word Wall Gestures L1 support	Online Resources of bilingual dictionaries and sites such as: Wordle, Word Sift, Google Visuals Sentence Frames L1 support	Online Resources of dictionaries, thesaurus, and sites such as: Wordle, Word Sift Idiom dictionaries	Online Resources of dictionaries, thesaurus, and sites such as: Wordle, Word Sift Idiom dictionaries	Online Resources of dictionaries, thesaurus, and sites such as: Wordle, Word Sift Idiom dictionaries

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RL.8 WIDA: 2 Reading	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; **analyze the impact of specific word choices on meaning and tone**.		<u>Read to determine</u> the meaning of words and phrases as they are used in a literary text *using a graphic organizer.* <u>Read and analyze</u> literary text to determine the meaning of words including figurative and connotative meanings and the impact of word choices on meaning and tone by *dramatizing words and phrases in text*.		**VU:** Denotation and connotation, pitch, inflection
					LCF: Past tense, tone of sentences
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Match the meaning of single words with pictures and dramatization of tone as they are used in an appropriately leveled or adapted text.	Choose the single word or phrases to match the picture or dramatization of tone as they are used in an appropriately leveled or adapted text.	Read to analyze and determine the meaning of words and phrases as they are used in an adapted text, including figurative and connotative meanings by analyzing word choice, and the impact of meaning and tone.	Read to analyze and determine the meaning of words and phrases as they are used in an approaching grade level text, including figurative and connotative meanings by analyzing word choice, and the impact of meaning and tone.	Read to analyze and determine the meaning of words and phrases as they are used in a grade level text, including figurative and connotative meanings by analyzing word choice, and the impact of meaning and tone.
Learning Supports	Dramatizations Adapted Text Word Wall Gestures L1 support	Dramatizations Adapted Text Word Wall Visuals L1 support	Dramatizations Adapted Text	Dramatizations Adapted Text	Dramatizations

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RL.8.1 WIDA: 2 Reading	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; **analyze the impact of specific word choices on analogies or allusions to other texts.**		<u>Read to identify</u> the meaning of allusions and analogies in poetic prose and personal narratives using KWL chart *s and online support.*		**VU:** Allusion, analogy
					LFC: Conjunctions, comparatives, superlatives, adverbs
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify allusions and analogies in L1 and/or in selected phrases from appropriately leveled or adapted poetic prose and personal narratives.	Read to identify allusions and analogies in L1 and/or in selected sentences from appropriately leveled or adapted poetic prose and personal narratives.	Read to identify allusions and analogies in adapted level poetic prose and personal narratives.	Read to identify allusions and analogies in approaching grade level poetic prose and personal narratives.	Read to identify the allusions and analogies in grade level poetic prose and personal narratives.
Learning Supports	KWL chart Online Resources Word Wall Visuals Gestures L1 support	KWL chart Online Resources Word Wall Visuals L1 support	KWL chart Online Resources Word Wall	KWL chart Online Resources	KWL chart Online Resources

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RL.8.1 WIDA: 2 Reading Speaking	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		<u>Compare and contrast</u> the structure of poetic prose and personal narratives *using a* T-chart *to analyze how they differ in meaning and style.*		**VU:** Poetic prose, personal narrative
					LFC: Compound and complex sentences
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the structure of poetic prose and personal narratives in L1 and/or use simple words to complete a T-chart with key content based vocabulary.	Compare and contrast the structure of poetic prose and personal narratives in L1 and/or use simple phrases to complete sentence frames with key content based vocabulary (poetic prose, personal narrative).	Compare and contrast the structure of poetic prose and personal narratives using simple sentences with key content based vocabulary (poetic prose, personal narrative).	Compare and contrast the structure of poetic prose and personal narratives using complete sentences with emerging complexity with some content based vocabulary.	Compare and contrast the structure of poetic prose and personal narratives using complete, detailed sentences of varying lengths and types with content based vocabulary.
Learning Supports	T-chart Word Wall Visuals Gestures L1 support	T-chart Word Wall Visuals Sentence Frames L1 support	T-chart Word Wall	T-chart	T-chart

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective	Language Needed
SLO: 14 CCSS: RL.8.6 WIDA: 2 Reading Speaking	Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.		<u>Identify</u> and discuss how characters' points of view connect to the creation of suspense or humor by *the use of* adapted text *and graphic organizers.*	**VU:** Irony, flash back, foreshadowing, suspense, humor
				LFC: First and third person perspective
				LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and discuss how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and match pictures/scenes with key phrases and content based vocabulary.	Identify and discuss how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and complete sentence frames with key phrases and content based vocabulary.	Identify and discuss how characters' points of view connect to the creation of suspense or humor using key content based vocabulary and simple sentences with errors that do not interfere with meaning.	Identify and discuss how characters' points of view connect to the creation of suspense or humor using complete sentences of emerging complexity with some content based vocabulary.	Identify and discuss how characters' points of view connect to the creation of suspense or humor using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Character analysis chart Partner Work Word Wall Gestures L1 support	Character analysis chart Partner Work Word Wall Visuals Sentence Frames L1 support	Character analysis chart Partner Work Word Wall	Character analysis chart	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: RL.8.6 WIDA: 2 Reading Speaking	Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.		Identify and discuss how the audience's or reader's point of view connects to the creation of suspense or humor by *the use of a graphic organizer.*		**VU:** Audience point of view
					LFC: First and third person perspective
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and discuss how the audience's or reader's points of view connect to the creation of suspense or humor in L1 and/or state the audience's or reader's points of view and match pictures/scenes with key phrases and content based vocabulary.	Identify and discuss how the audience's or reader's points of view connect to the creation of suspense or humor in L1 and/or state the audience's or reader's points of view and complete sentence frames with key phrases and content based vocabulary.	Identify and discuss how the audience's or reader's points of view connect to the creation of suspense or humor using key content based vocabulary and simple sentences with errors that do not interfere with meaning.	Identify and discuss how the audience's or reader's points of view connect to the creation of suspense or humor using complete sentences of emerging complexity with some content based vocabulary.	Identify and discuss how the audience's or reader's points of view connect to the creation of suspense or humor using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Anticipation guide (completed) Partner Work Word Wall Gestures L1 support	Anticipation guide (partially completed) Partner Work Word Wall Visuals Sentence Frames L1 support	Anticipation guide (partially completed) Partner Work Word Wall	Anticipation guide	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 16 CCSS: RL.8.7 WIDA: 2 Reading Speaking	Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text *by taking notes with an outline.*	**VU:** Faithful, departs **LFC:** Tense and aspect, simple, compound and complex sentences **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and discuss in L1 the extent to which a filmed or live production of a story stays faithful to or departs from the text and/or in English by matching pictures with key phrases and content based vocabulary and answering yes/no or choice questions with L1 support.	Identify and discuss in L1 the extent to which a filmed or live production of a story stays faithful to or departs from the text and/or in English identify and state the extent a film stays faithful or departs from the text by completing sentence frames with key phrases and content based vocabulary and asking WH- questions to clarify meaning with L1 support.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text using key content based vocabulary and simple sentences with some errors which do not interfere with meaning.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text using complete sentences of emerging complexity with some content based vocabulary.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Video Clips/Films Outlines for note taking (completed) Word Wall Visuals Gestures Native Language Texts, L1 support	Video Clips/Films Outlines for note taking (partially completed) Visuals Sentence Frames Native Language Texts, L1 support	Video Clips/Films Outlines for note taking (partially completed)	Video Clips/Films Outlines for note taking	Video Clips/Films Outlines for note taking

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

ELA	Grade 8	Unit 1	Literature and Narrative

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.8.3b WIDA: 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 to develop real or imagined experience or events using techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters in a narrative story using *a* story map *and an outline.*		**VU:** Personal narrative, events, conclusion
					LFC: Transitional words, phrases, clauses, quotation marks
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose well-written and engaging personal narrative in L1 and/or short captions in English with key content based vocabulary, a clear sequence of events, and a conclusion on a storyboard.	Compose well-written and engaging personal narrative in L1 and/or short, sentence-level personal narratives or captions in English with key content based vocabulary, a clear sequence of events, and a conclusion.	Compose well-written and engaging personal narrative in simple sentences using key content based vocabulary, a clear sequence of events, and a conclusion (some errors may occur that do not interfere with meaning).	Compose well-written, detailed, and engaging personal narratives in complete sentences of emerging complexity with some content based grade level vocabulary, a clear sequence of events, and a conclusion that follows directly from the narrated experience.	Compose well-written, detailed, and engaging personal narratives in complete detailed sentences of varying length and type with content based grade level vocabulary, a clear sequence of events, and a conclusion that follows directly from the narrated experience.
Learning Supports	Story board Partner Work Word Wall Teacher model Gestures Cloze sentences L1 support	Story board Partner Work Word Wall Teacher model Visuals Sentence Frames L1 support	Writing diamond Partner Work Story board Word Wall Teacher model	Writing diamond Partner Work Story board	Writing diamond Partner Work

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 18 CCSS: W.8.3d WIDA: 2 Writing	Write narratives to 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.	Compose well-structured, detailed, and engaging personal narratives using relevant descriptive details and sensory language using *a graphic organizer (e.g.; artist's* story map *and/or a sensory details chart and/or writing diamond).*	**VU:** Sensory language **LCF:** Quotation marks, dialogue tags, descriptive verbs **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose well-written and engaging personal narrative in L1 and/or short phrase captions in English with key content based vocabulary, descriptive details, and sensory language.	Compose well-written and engaging personal narrative in L1 and/or short, sentence-level personal narratives or captions in English with key content based vocabulary descriptive details and sensory language.	Compose engaging personal narratives in simple sentences with some errors that do not interfere with meaning, with descriptive details, sensory language and key content based grade level vocabulary.	Compose well-written, engaging personal narratives in complete sentences of emerging complexity with descriptive details, sensory language and some content based grade level vocabulary.	Compose well-written, detailed, and engaging personal narratives in complete detailed sentences of varying length and type with descriptive details, sensory language and content based grade level vocabulary.
Learning Supports	Sensory details chart Writing diamond Word Wall Visuals storyboard Phrase captions Gestures L1 support	Sensory details chart Writing diamond Visuals story board Sentence captions L1 support	Sensory details chart Writing diamond Word Wall	Sensory details chart Writing diamond	Sensory details chart Writing diamond

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.8.3a WIDA: 2 Writing	Write narratives to 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.		<u>Write personal narrative</u> to develop real or imagined experiences or events using well-structured event sequences and clearly defined point of view *using a* story map *to sequence all elements of a story.*		**VU:** Narrator, orient **LFC:** Transitions of sequence, simple past, past perfect, continuous **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write personal narratives in complete detailed sentences of varying length and type using well-structured event sequences and a clearly defined point of view in L1 and/or short, phrases or captions in English using well-structured event sequences and a clearly defined point of view with key content based vocabulary.	Write personal narratives in complete detailed sentences of varying length and type using well-structured event sequences and a clearly defined point of view in L1 and/or short, sentence-level personal narratives or captions in English using well-structured event sequences and a clearly defined point of view with key content based vocabulary.	Write personal narratives in in simple sentences with some errors that do not interfere with meaning, using well-structured event sequences and a clearly defined point of view with key content based grade level vocabulary.	Write personal narratives in complete sentences of emerging complexity using well-structured event sequences and a clearly defined point of view with some content based grade level vocabulary.	Write personal narratives in complete detailed sentences of varying length and type using well-structured event sequences and a clearly defined point of view with and content based grade level vocabulary.
Learning Supports	<u>Timeline</u> Writing diamond <u>Word Wall</u> <u>Visuals</u> storyboard Phrase captions <u>Gestures</u> <u>L1 support</u>	<u>Timeline</u> Writing diamond <u>Visuals</u> story board Sentence captions <u>L1 support</u>	<u>Timeline</u> Writing diamond <u>Word Wall</u>	<u>Timeline</u> Writing diamond	<u>Timeline</u> Writing diamond

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 20 CCSS: W.8.3c WIDA: 2 Writing	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another, and show the relationships among experiences and events using *transitional phrase* word wall .	**VU:** Narrative, time frame, **LCF:** Adverbs of time, prepositional phrases, verb forms, descriptive verbs **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and or with single English words to complete cloze sentences with illustrations and key content vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and or in English phrases to complete sentence frames with key content vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in simple sentences with key content based vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete sentences of emerging complexity with some content based vocabulary.	Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete and detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Transitional phrase Word Wall Multiple reference sources Gestures Cloze sentences L1 support	Transitional phrase Word Wall Multiple reference sources Visuals Sentence Frames L1 support	Transitional phrase Word Wall Multiple reference sources	Transitional phrase Word Wall Multiple reference sources	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

ELA	Grade 8	Unit 1	Literature and Narrative

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.8.3e WIDA: 2 Writing	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.		Compose a conclusion that follows from and reflects on the experiences and events in a narrative story using *a graphic organizer (i.e.,* story map*)*.		**VU:** Narrative, conclusion, reflect, **LFC:** Conclusion sentence **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose a conclusion that reflects on the experiences and events in a narrative story in L1 and/or choose key content vocabulary to complete conclusion sentences with illustrations.	Compose a conclusion that reflects on the experiences and events in a narrative story in L1 and/or choose short, sentence-level conclusions that reflect on the experiences and events in a narrative story.	Compose a conclusion that reflects on the experiences and events in a narrative story using simple sentences with key content based vocabulary.	Compose a conclusion that reflects on the experiences and events in a narrative story using complete sentences of emerging complexity with some content based vocabulary.	Compose a conclusion that reflects on the experiences and events in a narrative story using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Story Map (completed) Word Wall Visuals Cloze conclusion sentences L1 support	Story Map (partially completed) Word Wall Visuals Sentence Frames of conclusion sentences L1 support	Story Map (partially completed) Word Wall	Story Map	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.8.4 WIDA: 2	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Write a coherent composition appropriate to task, purpose and audience *using a writing diamond*.		**VU:** Narrative
					LFC: Tense and aspect,
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in simple sentences with key content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Writing diamond (completed) Bilingual Dictionary Visuals Word Wall L1 support	Writing diamond (partially completed) Bilingual Dictionary Visuals Word Wall L1 support	Writing diamond (partially completed) Bilingual Dictionary Word Wall	Writing diamond	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 23 CCSS: W.8.5 WIDA: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<u>Write, plan, revise and edit</u> to develop, strengthen, and focus a narrative *using feedback, and/or* technology *support*.	**VU: R**evise, edit, publish **LFC:** Verb forms, subject-verb agreement **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences with key content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete sentences with emerging complexity and some content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall Visuals storyboard L1 support	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall Visuals storyboard L1 support	Partner Work Technology support (i.e., spell check, online thesaurus, grammar check). Template	Writing Outlines Partner Work	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: RL.8.6 WIDA: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.		<u>Write, plan, revise and edit</u> to grasp the attention of the audience in a narrative *using L1, peer, adult, and/or* technology *support*.		**VU:** Grasp the audience's attention **LFC:** Variety of sentences **LC**: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to grasp the attention of the audience in a narrative using L1 and/or single words to complete cloze sentences with key content based vocabulary.	Write, plan, revise and edit to grasp the attention of the audience in a narrative using L1 and/or simple phrases to complete sentence frames with key content based vocabulary.	Write, plan, revise and edit to grasp the attention of the audience in a narrative using simple sentences with key content based vocabulary.	Write, plan, revise and edit to grasp the attention of the audience in a narrative using complete sentences with emerging complexity with some content based vocabulary.	Write, plan, revise and edit to grasp the attention of the audience in a narrative using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall Visuals storyboard Cloze sentences L1 support	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall Visuals storyboard Sentence Frames L1 support	Partner Work Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall	Writing Outlines Partner Work	Writing Outlines Partner Work

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: W.8.6 WIDA: 2 Writing	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		<u>Publish written work</u> to apply specific technology skills, relationship between information and ideas, and collaborative skills at grade level *using previously taught strategies and* technology *support.*		**VU:** Search engines, authentic information, plagiarism/ reference, font, size
					LFC: Document format as per MLA and APA documentation guidelines
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher feedback [Technology](#) support (i.e., spell check, online thesaurus, grammar check). Template [Word Wall](#) [Visuals](#) storyboard Cloze sentences [L1 support](#)	Teacher feedback [Technology](#) support (i.e., spell check, online thesaurus, grammar check). Template [Word Wall](#) [Visuals](#) storyboard [Sentence Frames](#) [L1 support](#)	[Partner Work](#) [Technology](#) support (i.e., spell check, online thesaurus, grammar check). Template [Word Wall](#)	Publishing checklist [Partner Work](#)	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: W.8.9a WIDA: 2 Writing	Draw evidence from literary texts to support analysis and reflection. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").		Write to cite evidence from literary texts to support analysis and reflection using adapted text, *graphic organizers and online support.*		**VU:** Evidence, theme **LFC:** Transitions for comparison and contrast, formal/informal expressions and phrases **LC**: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures.	Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures.	Write to cite evidence from literary texts to support analysis and reflection from adapted literature.	Write to cite evidence from literary texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level.	Write to cite evidence from literary texts to support analysis and reflection from grade level literature.
Learning Supports	Graphic organizer (completed) Word Wall Technology support (i.e., spell check, online thesaurus, grammar check). Word Wall Visuals Cloze sentences L1 support	Graphic organizer (partially completed) Word Wall Technology support (i.e., spell check, online thesaurus, grammar check). Visuals Sentence Frames L1 support	Graphic organizer (partially completed) Template Word Wall Technology support (i.e., spell check, online thesaurus, grammar check).	Graphic organizer Story Map	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective	Language Needed
SLO: 27 CCSS: W.8.10 WIDA: 2 Writing	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Write narratives routinely over extended and shorter time frames to create a portfolio for a specific purpose or audience *using prewriting, drafting and editing activities, and technical skills*.	**VU:** Personal narrative, journal entry, purpose,
				LFC: Different structures for different registers and genres
				LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by writing words from a word ban under pictures.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by extending "sentence starters" with original ideas.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers.
Learning Supports	Word Wall Word Bank Visuals Cloze sentences L1 support	Word Wall Word Bank Visuals Sentence starters L1 support	Templates Word Wall Word Bank		

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: SL.8.1 WIDA: 1-5 Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<u>Participate</u> in a variety of collaborative discussion settings *using a checklist of appropriate ways to participate in a specific discussion type.*		**VU:** Formal, informal, ideas, explain, elaborate **LFC:** First person phrases, contrastive transitions, restate, tone, voice **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of teacher led discussions in L1 and/or using a graphic organizer for support and organization and pre-taught words or phrases. Answer select YES/NO- questions.	Participate in a variety of teacher led discussions, using L1 and/or simple sentences and a graphic organizer for support.	Participate in a variety of collaborative discussions in pairs, expressing clearly and persuasively using a graphic organizer for support and organization.	Participate in a variety of collaborative discussion settings, expressing clearly and persuasively approaching grade level using a graphic organizer for support and organization.	Participate in a variety of collaborative discussion settings, expressing clearly and persuasively at grade level.
Learning Supports	Graphic Organizer Word Wall Visuals Sentence Frames L1 support	Graphic Organizer Word Wall Visuals Sentence Frames L1 support	Graphic Organizer Triads or Small Groups Word Wall Bilingual Dictionary	Graphic Organizer	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 29 CCSS: SL.8.1.a WIDA: 1-5 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.	<u>Speak and listen to share ideas</u> on a synthesis of research materials relevant to the discussion *L1 and graphic organizers.*	**VU:** Cite, research, evidence, probe, reflect
			LCF: 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	Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or using visuals and appropriately leveled text to answer single word response or yes/no questions.	Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or appropriately leveled text using phrases in sentence frames and teacher modeled techniques.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary.	Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Cornell notes (completed) Teacher modeled techniques Triads or Small Groups Word Wall Visuals Gestures L1 support	Cornell notes (completed) Teacher modeled techniques Triads or Small Groups Visuals Sentence Frames L1 support	Cornell note-taking Word Wall Triads or Small Groups	Cornell note-taking Triads or Small Groups	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

| ELA | | Grade 8 | | Unit 1 | | Literature and Narrative |

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: SL.8.1b WIDA: 1-5 Speaking Listening	When participating in collaborative discussions, follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.		<u>Speak and listen to participate</u> with peers in a variety of collaborative discussions *using a speaking rubric with a checklist for appropriate ways to participate in a discussion type*.		**VU:** Rules, directions, checklist, speaking rubric **LFC:** Signal verbs, action verbs, appropriate language, tone, voice **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or use single words to complete cloze sentences or answer yes/no questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or using phrases to complete sentence frames and answer WH- questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes for grade level discussion using simple related sentences with key content based vocabulary.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Reference sheet of specific rules Speaking rubric Word Wall Bilingual Dictionary Gestures Sentence Frames L1 support	Reference sheet of specific rules Speaking rubric Word Wall Bilingual Dictionary Visuals Sentence Frames L1 support	Reference sheet of specific rules Speaking rubric Word Wall Bilingual Dictionary	Reference sheet of specific rules Speaking rubric	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: SL.8.1c WIDA: 1-5 Speaking Listening	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		Compose and respond to questions in order to clarify, respond, and probe a topic *using* sentence frames *, graphic organizers, and L1 support.*		**VU:** Speaking rubric, extend, restate/rephrase
					LFC: Questions for: clarifications; probing point of view or reasoning; ask for examples/evidence; appropriate language, tone, voice
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or from appropriately leveled texts answering yes/no questions and either/or choice questions.	Compose and respond to questions in order to clarify, respond, and probe a topic in L1 and/or from appropriately leveled texts using phrases in sentence frames and answering WH-questions.	Compose and respond to questions in order to clarify, respond, and probe a topic from adapted text s using simple related sentences with key content based vocabulary.	Compose and respond to questions in order to clarify, respond, and probe a topic from approaching grade level texts using complete sentences with emerging complexity and some content based vocabulary.	Compose and respond to questions in order to clarify, respond, and probe a topic from grade level texts using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Strategies to participate in academic discussions Notes Bilingual Dictionary Word Wall Gestures Sentence Frames L1 support	Strategies to participate in academic discussions Notes Bilingual Dictionary Word Wall Visuals Sentence Frames L1 support	Strategies to participate in academic discussions Notes Bilingual Dictionary Word Wall	Strategies to participate in academic discussions Notes	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

Student Learning Objective (SLO)		Language Objective	Language Needed
SLO: 32 CCSS: SL.8.1d WIDA: 1-5 Speaking Listening	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<u>Speak and listen</u> to evaluate evidence presented to support one's opinions *using a rubric, checklist and L1 support.*	**VU:** Speaking rubric, summarize, point of view
			LFC: Affirming sentence frames , appropriate language, tone, voice
			LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate evidence presented to support one's opinions in L1 and/or by using a single words or answering yes/no questions in a teacher led discussion.	Speak and listen to evaluate evidence presented to support one's opinions in L1 and/or by using phrases to complete a speaking protocol in a teacher led discussion.	Speak and listen to evaluate evidence presented to support one's opinions using simple related sentences with key content based vocabulary.	Speak and listen to evaluate evidence presented to support one's opinions using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen to evaluate evidence presented to support one's opinions by using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Checklist Speaking protocol (memorized expressions) Word Wall Bilingual Dictionary Visuals Gestures Cloze Sentence L1 support	Checklist Speaking protocol (repetitive phrases) Word Wall Bilingual Dictionary Visuals Sentence Frames L1 support	Checklist Speaking protocol Word Wall Bilingual Dictionary	Checklist Speaking protocol	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 33 CCSS: SL.8.2 WIDA: 1-5 Speaking Listening	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations *using a checklist*.	**VU:** Point of view, bias, misinformation, convince, allusions
			LFC: Superlatives, negatives, active and passive voice
			LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to develop an understanding of the motive behind various forms of multimedia presentations in L1 and/or in a teacher led discussion using a single words or answering yes/no questions.	Speak and listen to develop an understanding of the motive behind various forms of multimedia presentations in L1 and/or in a teacher led discussion using phrases to complete sentence frames to answer questions.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using simple related sentences with key content based vocabulary.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Checklist Video Clips/Films Native Language Discussion Word Wall Bilingual Dictionary Gestures Cloze Sentence L1 support	Checklist Video Clips/Films Native Language Discussion Word Wall Bilingual Dictionary Visuals Sentence Frames L1 support	Checklist Video Clips/Films Triads or Small Groups Word Wall Bilingual Dictionary	Checklist Video Clips/Films Triads or Small Groups	Checklist Video Clips/Films Triads or Small Groups

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: SL.8.6, L.8.3 WIDA: 1-5 Speaking Listening	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).		Write, speak, listen, and read to demonstrate command of formal English language by *using a reference sheet with examples of formal sentence structures.*		**VU:** Voices: active/passive **LFC: V**erb tenses in active/passive voices **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, speak, listen, and read to develop an understanding of formal English in the active voice by looking at single verbs, memorized language patterns and common vocabulary.	Write, speak, listen, and read to develop an understanding of formal English in the active voice in simple sentences with phrases, repetitive patterns and high frequency vocabulary.	Write, speak, listen, and read to demonstrate an understanding of formal English comparing the active and passive voices in simple sentences with general and some key content based vocabulary.	Write, speak, listen, and read to demonstrate a command of formal English in a variety of contexts using different moods and voices in adapted grade-level material.	Write, speak, listen, and read to demonstrate a command of formal English in a variety of contexts using verbs forms to achieve particular effects at the grade level.
Learning Supports	Adapted Text Reference Sheet Word Wall Gestures Cloze Sentence L1 support	Adapted Text Reference Sheet Word Wall Visuals Sentence Frames L1 support	Adapted Text Reference Sheet Word Wall	Adapted Text	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

ELA	Grade 8	Unit 1	Literature and Narrative

	Student Learning Objective (SLO)		Language Objective	Language Needed
SLO: 35 CCSS: L.8.1.a WIDA: 2 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by *analyzing* adapted text.	**VU**: Parts of speech, gerunds, participles, infinitives **LFC**: Infinitives, gerunds, participles **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and write to develop an understanding of the conventions of standard English grammar and formation and usage of gerunds in cloze sentences.	Speak and write to develop an understanding of the conventions of standard English grammar and usage and formation of infinitives and gerunds used in sentence frames.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) in simple sentences.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by analyzing adapted grade-level text.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by analyzing grade-level text.
Learning Supports	Graphic Organizer Word Wall Reference sheet Gestures Cloze sentences L1 support	Graphic Organizer Word Wall Reference sheet Visuals Sentence Frames L1 support	Graphic Organizer Word Wall Reference sheet	Graphic Organizer	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 36 CCSS: L.8.1b WIDA: 2 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.	<u>Write or speak to demonstrate command</u> of the conventions of standard English grammar and usage by *using verbs in the active voice by completing a graphic organizer.*	**VU:** Active voice, emphasis, action **LFC:** Simple/compound verb tenses, parts of speech, subject/predicate **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write or speak to develop an understanding of formal English in the active voice by matching pictures to corresponding active verbs.	Write or speak to develop an understanding of formal English in the active voice by matching pictures to simple sentences.	Write or speak to demonstrate an understanding of formal English in the active voice in different verb tenses in simple sentences and adapted text .	Write or speak to demonstrate a command of formal English in the active voice in different verb tenses in adapted text approaching grade level tasks.	Write or speak to demonstrate a command of formal English by forming and using active voice in different tenses in a variety of grade level material.
Learning Supports	Adapted Text Pictures/Photographs Cloze sentences L1 support	Adapted Text Pictures/Photographs Sentence Frames L1 support	Adapted Text Word Wall Picture Dictionaries	Adapted Text	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 37 CCSS: L.8.1b WIDA: 2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; form and use verbs in the passive voice.	<u>Write or speak to demonstrate command</u> of the conventions of standard English grammar and usage of the passive voice by *transforming active to passive voice in content area material.* *Note: Passive voice is usually not mastered until ELL has reached ELP level 4.*	**VU**: Agent **LFC**: Passive with Verb tenses, past participles **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak to development an understanding of verb formations and their meanings by matching verbs and their past participles to corresponding illustrations.	Write and speak to development an understanding of verb formations and their meanings by matching verbs and their past participles to corresponding illustrations.	Write or speak to demonstrate command of the conventions of standard English grammar and usage of the passive voice by describing pictures using the passive voice in sentences.	Write or speak to demonstrate command of the conventions of standard English grammar and usage by transforming active sentences to passive voice in content-area text using peer collaboration.	Write or speak to demonstrate command of the conventions of standard English grammar and usage by producing a presentation using the passive voice at a level comparable to non-ELL peers.
Learning Supports	Triads or Small Groups Pictures/Photographs Word Wall Sentence Frames L1 support	Triads or Small Groups Pictures/Photographs Word Wall Sentence Frames L1 support	Triads or Small Groups Pictures/Photographs Word Wall Template	Triads or Small Groups	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 38 CCSS: L.8.2a WIDA: 2 Writing	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<u>Write</u> to apply the conventions of standard English punctuation by producing, editing and revising *using written work and templates.*	**VU**: Punctuation: comma, ellipsis, dash; pause, break, function, purpose
			LFC: Transitional words/phrases, coordinating conjunctions, main/subordinate clauses
			LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to gain an awareness of where to apply the conventions of standard English punctuation by inserting commas into sentences based on examples.	Write to apply the conventions of standard English punctuation by inserting commas and dashes into simple sentences based on examples.	Write to apply the conventions of standard English punctuation by revising adapted text by inserting and/or removing commas, ellipsis, and dashes in simple related sentences.	Write to apply the conventions of standard English punctuation by revising adapted text by inserting and/or removing commas, ellipsis, and dashes in complete sentences with emerging complexity.	Write to apply the conventions of standard English punctuation by producing, editing and revising written work at grade level.
Learning Supports	Template Punctuation Chart Visuals L1 support	Template Punctuation Chart Visuals L1 support	Template Punctuation Chart		

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 39 CCSS: L.8.2a WIDA: 2	Demonstrate command of the conventions of standard English using capitalization, when writing.		<u>Write</u> to apply the usage of the conventions of standard English capitalization by producing, editing and revising *using written work and templates.*		**VU:** Common/proper nouns, titles, names, initial capitalization, rules,
					LFC: Common and proper nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to develop an understanding of the conventions of standard English capitalization by categorizing proper and common nouns in a word sort.	Write to develop an understanding of the conventions of standard English capitalization by writing a personal statements about one's self using proper and common nouns.	Write to apply the conventions of standard English capitalization by producing, editing and revising written work.	Write to demonstrate a command of the conventions of standard English capitalization by producing, editing and revising written work using a peer-editing activity.	Write to demonstrate command of the conventions of standard English capitalization by producing, editing and revising written work.
Learning Supports	Template Capitalization reference sheet Visuals L1 support	Template Capitalization reference sheet Visuals L1 support	Template Capitalization reference sheet		

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 40 CCSS: L.8.2b WIDA: 2 Writing	Demonstrate command of the conventions of standard English to spell correctly.		Write to apply the conventions of standard English spelling in all content areas by *using graphic organizers and technology.*		**VU**: Spelling rules
					LFC: Spelling rules and patterns
					LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to apply the conventions of standard English spelling by sorting content-related vocabulary into categories according to themes and spelling patterns.	Write to apply the conventions of standard English spelling by completing a graphic organizer with content-related vocabulary, categorizing words according to themes and spelling rules.	Write to apply the conventions of standard English spelling by typing and editing an adapted passage with content-related vocabulary.	Write to apply the conventions of standard English spelling by typing and editing a passage at an approaching grade level, with content-related vocabulary.	Write to apply the conventions of standard English spelling in content areas using spelling patterns and technology.
Learning Supports	Technology supports Spelling patterns Bilingual Dictionary Visuals Spelling Rules Chart L1 support	Technology supports Spelling patterns Bilingual Dictionary Visuals Spelling Rules Chart L1 support	Technology supports Spelling patterns Bilingual Dictionary	Technology supports Spelling patterns	

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 41 CCSS: L.8.4a WIDA: 1, 2 Speaking Writing Reading	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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 within the context of specific grade 8 reading and content by applying reading strategies during class discussions *in small groups with cue cards.*	**VU:** Double meanings, synonyms, antonyms **LFC:** Verb tenses, modals, **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define unknown and multiple-meaning words and phrases within appropriately leveled reading and content by matching teacher selected words and basic meanings.	Identify and define unknown and multiple-meaning words and phrases within appropriately leveled reading and content by matching common and key content based words and phrases to definitions.	Identify and define unknown and multiple-meaning words and phrases within the context of adapted grade 8 texts by using reading and vocabulary strategies in a group activity.	Identify and define unknown and multiple-meaning words and phrases within the context of specific grade 8 texts by applying reading and vocabulary strategies during group discussions.	Identify and define unknown and multiple-meaning words and phrases within the context of grade 8 texts by applying reading and vocabulary strategies during group discussions.
Learning Supports	[Technology](#) support [Bilingual Dictionary](#) Reciprocal teaching group [Adapted Text](#) [Pictures/Photographs](#) [Gestures](#) [L1 support](#) [Cognates](#)	[Technology](#) support [Bilingual Dictionary](#) Reciprocal teaching group [Adapted Text](#) [Pictures/Photographs](#) [L1 support](#) [Cognates](#)	[Technology](#) support [Bilingual Dictionary](#) Reciprocal teaching group	[Technology](#) support [Bilingual Dictionary](#) Reciprocal teaching group	Reciprocal teaching group

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 42 CCSS: L.8.4b WIDA: 1-5 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content by *using* cognates*, when feasible, and root and affix poster.*	**VU**: Affixes, prefixes, suffixes, roots, clues **LFC:** **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and/or clarify the meaning of unknown and multiple-meaning words by sorting words according to specific patterns, word roots, suffixes and cognates.	Identify and/or clarify the meaning of unknown and multiple-meaning words by creating word lists according to specific patterns, word roots, suffixes and cognates.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 7/8 reading and content applying root, affixes and cognate knowledge.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7/8 reading and content applying root, affixes and cognate knowledge.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content applying root and affixes knowledge.
Learning Supports	Roots and affixes Poster Cognates Word Wall Adapted Text Pictures/Photographs L1 support	Roots and affixes Poster Cognates Word Wall Adapted Text Pictures/Photographs L1 support	Roots and affixes Poster Cognates Word Wall	Roots and affixes Poster Cognates	Roots and affixes Poster Cognates

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

ELA	*Grade 8*	*Unit 1*	*Literature and Narrative*

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 43 CCSS: L.8.4c.d WIDA: 1-5 Reading Speaking Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; 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 and practice the meaning and pronunciation of unknown and multiple-meaning words and phrases and parts of speech in grade 8 reading and content by *utilizing* technology.	**VU**: Parts of speech, locate **LFC**: **LC**: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define the meaning of unknown and multiple-meaning teacher selected words and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words utilizing technology.	Identify and define the meaning of unknown and multiple-meaning teacher selected words, phrases, and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words utilizing technology.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words in context from adapted grade level text.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of words in context from grades 7/8 text.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of words in context from grade level text utilizing technology.
Learning Supports	Technology to listen to pronunciation and record self Word Wall Reference materials Adapted Text	Technology to listen to pronunciation and record self Word Wall Reference materials Adapted Text	Technology to listen to pronunciation and record self Word Wall Reference materials	Technology to listen to pronunciation and record self Reference materials	Reference materials

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 44 CCSS: L.8.6 WIDA: 2, 3, 4, 5 Reading Speaking Writing Listening	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>Read, write, speak, and listen to apply</u> grade-appropriate general academic and domain-specific words and phrases by *student-created cross-curricular dictionary.*		**VU**: Monitor understanding<hr>**LFC**: Subject verb agreement, embedded clauses<hr>**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 grade-appropriate general, academic and **key** domain-specific words and phrases by using vocabulary to complete sentence frames.	Read and listen in order to speak and write with adapted grade-appropriate general, academic and **key** domain-specific words and phrases.	Read and listen in order to speak and write with grade 7/8 general, academic and domain-specific words and phrases.	Read and listen in order to speak and write with grade-appropriate general, academic and domain-specific words and phrases.
Learning Supports	Student created cross-curricular dictionary Reference materials (digital and books) Adapted Text Cloze sentences Visuals L1 support	Student created cross-curricular dictionary Reference materials (digital and books) Adapted Text Sentence Frames Visuals L1 support	Student created cross-curricular dictionary Reference materials (digital and books)	Student created cross-curricular dictionary	Student created cross-curricular dictionary

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.