

## ***Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020***

**\*REFER TO ESL PACING GUIDE & ELA UNIT 1 FOR ADDITIONAL RESOURCES\***

**Text/Novel** –*Of Mice and Men* by John Steinbeck

### **Alternative Novel Suggestions:**

ELP 1 – *Dream Catcher* by Audrey Osofsky

ELP 2 – *A Jar of Dreams* by Yoshiko Uchida

ELP 3 – *Roll of Thunder Hear Me Cry* by Mildred Taylor

ELP 4 - grade level text

ELP 5 - grade level text

**Supporting Texts** – Varied according to ELP level of student(s)

**(refer to pacing guide)**

### **Literary Focus**

Primary Elements of Literature (setting, plot, conflict, characterization)

Literary Devices

Literary Analysis

Word Choice

Development of Theme

Analysis of Informational Text

Character Analysis

Relationship of Literary Elements to one another

Context Clues

Citing Evidence

Analysis of Dialogue

Analysis of Modern English

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.

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### **Themes**

The American Dream  
Struggle  
Friendship

### **Unit Essential Questions**

- *What is empathy? Why is it an important human characteristic?*
- *What can the struggles of others teach us about ourselves?*
- *Can mercy killing ever be justified?*
- *What techniques does the author employ to create a character?*
- *Why is it important to have dreams? What happens to a person when their dreams are not realized?*
- *Why are relationships crucial to the development of the individual? What would be missing from your life if certain relationships were not formed?*
- *What is society's role in supporting people who have mental health issues?*
- *Can I demonstrate a convincing and detailed interpretation of the thoughts and feelings expressed in the work(s) presented?*
- *Is my use of language clear, varied, precise and concise, and appropriate to the occasion?*

\*Essential questions can be modified for other novel titles.

### **\*Online Resources that can be utilized with all SLO/Standards**

<https://www.englishcentral.com/browse/videos>

<https://www.esllibrary.com/>

<https://kahoot.com/>

<https://www.mobymax.com/>

<https://newsela.com/>

<https://www.spellingcity.com/>

<https://www.readworks.org/>

<https://www.ixl.com>

<https://www.learningA-Z.com>

<https://www.litcharts.com/>

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[https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad\\_ozautuEpKP5Y/edit#!](https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuEpKP5Y/edit#!) (Sentence frames)

[https://www.commonlit.org/?acknowledge\\_unsupported\\_browser=true](https://www.commonlit.org/?acknowledge_unsupported_browser=true)

<http://www.vocabulary.com>

### Writing Resources:

#### Informative/ Explanatory

<https://blog.thinkcerca.com/how-to-teach-informative-or-explanatory-writing>

#### Research

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1155/scaffold.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1155/scaffold.pdf)

#### Argumentative

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/argumentative\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html)

(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	
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### Diversity & Inclusion

#### Halocaust Law:

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### **Various Holocaust related essay topics:**

#### **Research Simulation Task(s)**

Create a diary that represents a different perspective than that of the “single story,” Jewish Holocaust victim. This may be a “victim” of another race, ethnicity, etc., an S.S. guard, a driver of trains, or a doctor who helped sterilize the Jews. Do some research and be creative.

**OR**

Do some more extensive research into the Holocaust. Create a timeline of important events and decide where you might include important events that happen in the novel. Then, write a 2-page paper about how the novel informs your understanding of the Holocaust or how it detracts from your understanding.

#### **Narrative**

Write a “This I Believe” speech that involves a specific theme in the novel. Focus on **one** belief or value. This should be evident in your thesis statement. Be sure to use vivid verbs and write in first-person voice. Explain why this belief is important to you, how you came about this belief, etc. Also be sure to explain how you live or want to live by this personal belief.

#### **LGBTQ - Inclusive Lessons**

**Connecting With Intersectionality Through ‘Alvin Alley’**

**Expanding Character Traits Through ‘Better Nate Than Ever’**

Anti-Racist Lessons

#### **Amistad Law**

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Students research a famous African American and present information, with visuals to class.

Students can research the Amistad Law to understand the basis of it and why it is important to implement it into the classroom.

Africa's Rich History -

### School Climate

Survey -

Comparison Chart -  
weather vs. climate

Edible Greenhouse Gas Models

Climate Change Word Search

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 1</b> NJSLS: RL.8.1 WIDA: 1, 2 Reading Speaking	<b>Cite the textual evidence and make relevant connections</b> that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Read to cite</u> the most supportive textual evidence from the text.  <u>Use strategies:</u> questioning, determining importance, and looking for patterns to extract quality evidence to support a claim.	<b>VU:</b> explicit, evidence, sensory language, cite, quote, inference, paraphrase

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Listening  NJSLS: RI.8.1 WIDA: 3,4,5 Reading Speaking Listening					<b>LFC:</b> sentence forms; subject verb agreement
	<p><u>Identify and analyze</u> author’s purposeful use of language and literary devices.</p> <p><u>Make personal connections</u>, make connections to other text, and/or global connections when relevant.</p> <p><u>Gather evidence</u> from the text to support inferences or explicit meaning.</p> <p><u>Paraphrase</u> and directly quote evidence from text.</p> <p>Correctly <u>cite</u> evidence.</p> <p><u>Use evidence</u> from the text to make and check predictions when reading.</p> <p><u>Read and analyze</u> a variety of literary genres and informational texts.</p> <p><u>Probe</u> a segment of text to study and evaluate its multiple, deeper, and varied meanings.</p> <p><u>Combine text</u> information and prior knowledge to create new information in the form of inferences.</p> <p><u>Refer to the text</u> for support when analyzing and drawing inferences.</p>				<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>Read to cite the most supportive textual evidence in L1 and/or match phrase citations from adapted text to visual representations of the text; answer yes/no questions.</p>	<p>Read to cite the most supportive textual evidence in L1 and/or match sentence citations from adapted text to visual representations of the text.</p>	<p>Read to cite the most supportive textual evidence; use simple related sentences and key content vocabulary.</p>	<p>Read to cite the most supportive textual evidence in adapted grade level texts.</p>	<p>Read to cite the most supportive textual evidence in grade level texts.</p>
<p>Learning Supports</p>	<p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Study guide (partially completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Study guide Adapted Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Study guide Adapted Text</p>

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<a href="#">la/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 2</b> NJSL: RL.8.2 WIDA: 1,2 Reading Speaking	<b>Determine a theme or central idea</b> of a text and <b>analyze</b> its <b>development</b> over the course of the text, including its <b>relationship</b> to the characters, setting, and plot; provide an objective summary of the text.	<u>Read and identify</u> the theme or central idea of a text.  <u>Analyze</u> the <u>development</u> of the theme throughout the text.	<b>VU:</b> theme, analyze, characters, plot, setting, relationship, development, identify, summarize, objectively

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Listening  NJSLS: RI.8.2 WIDA: 3, 4, 5 (depends on content) Reading Speaking Listening				Analyze the <u>relationship</u> of the theme to characters, setting and plot.  Summarize the text objectively, capturing the main ideas.	LCF: compound and complex sentences  LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Read text in L1 and/or appropriately leveled adapted text in English to identify the theme by matching phrase citations about the characters to visual representations. Also answer Yes/No questions. Listen to audio text and use visual aides to answer questions. Summarize the text in L1 and/or complete a summary of a leveled text with single words or short phrases in cloze sentences.</p>	<p>Read text in L1 and/or appropriately leveled adapted text in English to determine the theme by matching sentence citations referencing characters to visual representations. Listen to audio text and use visual aides to answer questions. Summarize the text in L1 and/or complete a summary of a leveled text with short phrases and sentence frame.</p>	<p>Read an adapted text or approaching grade level 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 and objectively summarize a leveled informational text. Use simple, related sentences with key, content-based vocabulary</p>	<p>Read grade level text to identify the theme or central idea by focusing on the development of the characters. Read and objectively summarize an informational text. Use content-based vocabulary in expanded and some complex sentences with a variety of structures.</p>	<p>Read grade level text to identify the theme or central idea including the development of characters over time. Read and objectively summarize a grade level informational text. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
<p>Learning Supports</p>	<p>Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20</a></p>	<p>Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ell">https://www.nj.gov/education/modelcurriculum/ela/ell</a></p>	<p>Story Map Adapted Text Character Web Audio of text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Story Map Adapted Text Character Web Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Story Map Character Web Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b>  NJSLS: RL.8.3 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.3 WIDA: 3, 4, 5 Reading Speaking Listening	<b>RL.8.3 - Analyze</b> how particular <b>lines of dialogue</b> or incidents in a story or drama <b>propel the action, reveal aspects</b> of a character, or <b>provoke a decision</b> .		<u>Read to analyze</u> how dialogue creates different outcomes throughout a text.		<b>VU:</b> dialogue, action, aspects, decision, provoke, connections, differences, similarities
	<b>RI.8.3 - Analyze</b> how a text <b>makes connections</b> among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		<u>Track</u> key individuals, events, and/or ideas in informational text.		<b>LCF:</b> prepositional phrases; simple past; negative past sentences
			<u>Understand</u> how <u>different text structures</u> present and link information.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read text 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. Answer yes/no questions.	Read text in L1 and/or appropriately leveled or adapted text in English to identify and dramatize multiple lines of dialogue by matching the dialogue to the character stating it.	Read adapted text or approaching grade level text to identify and dramatize dialogue among characters and determine how the dialogue propels the action.	Read grade level text to dramatize and analyze how dialogue between characters leads to action.	Read grade level text to analyze how dialogue between characters leads to action.

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<p>Learning Supports</p>	<p>Dramatization with Manipulatives Partner Work Adapted Text Visual Aides Dialogue lines Audio Text Venn Diagram (completed) <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Dramatization with Manipulatives Partner Work Adapted Text Visual Aides Dialogue lines Audio Text Venn Diagram (partially completed) <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Dramatization with Manipulatives Partner Work Adapted Text Audio Text Word Wall Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart</p>	<p>Dramatization with Manipulatives Partner Work Adapted Text Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart</p>	<p>Partner Work  Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart</p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 4</b></p> <p>NJSLS: RL.8.4 WIDA: 2 Reading Speaking Listening</p> <p>NJSLS: RI.8.4 WIDA: 3,4,5 Reading Speaking Listening</p>	<p><b>Determine the meaning of words and phrases</b> as they are used in a text, including <b>figurative and connotative</b> meanings; <b>analyze</b> the impact of specific <b>word choices on meaning and tone</b>, including analogies or allusions to other texts.</p>	<p><u>Read to determine</u> the meaning of words and phrases as they are used in a literary text.</p> <p><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.</p> <p><u>Identify</u> analogies and allusions.</p>	<p><b>VU:</b> figurative, connotative, analyze, meaning, tone, analogies, allusions</p> <hr/> <p><b>LCF:</b> word choice, part of speech changes meaning.</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>

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	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. Answer yes/no questions. Match visual to phrases.	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 the text, 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 grade level text.	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.
Learning Supports	Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech	Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech	Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>	Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>	Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>

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	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/speech/</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language              Explanations          Native Language              Discussions          Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language              Explanations          Native Language              Discussions          Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 5</b>  NJSLS: RL.8.5 WIDA: 2 Reading Speaking Listening	<b>RL.8.5 - Compare and contrast</b> the structure of two or more texts and <b>analyze</b> how the differing structure of each text contributes to its meaning and style.		<u>Compare and contrast</u> the structure of texts.  <u>Analyze</u> the structure of each text.		<b>VU:</b> compare, contrast, analyze, structure, details
					<b>LFC:</b> verbs
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the structure of texts in L1 and/or use simple words to complete a T-chart with key content-based vocabulary. Answer yes/no questions.	Compare and contrast the structure texts in L1 and/or use simple phrases to complete sentence frames with key content-based vocabulary (poetic prose, personal narrative). Analyze the text and state how they are different from each other.	Compare and contrast the structure of texts using simple sentences with key content-based vocabulary. Analyze the texts and describe how the structure of each differs.	Compare and contrast the structure of texts using complete sentences with emerging complexity with some content-based vocabulary. Analyze the texts and describe how the structure of each differs.	Compare and contrast the structure of texts using complete, detailed sentences of varying lengths and types with content-based vocabulary. Analyze the texts and describe how the structure of each differs.
Learning Supports	T-chart Graphic Organizer (completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	T-chart Graphic Organizer (partially completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	T-chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>  Vocabulary Definitions &	T-chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	T-chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<p>Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Wall            Phrase Citations  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Sentence Frames            Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Wall  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures            Visual Aides            Word Wall</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p><b>SLO: 6</b></p> <p>NJSLS: RL.8.6 WIDA: 2 Reading Speaking Listening</p> <p>NJSLS: RI.8.6 WIDA: 3,4,5 Reading Speaking Listening</p>	<p><b>Analyze</b> how differences in the <b>points of view</b> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>		<p><u>Identify</u> and <u>discuss</u> how characters' points of view connect to the creation of suspense or humor.</p>		<p><b>VU:</b> irony, flash back, foreshadowing, suspense, humor, point of view, analyze</p>
	<p><b>RI.8.6.</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>		<p><u>Provide a statement</u> of an author's point of view and author's purpose in a fiction and nonfiction text.</p>		<p><b>LFC:</b> first and third person perspective</p>
		<p><u>Determine</u> how one or more <u>differences</u> in the points of view can create bias in fiction and nonfiction text.</p>		<p><b>LC:</b> Varies by ELP level</p>	
		<p><u>Explain</u> how the author acknowledges and responds to counterarguments.</p>			
		<p><u>Analyze</u> how the author uses literary devices to develop effects such as suspense or humor.</p>			
		<p><u>Analyze</u> the impact of the author's point of view or purpose choices on the reader.</p>			
		<p><u>Evaluate</u> the effectiveness of the author's point of view or purpose choices</p>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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. Answer yes/no questions. Read to identify and analyze author's point of view and respond to conflicting viewpoints in L1 and/or in a leveled text by matching simple phrase citations of author's viewpoint to visual representations.</p>	<p>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. Read to identify and analyze author's point of view and response to conflicting viewpoints in L1 and/or in a leveled informational text by matching sentence-level citations of author's viewpoint to visual representations.</p>	<p>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. Read to identify and analyze author's point of view and response to conflicting viewpoints in an adapted informational text using simple, related sentences with repetitive structures and key, content vocabulary.</p>	<p>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. Read to identify and analyze author's point of view and respond to conflicting viewpoints using expanded and some complex sentences with a variety of grammatical structures and content vocabulary.</p>	<p>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. Read to identify and analyze author's point of view and respond to conflicting viewpoints using multiple, complex sentences with a variety of grammatical structures and precise, content vocabulary.</p>
<p>Learning Supports</p>	<p>Character analysis chart Vocabulary Definitions &amp; Pictures Visual Aides Word/Picture Wall Gestures Point of View</p>	<p>Character analysis chart Partner Work Vocabulary Definitions &amp; Pictures Visual Aides Word/Picture Wall Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p>	<p>Character analysis chart Partner Work Word Wall Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffold/">https://www.nj.gov/education/modelcurriculum/ela/ellscaffold/</a></p>	<p>Character analysis chart Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Point of View <a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<p><a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a> Graphic Organizer (completed)</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Sentence Frames</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">ding/GraphicOrganizersWorksheets.pdf</a></p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 7</b>  NJSLS: RL.8.7 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.7 WIDA: 3,4,5 Reading Speaking Listening	<b>RL.8.7 - Evaluate</b> the <b>choices</b> made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.		<u>Identify and discuss</u> the extent to which a filmed or live production of a story stays faithful to or departs from the text.		<b>VU:</b> faithful, departs, advantages, disadvantages, multimedia
	<b>RI.8.7 - Evaluate</b> the <b>advantages</b> and <b>disadvantages</b> of using different mediums (e.g., print or digital text, video, multimedia) to present a topic or idea.				<b>LFC:</b> tense and aspect, simple, complex sentences
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea in L1 and/or by matching Pictures with selected vocabulary and phrases to answer Choice questions.</p>	<p>Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea in L1 and/or by using selected vocabulary in key phrases and short sentences to answer wh- questions.</p>	<p>Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea using key vocabulary in a series of simple sentences.</p>	<p>Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea using key vocabulary in expanded and some complex sentences.</p>	<p>Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>Outlines for note taking (completed)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Venn Diagram (completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>              Visual Aides</p>	<p>Outlines for note taking (partially completed)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Venn Diagram (partially completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>              Word/Picture Wall</p>	<p>Outlines for note taking            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Word Wall            Audio/ Visual of Text            Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Video Clips</p>	<p>Outlines for note taking            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Audio/ Visual of Text            Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Video Clips</p>	<p>Outlines for note taking            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Audio/ Visual of Text            Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Video Clips</p>

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.

**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	<p>Video Clips          Word/Picture Wall          Audio/ Visual of Text  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Video Clips          Audio/ Visual of Text          Sentence Frames  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 8</b>  NJSLS: RI.8.8 WIDA: 3,4,5 Reading Speaking Listening	<b>Delineate</b> and <b>evaluate</b> the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		<u>Dissect</u> the <u>argument</u> presented in a text.  <u>Determine</u> how direct the link is between the speaker's overall topics to the evidence presented.  <u>Evaluate</u> the soundness of the reasoning for an argument.  <u>Recognize</u> when weak and/or irrelevant evidence is given for an argument.  <u>Recognize</u> when <u>misleading support</u> is given for an argument.  <u>Evaluate</u> the <u>quality</u> and sufficiency of the evidence given to support an argument.		<b>VU:</b> sound reasoning, relevant, evidence, claims	
					<b>LFC:</b> conjunctions, transitional phrases	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

Language Objectives	Read text to outline and evaluate the reasoning and evidence provided in L1 and/or identify the evidence and reasoning in simple Sentence Citations and answer choice questions.	Read text to outline and evaluate the reasoning and evidence provided in L1 and/or identify the evidence and reasoning in simple Sentence Citations and answer wh- questions.	Read adapted text to outline and evaluate the reasoning and evidence provided using key vocabulary in a series of simple, related sentences	Read text within the grade-level band to outline and evaluate the reasoning and evidence provided using key vocabulary in expanded and some complex sentences.	Read grade-level text to outline and evaluate the reasoning and evidence provided using precise vocabulary in multiple, complex sentences.
Learning Supports	<p>Outlines for note taking (completed)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Venn Diagram (completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Word/Picture Wall            Audio/ Visual of Text  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Outlines for note taking (partially completed)            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Venn Diagram (partially completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Word/Picture Wall            Audio/ Visual of Text            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Outlines for note taking            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Word Wall            Audio/ Visual of Text            Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>	<p>Outlines for note taking            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Audio/ Visual of Text            Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>	<p>Outlines for note taking            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Visual Aides            Audio/ Visual of Text            Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>

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.

**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf">la/ellsc scaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 9</b>  NJSLS: W.8.7 WIDA: 2,3,4,5 Writing Speaking Listening	<b>Conduct short research projects</b> to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		<u>Explore inquiry topics</u> through short research projects.  <u>Compose student-generated questions</u> focused around areas of interest or content studies.  <u>Research and synthesize</u> information from several sources.  <u>Develop research questions; Determine keywords</u> or topics for each question.  <u>Conduct research</u> and synthesize multiple sources of information.  <u>Compose follow-up</u> research questions.		<b>VU:</b> research, answer, pose, self generated; content-based, grade-level vocabulary
					<b>LFC:</b> The 5 Ws + H question types, punctuation marks
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to pose, research, and answer questions in L1 and/or use drawings, pictures and selected vocabulary in key phrase patterns.	Write to pose, research, and answer questions in L1 and/or use Visuals and selected vocabulary in key phrases and short sentences.	Write to pose, research, and answer self-generated related questions using key vocabulary in a series of simple, related sentences.	Write to pose, research, and answer self-generated related questions using key vocabulary in expanded and some complex sentences.	Write to pose, research, and answer self-generated related questions using precise vocabulary in multiple, complex sentences.

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Technology Support            Word Wall            Visuals            Partner / Small Group Work            Word/Picture Bank</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Technology support            Visuals            Sentence Frames            Partner / Small Group Work            Word/Picture Bank</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Template            Word Wall            Technology            Partner / Small Group Work            Word/Picture Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Story Map</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work</p>
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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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b>  NJSLS: W.8.8 WIDA: 2,3,4,5 Writing Speaking Listening	<b>Gather relevant information</b> from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and <b>quote or paraphrase</b> the data and conclusions of others while <b>avoiding plagiarism</b> and following a standard format for citation.		<u>Use search</u> terms effectively.  <u>Write a clear thesis</u> statement.  <u>Draw evidence</u> from multiple texts to support thesis.  <u>Assess the credibility</u> and accuracy of each source.  <u>Select direct and indirect quotations</u> that relate to the topic as evidence.  <u>Follow MLA guidelines</u> to cite direct and indirect quotations.  <u>Identify</u> examples of <u>plagiarism</u> ; Avoid plagiarism.		<b>VU:</b> quote, paraphrase, source, search terms, credibility, accuracy, data, conclusions, digital, citations, plagiarism
					<b>LFC:</b> using search engines and databases, mastery of Microsoft Word, Office, Publisher, document skills, sequence and transition words, format as per MLA documentation guidelines
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Research a content area issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected grade level words in key phrase patterns.	Research a content areas issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected grade level vocabulary in key phrases and short sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using key, grade-level vocabulary in multiple, simple sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using grade level vocabulary in multiple, complex sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using grade level vocabulary in multiple, complex sentences.

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Mark Text            Technology Support            Word Wall            Visuals            Partner / Small Group Work</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Mark Text            Technology support            Visuals            Sentence Frames            Partner / Small Group Work</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Template            Word Wall            Mark Text            Technology            Partner / Small Group Work            Word/Picture Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Mark Text</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Mark Text</p>
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 11</b>  NJSLS: W.8.9 WIDA: 2 Writing Speaking Listening	<b>Draw evidence</b> from literary or informational texts to <b>support analysis, reflection and research.</b>		Write to <u>cite evidence</u> from literary or informational texts to support analysis, reflection and research.		<b>VU:</b> evidence, theme, analysis, reflection, research
					<b>LFC:</b> transitions for comparison and contrast, formal/informal expressions and phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures that represent key ideas using phrase patterns and general, content related vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures and short sentences that represent key ideas using formulaic sentence patterns and general, content based vocabulary	Write to cite evidence from literary and informational texts to support analysis and reflection from adapted literature by producing simple sentences that represent multiple related ideas using repetitive structures and key, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level by producing expanded and some complex structures with a variety of structures and content vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from grade level literature reflection, and research by producing multiple, complex sentences using a variety of grammatical structures and precise, content based vocabulary.

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Word Wall            Technology support            Word Wall            Visuals            Cloze sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Graphic organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Word Wall            Technology support            Visuals            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Template            Word Wall            Technology support</p>	<p>Graphic organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Story Map</p>	
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**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 12</b>  NJSLS: SL.8.1 WIDA: 1-5 Speaking Listening Reading	<b>Engage</b> effectively in a range of collaborative <b>discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and <b>expressing their own clearly</b> .		<u>Participate</u> in a variety of collaborative discussion settings.  <u>Define and identify</u> rules for discussions, including group and individual roles.  <u>Craft and respond</u> to specific questions based on the topic or text, elaborating when necessary.  <u>Reflect</u> on and paraphrase what was discussed.  <u>Summarize</u> the ideas expressed.		<b>VU:</b> formal, informal, ideas, explain, elaborate, summarize, extend, point of view
					<b>LFC:</b> first person phrases, contrastive transitions, restate, tone, voice
					<b>LC:</b> 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 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffol">https://www.nj.gov/education/modelcurriculum/ela/ellscaffol</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/e">https://www.nj.gov/education/modelcurriculum/ela/e</a>	Partner / Small Group 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.

**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	<p><a href="#">la/ellscaffolding/GraphicOrganizersWorksheets.</a></p> <p>Partner / Small Group Work Word Wall Visuals</p> <p>Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">affolding/GraphicOrganizersWorksheets.</a></p> <p>Partner / Small Group Work Word Wall Visuals Bilingual Dictionary</p> <p>Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">ding/GraphicOrganizersWorksheets.</a></p> <p>Partner / Small Group Work Bilingual Dictionary</p>	<p><a href="#">llscaffolding/GraphicOrganizersWorksheets.</a></p> <p>Partner / Small Group Work Bilingual Dictionary</p>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 13</b>  NJSLS: SL.8.2 WIDA: 1-5 Speaking Listening Reading	<b>Analyze the purpose of information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		<u>Speak and listen</u> to develop an understanding of and motive behind various forms of multimedia presentations <i>using a checklist</i> .		<b>VU:</b> point of view, bias, misinformation, convince, allusions
					<b>LFC:</b> superlatives, negatives, active and passive voice
					<b>LC:</b> 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 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 Word Wall Bilingual Dictionary Gestures Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ell">https://www.nj.gov/education/modelcurriculum/ela/ell</a>	Checklist Video Clips/Films Word Wall Bilingual Dictionary Visuals Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a>	Checklist Video Clips/Films Word Wall Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd</a> Bilingual Dictionary	Checklist Video Clips/Films Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd</a>	Checklist Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd</a>

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">la/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentence</p> <p><a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">affolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Sentence Frames</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 14</b> NJSLS: SL.8.3 WIDA: 1-5 Speaking Listening Reading	<b>Delineate a speaker's argument and specific claims, evaluating</b> the soundness of the reasoning and relevance and sufficiency of the evidence and <b>identifying</b> when irrelevant evidence is introduced	<u>Determine</u> the speaker's argument and claims.  <u>Evaluate</u> whether the speaker's reasoning is rational and legitimate.  <u>Evaluate</u> whether there is enough evidence to support the claims.	<b>VU:</b> delineate, argument, specific, claims, evaluate, soundness, reasoning, evidence

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

			Identify when extraneous information is presented		<p><b>LFC:</b> superlatives, negatives, active and passive voice</p> <p><b>LC:</b> Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech in L1 and/or using selected, grade level vocabulary in key phrase patterns and yes/no responses.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech in L1 and/or using selected, grade level vocabulary in key phrases and short sentences.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech using key, grade-level vocabulary in multiple, simple sentences.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech using key, grade-level vocabulary in expanded and some complex sentences	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech using grade level vocabulary in multiple, complex sentences.
Learning Supports	Checklist Video Clips/Films Partner / Small Group Work Word Wall Bilingual Dictionary Gestures Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic</a>	Checklist Video Clips/Films Word Wall Partner / Small Group Work Bilingual Dictionary Visuals Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Checklist Video Clips/Films Word Wall Partner / Small Group Work Bilingual Dictionary Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Checklist Partner / Small Group Work Video Clips/Films Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Checklist Partner / Small Group Work Video Clips/Films Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">OrganizersWorksheets.pdf</a>            Cloze Sentence            Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>		
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**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 15</b> NJSLS: L.8.1 WIDA: 1-5 Speaking Writing Reading Listening	<b>Demonstrate command of the conventions of Standard English grammar</b> and usage when writing or speaking.	<u>Differentiate</u> between active and passive voice.	<b>VU:</b> active voice, emphasis, action
		<u>Identify</u> active and passive voice in reading.	<b>LFC:</b> simple/compound verb tenses, parts of speech, subject/predicate
		<u>Correctly use verbs</u> in the active and passive voice when writing or speaking.	<b>LC:</b> Varies by ELP level

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	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	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Reference sheet            Gestures            Cloze sentences            Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Reference sheet            Visuals            Sentence Frames            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p>Word Wall            Reference sheet</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p>

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">another%20line%22%20below.%20More%20items</a></p> <p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 16</b> NJSLS: L.8.2 WIDA: 1-5 Reading Writing Speaking Listening	<b>Demonstrate command</b> of the conventions of standard English using <b>capitalization, punctuation, and spelling</b> when writing.	<u>Use punctuation</u> correctly when writing.  <u>Apply common rules and patterns</u> to spell words correctly.	<b>VU:</b> Conventions, Standard English, capitalization, punctuation: comma, ellipsis, dash; pause, break, spelling rules and patterns
			<b>LFC:</b> Capitalization rules, spelling rules

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to identify where to apply the conventions of Standard English punctuation by inserting commas into cloze sentences of written examples as well as apply the conventions of capitalization by categorizing proper and common nouns in cloze sentences using single words within phrase patterns.	Write to identify the conventions of Standard English punctuation by inserting commas and dashes of written examples of phrases and short sentences using formulaic sentence patterns as well as general. And identify the conventions of capitalization by producing and revising proper and common nouns.	Write to apply the conventions of Standard English punctuation by revising written examples of simple sentences that as well as to apply the conventions of Standard English capitalization by producing, editing and revising simple sentences.	Write to apply the conventions of Standard English punctuation by revising written examples of expanded and some complex sentences as well as to apply the conventions of Standard English capitalization by producing, editing and revising some complex sentences.	Write to apply the conventions of Standard English punctuation by producing, editing and revising written examples at grade level as well as to apply the conventions of Standard English capitalization by producing, editing and revising using multiple, complex sentences in a variety of grammatical structures.
Learning Supports	<p>Template Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p>	<p>Template Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Parts of Speech</p>	<p>Template Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Parts of Speech</p>	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a>            Capitalization reference sheet</p>	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a>            Capitalization reference sheet</p>

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.

## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p><a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p>	<p><a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p>
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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.

**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

	<a href="#">la/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 17</b>  NJSLS: L.8.4 WIDA: 1 -5 Speaking Writing Reading Listening	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based on grade 8 reading and content, choosing flexibly from a range of strategies.		Use a <u>combination of context clues</u> , structural clues, and the word’s position and function in a sentence <u>to determine the meaning of unknown words</u> or phrases.		<b>VU:</b> multiple meaning words / phrases, context, context clues
					<b>LFC:</b> word functions, positions, and meanings
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Define the meaning of unknown and multiple-meaning teacher selected words and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of key content-based words utilizing technology. Use context clues to comprehend unfamiliar, high frequency vocabulary.	Define the meaning of unknown and multiple-meaning teacher selected words, phrases, and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of key words utilizing technology. Use context clues to comprehend unfamiliar, general vocabulary.	Define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of key content-based words in context. Use context clues to comprehend unfamiliar, content related vocabulary.	Define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of words in context. Use context clues to comprehend unfamiliar vocabulary	Define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of words from grade level text utilizing technology. Use context clues to comprehend unfamiliar vocabulary.

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Bank</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Bank</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Visual Aides            Word Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Translator/ Dictionary Partner / Small Group Work</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 18</b>  NJSLS: L.8.5 WIDA: 1-5 Reading Speaking Writing Listening	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>		<u>Identify the relationship of words.</u>  <u>Clarify words</u> by using the relationship between them.		<b>VU:</b> Context (ual), figurative, connotative connotations/ figures of speech, verbal irony, puns, word meanings, nuances, associations, relationships
					<b>LFC:</b> Compound tenses, embedded clauses, figures of speech, sentences with related grade-level words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in from L1 and/or in selected sentences from leveled poems and short stories using selected vocabulary in phrase patterns.	Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in L1 and /or in leveled poems and short stories using selected vocabulary in key phrases and short sentences.	Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in adapted poems and short stories using key vocabulary in simple, related sentences.	Read, write, speak, and listen to interpret figures of speech in poems and short stories within the grade-level band as well as show and apply comprehension of word relationships using key vocabulary in expanded and some, complex sentences.	Read, write, speak, and listen to interpret figures of speech in grade-level poems and short stories as well as show and apply comprehension of word relationships using precise vocabulary in multiple, complex sentences.

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Student created cross-curricular dictionary  Vocabulary Definitions &amp; Pictures  Visual Aides  Word/Picture Wall  Audio/ Visual of Text  Adapted Text  Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank-fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank-fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>  <b>L1 Supports:</b>  Translator/ dictionary  Native Language Explanations  Native Language Discussions  Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Student created cross-curricular dictionary  Vocabulary Definitions &amp; Pictures  Visual Aides  Word/Picture Wall  Audio/ Visual of Text  Adapted Text  Sentence Frames  <b>L1 Supports:</b>  Translator/ dictionary  Native Language Explanations  Native Language Discussions  Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Student created cross-curricular dictionary</p>	<p>Student created cross-curricular dictionary</p>	<p>Student created cross-curricular dictionary</p>
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**Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020**

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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 19</b>  NJSLS: L.8.6 WIDA: 1-5 Reading Speaking Writing Listening	<b>Acquire and use accurately</b> grade-appropriate general academic and domain-specific <b>words and phrases</b> ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<b>Understand and apply</b> conversational, academic, and domain specific <u>vocabulary</u> .  <u>Interpret unknown words and their meanings</u> , using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.		<b>VU:</b> academic, general, domain specific, monitor understanding
					<b>LFC:</b> Subject verb agreement, embedded clauses
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read, write, speak, and listen to speak and write to apply grade-appropriate general, academic and key domain-specific single words from leveled reference materials to complete cloze sentences to represent ideas and/or by using vocabulary in a matching activity.	Read, write, speak and listen to speak and write to apply grade-appropriate general, academic and key domain-specific words and phrases from leveled reference materials by using vocabulary to complete sentence frames to represent ideas.	Read, write, speak and listen to speak and write with adapted grade appropriate general, academic and key domain-specific words and phrases to produce simple sentences with repetitive structures that represent multiple, related ideas	Read, write, speak and listen to speak and write with grade 7/8 general, academic and domain-specific words and phrases to produce expanded and some complex sentences to represent organized ideas.	Read, write, speak and listen to speak and write with grade appropriate general, academic and domain-specific words and phrases to produce clear and coherent writing / speech using multiple, complex sentences to represent organized ideas.

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## Grade 8 - Unit 1 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Student created cross-curricular dictionary Adapted Text Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures</p> <p>Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Visuals <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Student created cross-curricular dictionary Adapted Text Sentence Frames Visuals Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Student created cross-curricular dictionary Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures</p>	<p>Student created cross-curricular dictionary Translator/ Dictionary Partner / Small Group Work</p>	<p>Student created cross-curricular dictionary</p>
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