<table>
<thead>
<tr>
<th>SLO: 1</th>
<th>Student Learning Objective (SLO)</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 6.NS.1</td>
<td>Compute quotients of fractions.</td>
<td>Describe and explain orally and in writing how to compute quotients of fractions using <strong>Manipulatives, a Math Journal and a word wall.</strong></td>
<td>VU: Fractions, denominators, numerators, quotient, multiplication, division, relationship between, sequence words</td>
</tr>
<tr>
<td>WIDA ELDS: 3 Speaking</td>
<td></td>
<td></td>
<td>LFC: Present tense, transition words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and explain orally and in writing how to compute quotients of fractions in L1 and/or use gestures, pictures and selected, technical words.</td>
<td>Describe and explain orally and in writing how to compute quotients of fractions in L1 and/or use selected, technical vocabulary in phrases and short sentences with illustrations.</td>
<td>Describe and explain orally and in writing how to compute quotients of fractions using key, technical vocabulary in a series of simple sentences.</td>
<td>Describe and explain orally and in writing how to compute quotients of fractions using key, technical vocabulary in expanded and some complex sentences.</td>
<td>Describe and explain orally and in writing how to compute quotients of fractions using technical vocabulary in multiple, complex sentences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Supports</th>
<th>Manipulatives</th>
<th>Manipulatives</th>
<th>Manipulatives</th>
<th>Manipulatives</th>
<th>Manipulatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group</td>
<td>Small group</td>
<td>Small group</td>
<td>Small group</td>
<td>Small group</td>
<td>Small group</td>
</tr>
<tr>
<td>Word/picture wall</td>
<td>Word/picture wall</td>
<td>Word/picture wall</td>
<td>Word/picture wall</td>
<td>Word/picture wall</td>
<td>Word/picture wall</td>
</tr>
<tr>
<td>L1 text and/or support</td>
<td>L1 text and/or support</td>
<td>L1 text and/or support</td>
<td>L1 text and/or support</td>
<td>L1 text and/or support</td>
<td>L1 text and/or support</td>
</tr>
<tr>
<td>Charts/Posters</td>
<td>Charts/Posters</td>
<td>Charts/Posters</td>
<td>Charts/Posters</td>
<td>Charts/Posters</td>
<td>Charts/Posters</td>
</tr>
<tr>
<td>Sentence Frame</td>
<td>Sentence Frame</td>
<td>Sentence Frame</td>
<td>Sentence Frame</td>
<td>Sentence Frame</td>
<td>Sentence Frame</td>
</tr>
<tr>
<td>SLO: 2</td>
<td>Construct visual fraction Models to represent quotients and explain the relationship between Multiplication and division of fractions.</td>
<td>Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions using Modeling and Manipulatives. Explain orally the relationship between multiplication and division of fractions using Manipulatives, drawings and a word wall.</td>
<td>VU: Fractions, denominators, numerators, expression claim, equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS: 6.NS.1</td>
<td>WIDA ELDS: 3 Speaking Listening</td>
<td>Language Objective</td>
<td>Language Needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td><strong>ELP 1</strong></td>
<td><strong>ELP 2</strong></td>
<td><strong>ELP 3</strong></td>
<td><strong>ELP 4</strong></td>
<td><strong>ELP 5</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions in L1 and/or use gestures, Models and selected, technical words.</td>
<td>Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame</td>
<td>Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame</td>
<td>Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame</td>
<td>Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame</td>
<td>Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame</td>
</tr>
<tr>
<td>LC: Varies by ELP level</td>
<td><strong>Learning Supports</strong></td>
<td><strong>Learning Supports</strong></td>
<td><strong>Learning Supports</strong></td>
<td><strong>Learning Supports</strong></td>
<td><strong>Learning Supports</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions in L1 and/or use selected, technical vocabulary in phrases and short sentences.</td>
<td>Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions using key, technical vocabulary in a series of simple sentences.</td>
<td>Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions using key, technical vocabulary in expanded sentences.</td>
<td>Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions using technical vocabulary in complex sentences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Math – Grade 6 - Unit 1 – ELL Scaffold

<table>
<thead>
<tr>
<th>Student Learning Objective (SLO)</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO: 3</strong>&lt;br&gt;CCSS: 6.NS.1&lt;br&gt;WIDA ELDS: 3&lt;br&gt;Speaking Writing</td>
<td><strong>Explain</strong> orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given using <strong>Manipulatives</strong>, <strong>small group and peer coaching</strong>.&lt;br&gt;&lt;br&gt;Note: ELLs may need to be taught standard US measurement of feet, pounds. Exposure to multiple meanings of pen and feet and the homonym flour are needed for assessment.</td>
<td><strong>VU:</strong> Fractions, feet, pen, average&lt;br&gt;&lt;br&gt;<strong>LFC:</strong> Passive voice, comparative -er suffix, Wh- questions&lt;br&gt;&lt;br&gt;<strong>LC:</strong> Varies by ELP level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given in L1 and/or use gestures, drawings and selected, technical words.</td>
<td>Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given in L1 and/or use selected, technical vocabulary in phrases and short sentences with illustrations to explain the solution.</td>
<td>Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given using key, technical vocabulary in a series of simple sentences.</td>
<td>Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given using key, technical vocabulary in expanded and some complex sentences.</td>
</tr>
<tr>
<td><strong>Learning Supports</strong></td>
<td>White Board&lt;br&gt;Math Journals&lt;br&gt;Manipulatives&lt;br&gt;Small group&lt;br&gt;Word/picture wall&lt;br&gt;L1 text and/or support&lt;br&gt;Illustrations/diagrams/drawings&lt;br&gt;Sentence Frame</td>
<td>White Board&lt;br&gt;Math Journals&lt;br&gt;Manipulatives&lt;br&gt;Small group&lt;br&gt;Word/picture wall&lt;br&gt;L1 text and/or support&lt;br&gt;Sentence Frame</td>
<td>White Board&lt;br&gt;Math Journals&lt;br&gt;Manipulatives&lt;br&gt;Small group&lt;br&gt;Word wall</td>
<td>White Board&lt;br&gt;Math Journals&lt;br&gt;Manipulatives&lt;br&gt;Small group</td>
</tr>
<tr>
<td><strong>Student Learning Objective (SLO)</strong></td>
<td><strong>Language Objective</strong></td>
<td><strong>Language Needed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluently add, subtract, multiply and divide multi-digit decimals and whole numbers using standard algorithms.</td>
<td>Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using <strong>Manipulatives</strong> and word wall. <em>Note: Homonym; weigh, way</em></td>
<td>VU: Add, subtract, remain, purchase, digit, decimals, algorithms, weigh, fluent</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELP 1</strong></td>
<td>Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms in L1 and/or use gestures, diagrams and selected, technical words.</td>
<td><strong>LFC</strong>: Irregular past tense (bought), transition words</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELP 2</strong></td>
<td>Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms in L1 and/or use selected, technical vocabulary in phrases and short sentences with illustrations to explain the solution.</td>
<td><strong>LC</strong>: Varies by ELP level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELP 3</strong></td>
<td>Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using key, technical vocabulary in a series of simple sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELP 4</strong></td>
<td>Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using key, technical vocabulary using selected, technical vocabulary in expanded and some complex sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELP 5</strong></td>
<td>Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using technical vocabulary in multiple, complex sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language Objectives**

**Learning Supports**

- **Manipulatives**
- **White Board**
- **Small group**
- **Word/picture wall**
- **L1 text and/or support**
- **Illustrations/diagrams/drawings**
- **Sentence Frame**
## Math – Grade 6 - Unit 1 – ELL Scaffold

<table>
<thead>
<tr>
<th><strong>SLO</strong>: Use positive and negative numbers to describe quantities in real-world situations.</th>
<th><strong>Language Objective</strong>: Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations <em>using Manipulatives, drawings and a word wall.</em></th>
<th><strong>Language Needed</strong>: Positive, negative, more, less, above below, describe, integer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELP 1</strong>: Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations in L1 and/or use gestures, drawings and selected, technical words.</td>
<td><strong>ELP 2</strong>: Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations in L1 and/or use selected, technical vocabulary in phrases and short sentences.</td>
<td><strong>ELP 3</strong>: Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations using key, technical vocabulary in a series of simple sentences.</td>
</tr>
<tr>
<td><strong>ELP 4</strong>: Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations using key, technical vocabulary in expanded and some complex sentences.</td>
<td><strong>ELP 5</strong>: Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations using technical vocabulary in multiple, complex sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Supports</strong>: White Board Manipulatives Small group Word/picture wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame</td>
<td><strong>ELP 2</strong>: White Board Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame</td>
<td><strong>ELP 3</strong>: White Board Manipulatives Small group Word wall</td>
</tr>
<tr>
<td><strong>ELP 4</strong>: White Board Manipulatives Small group</td>
<td><strong>ELP 5</strong>: Manipulatives</td>
<td></td>
</tr>
</tbody>
</table>
| SLO: 6  
CCSS: 6.SP.1; 6.SP.2; 6.SP.3; 6.SP.5c,d  
WIDA ELDS: 3  
Speaking  
Writing | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| Calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question. (Including median, mean, interquartile range, mean absolute deviation and overall pattern). | Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using Manipulatives, small group and peer coaching.  

*Note: ELLs will need direct instruction regarding the multiple meaning of “mean” and “spread”.* | VU: Median, mean, interquartile range, spread, absolute deviation, acres  
LFC: Comparative forms, passive tense, transition words, Wh- questions  
LC: Varies by ELP level |

<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
</table>
| Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question in L1 and/or use gestures, examples and selected, technical words. | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Illustrations/diagrams/drawings  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame |
| Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question in L1 and/or use selected, technical vocabulary in phrases and short sentences. | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame |
| Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using key, technical vocabulary in a series of simple sentences. | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame |
| Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using technical vocabulary in expanded and some complex sentences. | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame |
| Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using technical vocabulary in multiple, complex sentences. | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame | White Board  
Math Journals  
Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frame |