

Grade 8 - Unit 2 - ELA/ELL Scaffold - Revised 2020

REFER TO ESL PACING GUIDE & ELA UNIT 2 FOR ADDITIONAL RESOURCES

Text/Novel – *Night* by Elie Wiesel

Alternative Novel Suggestions:

ELP 1 – *Benno and the Night of Broken Glass* by Meg Wiviott

ELP 2 – *Number the Stars* by Lois Lowry

ELP 3 – *Hidden: A Child's Story of the Holocaust* by Loic Dauvillier

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

- Reinforce Literary Elements
- Relationship of Literary Elements to one another
- Poetry Analysis
- Comparison of Themes
- Citing Evidence
- Analysis of Poetic Structure
- Establishing Connections Among Texts
- Elements of Poetry
- Narrative Poetry
- Context Clues
- Analysis of Narrative

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 2 - ELA/ELL Scaffold - Revised 2020

Themes

Identity and Remembrance

Having and Losing Faith in God

Inhumanity

Fathers and Sons

Guilt and Inaction

Unit Essential Questions

- Are people who stand by and stay silent when they witness injustice equally responsible for its occurrence?
- What is the relationship between our stories and our identity?
- To what extent are we all witnesses of history and messengers to humanity?
- How does one man's experience represent the experience of millions?
- How can struggle and pain in life make it more difficult to maintain faith?
- What does hopeless mean to you and how can hopelessness affect people's lives?
- What is freedom?
- What is the importance of remembrance?
- How does one voice inform our understanding of a historical event?
- How can hatred, prejudice, and discrimination be destructive to both individuals and groups?
- How do individuals cope with inhumanity, injustice, and loss?
- What are my obligations to my fellow man as a member of the human race?

*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/>

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 2 - ELA/ELL Scaffold - Revised 2020

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

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

<https://www.ixl.com>

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

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

https://docs.google.com/document/d/1yAZOFS-GPcmFxieuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (Sentence frames)

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

Narrative

<https://www.literacyideas.com/narratives/#:~:text=Tips%20for%20Writing%20a%20Great%20Narrative%201%20Set,engage%20us%20you%20audience%20will%20quickly%20move%20on.>

<https://study.com/academy/lesson/what-is-narrative-writing-definition-types-characteristics-examples.html>

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 2 - ELA/ELL Scaffold - Revised 2020

(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>	
---	---	---	---	---	--	---	--	---	---	--

Diversity & Inclusion

Halocaust Law:

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.

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 2 - ELA/ELL Scaffold - Revised 2020

LGBTQ - Inclusive Lessons

Connecting With Intersectionality Through 'Alvin Alley'

Expanding Character Traits Through 'Better Nate Than Ever'

Anti-Racist Lessons

Amistad Law

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

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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 1</p> <p>NJSLS: RL.8.1 WIDA: 1, 2 Reading Speaking Listening</p> <p>NJSLS: RI.8.1 WIDA: 3,4,5 Reading Speaking Listening</p>	<p>Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>Read to cite</u> the most supportive textual evidence from the text.</p> <p><u>Use strategies:</u> questioning, determining importance, and looking for patterns to extract quality evidence to support a claim.</p> <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>VU: explicit, evidence, sensory language, cite, quote, inference, paraphrase</p>
			<p>LFC: sentence forms; subject verb agreement</p>
			<p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

			<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>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	Read to cite the most supportive textual evidence in L1 and/or match sentence citations from adapted text to visual representations of the text.	Read to cite the most supportive textual evidence; use simple related sentences and key content vocabulary.	Read to cite the most supportive textual evidence in adapted grade level texts.	Read to cite the most supportive textual evidence in grade level texts.

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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Study guide (partially completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Study guide Adapted Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Study guide Adapted Text</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 2</p> <p>NJSLS: RL.8.2 WIDA: 1,2 Reading Speaking Listening</p> <p>NJSLS: RI.8.2 WIDA: 3, 4, 5 (depends on content) Reading Speaking Listening</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><u>Read and identify</u> the theme or central idea of a text.</p> <p><u>Analyze</u> the <u>development</u> of the theme throughout the text.</p> <p><u>Analyze</u> the <u>relationship</u> of the theme to characters, setting and plot.</p> <p><u>Summarize</u> the text objectively, capturing the main ideas.</p>	<p>VU: theme, analyze, characters, plot, setting, relationship, development, identify, summarize, objectively</p> <p>LCF: compound and complex sentences</p> <p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<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>

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 2 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Ad%20another%20line%22%20below.%20More%20items</p> <p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language</p>	<p>Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Story Map Adapted Text Character Web Audio of text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Story Map Adapted Text Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Story Map Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>				
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed		
<p>SLO: 3</p> <p>NJSLS: RL.8.3</p> <p>WIDA: 2</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p> <p>NJSLS: RI.8.3</p> <p>WIDA: 3, 4, 5</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p>	<p>RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.8.3 -Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><u>Read to analyze</u> how dialogue creates different outcomes throughout a text.</p> <p><u>Track</u> key individuals, events, and/or ideas in informational text.</p> <p><u>Understand</u> how <u>different text structures</u> present and link information.</p> <p><u>Reflect</u> on how the writer’s choice of structure relates to the overall central idea or purpose</p>	<p>VU: dialogue, action, aspects, decision, provoke, connections, differences, similarities</p> <p>LCF: prepositional phrases; simple past; negative past sentences</p> <p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>Read adapted text or approaching grade level text to identify and dramatize dialogue among characters and determine how the dialogue propels the action.</p>	<p>Read grade level text to dramatize and analyze how dialogue between characters leads to action.</p>	<p>Read grade level text to analyze how dialogue between characters leads to action.</p>
<p>Learning Supports</p>	<p>Partner Work Adapted Text Visual Aides Dialogue lines Audio Text Venn Diagram (completed) https://www.smartdraw.com/venn-diagram/ T-Chart L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Partner Work Adapted Text Visual Aides Dialogue lines Audio Text Venn Diagram (partially completed) https://www.smartdraw.com/venn-diagram/ T-Chart L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Partner Work Adapted Text Audio Text Word Wall Venn Diagram https://www.smartdraw.com/venn-diagram/ T-Chart</p>	<p>Partner Work Adapted Text Venn Diagram https://www.smartdraw.com/venn-diagram/ T-Chart</p>	<p>Partner Work https://www.smartdraw.com/venn-diagram/ T-Chart</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 2 - ELA/ELL Scaffold - Revised 2020

--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 4</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>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><u>Read to determine</u> the meaning of words and phrases as they are used in a literary text.</p>	<p>VU: figurative, connotative, analyze, meaning, tone, analogies, allusions</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>LCF: word choice, part of speech changes meaning.</p>
		<p><u>Identify</u> analogies and allusions.</p>	<p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

	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.

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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 5 NJSLS: RL.8.5 WIDA: 2 Reading Speaking Listening NJSLS: RI.8.5 WIDA: 3,4,5 Reading Speaking Listening	RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of sentences, to develop and to refine a key concept.		<u>Compare and contrast</u> the structure of texts. <u>Analyze</u> the structure of each text. <u>Analyze</u> why each author chose a <u>particular structure</u> to contribute to the meaning and style of the text. <u>Analyze</u> the <u>impact</u> that the structure choice has on the reader. <u>Make a judgment</u> about which text structure more effectively contributes to the meaning and style of the text.		VU: compare, contrast, analyze, structure, details, Detail, paragraph, sentence, context, formal, informal	
					LFC: verbs	
					LC: 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 2 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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. Read and analyze the impact of sentence and paragraph structure(s) to support a key idea in L1 and/or leveled informational text in English by matching simple sentence/phrase citations to visual representations.</p>	<p>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. Read and analyze the impact of sentence and paragraph structure(s) to support a key idea in L1 and/or leveled informational text in English by matching sentence citations to visual representations specific to key ideas in the text.</p>	<p>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. Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within an adapted text Use key content-based vocabulary in simple, related sentences.</p>	<p>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. Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within 7-8 grade level band text using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.</p>	<p>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. Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within a grade-level text using multiple, complex sentences with a variety of grammatical structures and precise, content based vocabulary.</p>
<p>Learning Supports</p>	<p>T-chart Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Leveled Text</p>	<p>T-chart Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Leveled Text Outline (partially completed) Sentence Citations Vocabulary Definitions &</p>	<p>T-chart Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline Vocabulary Definitions & Pictures Visual Aides Word Wall</p>	<p>T-chart Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline</p>	<p>T-chart Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Outline (completed) Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Phrase Citations L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Pictures Visual Aides Word/Picture Wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 6</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>Analyze how differences in the points of view 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>RI.8.6. 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>Identify</u> and <u>discuss</u> how characters' points of view connect to the creation of suspense or humor.</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><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><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>	<p>VU: irony, flash back, foreshadowing, suspense, humor, point of view, analyze</p>
			<p>LFC: first and third person perspective</p>
			<p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and discuss how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and match pictures/scenes with key phrases and content-based vocabulary. 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	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 respond to conflicting viewpoints in L1 and/or in a leveled informational text by matching sentence-level citations of author's	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.	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.	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.

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 2 - ELA/ELL Scaffold - Revised 2020

	visual representations.	viewpoint to visual representations.			
Learning Supports	<p>Character analysis chart</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Gestures</p> <p>Point of View https://literarydevices.net/point-of-view/</p> <p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Character analysis chart</p> <p>Partner Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Point of View https://literarydevices.net/point-of-view/</p> <p>Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Sentence Frames</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Character analysis chart</p> <p>Partner Work</p> <p>Word Wall</p> <p>Point of View https://literarydevices.net/point-of-view/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Character analysis chart</p> <p>Point of View https://literarydevices.net/point-of-view/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Point of View https://literarydevices.net/point-of-view/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	la/ellscaffolding/L1Supports.pdf				
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 7 NJSLS: RL.8.7 WIDA: 2 Reading Speaking Listening NJSLS: RI.8.7 WIDA: 3,4,5 Reading Speaking Listening	RL.8.7 - Evaluate the choices 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. RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a topic or idea.	<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.	VU: faithful, departs, advantages, disadvantages, multimedia		
			LFC: tense and aspect, simple, complex sentences		
			LC: 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 2 - 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Venn Diagram (completed) https://www.smartdraw.com/venn-diagram/ Visual Aides</p>	<p>Outlines for note taking (partially completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Venn Diagram (partially completed) https://www.smartdraw.com/venn-diagram/ Word/Picture Wall</p>	<p>Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Word Wall Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ Video Clips</p>	<p>Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ Video Clips</p>	<p>Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ 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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Video Clips Word/Picture Wall Audio/ Visual of Text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Video Clips Audio/ Visual of Text Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 NJSLS: RI.8.8 WIDA: 3,4,5 Reading Speaking Listening	Delineate and evaluate 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.		VU: sound reasoning, relevant, evidence, claims
					LFC: conjunctions, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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.

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 2 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Outlines for note taking (completed)</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Venn Diagram (completed) https://www.smartdraw.com/venn-diagram/</p> <p>Word/Picture Wall Audio/ Visual of Text</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Outlines for note taking (partially completed)</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Venn Diagram (partially completed) https://www.smartdraw.com/venn-diagram/</p> <p>Word/Picture Wall Audio/ Visual of Text Sentence Frames</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Outlines for note taking</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Outlines for note taking</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/</p>	<p>Outlines for note taking</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 9</p> <p>NJSLS: W.8.1 W.8.1.A W.8.1.B W.8.1.C W.8.1.D W.8.1.E WIDA: 1-5 Writing Speaking Listening</p>	<p>W.8.1. - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.A. - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.B. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.C. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.D. - Establish and maintain a formal style or academic style, approach, and form.</p> <p>W.8.1.E. - Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>Write arguments</u> to support claims with clear reasons and relevant evidence.</p> <p><u>Introduce claim(s)</u>.</p> <p><u>Write a clear thesis</u> statement.</p> <p><u>Address opposing claims</u>.</p> <p><u>Discern claims</u> from opposing claims</p> <p><u>Organize</u> the reasons and evidence logically.</p> <p><u>Choose</u> appropriate <u>reasoning</u> and evidence to support claims.</p> <p><u>Evaluate</u> sources for accuracy and reliability.</p> <p><u>Demonstrate</u> an understanding of the topic or text.</p> <p>Use <u>transitional words</u> and phrases.</p> <p>Use <u>transitions to clarify the relationships</u> among claim(s), counterclaims, reasons, and evidence.</p> <p>Choose a <u>consistent style</u>, approach, and form for the task.</p> <p><u>Close</u> the text with a conclusion.</p>	<p>VU: argumentative/arguments, persuasive, claims, evidence, alternate, opposing, counterclaims, logical(ly), organized, reasons, relevant, accurate, credible, sources, cohesion, clarity, formal, informal, style, concluding, statement, section, call to action.</p> <p>LFC: sequence/transition words, past perfect and future tense, reference terms, argumentative/persuasive phrases, and clauses, elements of formal vs. informal styles</p> <p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a well organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate, credible sources and establish an objective tone and provide a formal concluding statement in L1 and/or using selected, grade-level vocabulary in phrases or memorized phrases with matching visual representations.	Write a well organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement in L1 and/or using selected vocabulary in phrases and short sentences with matching visual representations.	Write a well-organized cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement using key, grade-level vocabulary in multiple, simple sentences.	Write a well organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement specific to a discipline using key, grade-level vocabulary in expanded and some complex sentences.	Write a well organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement specific to a discipline using precise, grade-level vocabulary in multiple, com
Learning Supports	<p>Outlines for note taking (completed)</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word/Picture Wall</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Phrase Citations</p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet</p>	<p>Outlines for note taking (partially completed)</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Sentence Frames</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Word Bank</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language</p>	<p>Outlines for note taking</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet https://7esl.com/transition-words/</p>	<p>Outlines for note taking</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet https://7esl.com/transition-words/</p>	<p>Outlines for note taking</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Visual Aides</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet https://7esl.com/transition-words/</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>https://7esl.com/transition-words/ Word Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 10</p> <p>NJSLS: W.8.2 W.8.2.A W.8.2.B W.8.2.C W.8.2.D W.8.2.E W.8.2.F</p> <p>WIDA: 1-5 Writing Speaking Listening</p>	<p>W.8.2. - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.8.2.B. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. - Establish and maintain a formal style.</p> <p>W.8.2.F. - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><u>Focus writing</u> on thoroughly describing or explaining a topic.</p> <p><u>Identify</u> the defining elements of this specific writing genre.</p> <p><u>Explore topics</u> from their content area classes.</p> <p><u>Write an introduction</u> that clearly outlines ideas to follow.</p> <p><u>Organize ideas</u> and information using text structures and text features.</p> <p><u>Write a thesis</u> statement.</p> <p><u>Select facts, definitions, concrete details, quotations</u>, or other information and examples.</p> <p>Use <u>transitional words</u> and phrases.</p> <p>Choose <u>specific vocabulary</u> and language.</p> <p><u>Develop</u> and use a consistent <u>style</u>, approach and form for the task.</p> <p><u>Write a conclusion</u> to close the ideas in the text.</p> <p><u>Create language</u> that is appropriate to one's audience and a formal tone</p>	<p>VU: informative, explanatory, introduction, relevant, develop, topic, relevant, citations, multimedia, conclude/conclusion, formal vs. informal</p> <p>LFC: sentences that refer to text using embedded clauses, subject-verb agreement, relative clauses, subjunctive complements, "if" – clauses, sequence/transition words, prepositional phrases, pronouns, adverbs of time</p> <p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop an explanatory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia in L1 and/or use or match to pictures, key content-based single words or drawings or cloze sentences that represent central ideas	Develop an explanatory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using in L1 and/or use key content-based phrases that represent central ideas in formulaic patterns.	Develop an exploratory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using simple sentences that represent multiple, related ideas with repetitive structures and key, content based vocabulary.	Develop an exploratory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Develop an explanatory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using multiple, complex sentences with a variety of grammatical structures and precise, content based vocabulary.
Learning Supports	Teacher Model Outlines for note taking (completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall Mentor Texts Reference Material Technology Resources	Teacher Model Outlines for note taking (partially completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Word/Picture Wall Sentence Frames Reference Material Mentor Texts	Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Word Wall Word Bank Mentor Texts Technology Resources Teacher Model Reference Material	Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Mentor Texts Technology Resources Teacher Model	Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Mentor Texts Technology Resources Teacher Model

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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Phrase Citations Word Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Technology Resources Word Bank L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 11</p> <p>NJSLS: W.8.3 W.8.3.A W.8.3.B W.8.3.C W.8.3.D W.8.3.E WIDA: 1-5 Writing Speaking Listening</p>	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts in timeframe or setting, and show the relationships among experiences and events.</p> <p>W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><u>Establish a point of view</u> and context.</p> <p><u>Engage</u> the reader with a story hook.</p> <p><u>Introduce a narrator</u> and/or characters.</p> <p><u>Organize</u> an event sequence that unfolds naturally and logically.</p> <p><u>Use narrative techniques</u> (dialogue, pacing, and description, etc.) to develop experiences, events, and/or characters.</p> <p><u>Use a variety of transition words</u>, phrases, and clauses to convey sequence and signal shifts in time frame or setting.</p> <p>Use <u>figurative language</u> to aid in description.</p> <p><u>Use precise words and phrases</u>, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><u>Provide a conclusion</u> that follows from and reflects on the narrated experiences or events.</p> <p><u>Clearly convey a conflict</u> and a resolution to the conflict.</p> <p><u>Apply the narrative plot structure</u> to a real or imagined story.</p>	<p>VU: narrator, sequence, transitional, point of view, dialogue, pacing, descriptive details, sensory language, conclusion</p> <p>LFC: sequential and transitional words, sensory words/ phrases, punctuation for dialogue (tags), quotation marks, descriptive adjectives</p> <p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

			<p><u>Demonstrate ability to create</u> a context or setting for the story.</p> <p><u>Develop characters</u> throughout the story.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences and characters in L1 and/or write narrative word or phrase captions under visual sequence of events/phrase captions or speech bubbles using selected vocabulary.</p> <p>Write to apply sequential transitional words, phrases, and clauses in</p>	<p>Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences and characters in L1 and/or write narrative phrase or sentence captions or speech bubbles under visual sequence of events using selected vocabulary.</p> <p>Write to apply sequential transitional words, phrases, and clauses in L1 and/or complete narrative Sentence Frame with selected vocabulary.</p> <p>Write to complete L1 and/or leveled conclusive Sentence</p>	<p>Write a narrative paragraph with well structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences using key in simple, related sentences.</p> <p>Write to apply sequential transitional words, phrases, and clauses using key vocabulary in a series of simple, related sentences.</p> <p>Write a conclusion that reflects on the experiences and events in a narrative story using simple sentences with key content-based vocabulary.</p>	<p>Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences using key vocabulary in expanded and some complex sentences.</p> <p>Write to apply sequential transitional words, phrases, and clauses using key vocabulary in expanded and some complex sentences.</p> <p>Write a conclusion paragraph that reflects on the experiences and events in a narrative story using</p>	<p>Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences using precise vocabulary in complex sentences.</p> <p>Write to apply sequential transitional words, phrases, and clauses using precise vocabulary in multiple and complex sentences.</p> <p>Write a conclusion paragraph that reflects on the experiences and events in a narrative story using complete, detailed sentences of varying length</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>L1 and/or use selected transitional words to complete narrative Sentence Frame with illustrations.</p> <p>Write to complete L1 and /or leveled conclusive cloze sentences using vocabulary with illustrations.</p>	<p>Frame using vocabulary with illustrations.</p>		<p>complete sentences of emerging complexity with some content vocabulary.</p>	<p>and type with content vocabulary.</p>
<p>Learning Supports</p>	<p>Narrative Writing Diamond (completed) https://app.oncoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20suspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20 Timeline Translator/ Dictionary Visual Aides Word/Picture Wall Post-its Teaching Modeling Shared Writing</p>	<p>Narrative Writing Diamond (partially completed) https://app.oncoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20suspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20 Timeline Translator/ Dictionary Visual Aides Word/Picture Wall Post-its Teaching Modeling Shared Writing Check List Reference Sheet</p>	<p>Narrative Writing Diamond https://app.oncoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20suspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20 Timeline Translator/ Dictionary Visual Aides Word/Picture Wall Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Post-its</p>	<p>Narrative Writing Diamond https://app.oncoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20suspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20 Timeline Translator/ Dictionary Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Post-its Teaching Modeling</p>	<p>Narrative Writing Diamond https://app.oncoursesystems.com/school/webpage/466878/1054482#:~:text=%20Narrative%20Writing%20Diamond%20%201%20ENTERTAINING%20BEGINNINGS%21%0AREMEMBER%3A,4%20suspenseful...%204%20THE%20MAIN%20EVENT%21%20More%20 Timeline Translator/ Dictionary Transition Words/Phrases Reference Sheet https://7esl.com/transition-words/ Post-its Teaching Modeling</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Check List Reference Sheet Transition Words/Phrases Reference Sheet https://7esl.com/transitions-words/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Figurative language https://literarydevices.net/figurative-language/</p>	<p>Transition Words/Phrases Reference Sheet https://7esl.com/transitions-words/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Figurative language https://literarydevices.net/figurative-language/</p>	<p>Teaching Modeling Shared Writing Check List Reference Sheet Figurative language https://literarydevices.net/figurative-language/</p>	<p>Shared Writing Check List Reference Sheet Figurative language https://literarydevices.net/figurative-language/</p>	<p>Shared Writing Check List Reference Sheet Figurative language https://literarydevices.net/figurative-language/</p>
--	--	---	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

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 2 - ELA/ELL Scaffold - Revised 2020

SLO: 12 NJSLS: W.8.4 WIDA: 2 Writing Speaking Listening	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience		Identify <u>defining characteristics</u> of a variety of writing tasks. Utilize <u>strategies</u> to unpack a writing prompt. Write for a <u>specific purpose</u> and audience. Select an <u>appropriate text structure</u> or format for the task. Use <u>language that is precise</u> and powerful to create voice. Create a <u>tone</u> that is appropriate for one's audience.		VU: narrative
					LFC: tense and aspect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher Model Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Teacher Model Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Bilingual Dictionary	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary

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

Grade 8 - Unit 2 - ELA/ELL Scaffold - Revised 2020

	Word/Picture Wall Word Bank Bilingual Dictionary L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Bilingual Dictionary L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 13 NJSLS: W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting , or trying a new approach,	<u>Revise and edit</u> intentionally to improve writing. <u>Generate ideas</u> to develop topic	VU: revise, edit, publish

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 2 - ELA/ELL Scaffold - Revised 2020

WIDA: 2 Writing Speaking Listening	focusing on how well purpose and audience have been addressed.		Revise writing with a partner or self-editing checklists.		LFC: verb forms, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences with key content-based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete sentences with emerging complexity and some content based.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Teacher Model Teacher Feedback Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall Word Bank Visual Aides Story Board Bilingual Dictionary L1 Supports:	Teacher Model Teacher Feedback Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall Bilingual Dictionary Visual Aides Story Board L1 Supports: Translator/ dictionary Native Language	Teacher Feedback Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Bilingual Dictionary Visual Aides Story Board	Teacher Feedback Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary Visual Aides Story Board	Teacher Feedback Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary

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

Grade 8 - Unit 2 - ELA/ELL Scaffold - Revised 2020

	Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
--	---	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 14 NJSLS: W.8.5 WIDA: 1-5	Use technology , including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use <u>technological resources</u> to enhance writing. Use <u>technology to broaden research</u> base.	VU: search engines, authentic information,

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 2 - ELA/ELL Scaffold - Revised 2020

Writing Speaking Listening					<p><u>Use evidence</u> found online to support ideas.</p> <p><u>Give and receive feedback</u> using technology.</p> <p><u>Seek out authentic publishing</u> opportunities</p>	<p>plagiarism/ reference, font, size</p> <p>LFC: document format as per MLA and APA documentation guidelines</p> <p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
	Language Objectives	<p>Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content-based vocabulary.</p>	<p>Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content.</p>	<p>Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content-based vocabulary.</p>	<p>Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content-based vocabulary.</p>	<p>Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content-based vocabulary.</p>
Learning Supports	<p>Teacher Model Teacher Feedback Technology Support Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc</p>	<p>Teacher Model Teacher Feedback Technology Support Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc</p>	<p>Teacher Feedback Technology Support Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc</p>	<p>Teacher Feedback Technology Support Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc</p>	<p>Teacher Feedback Technology Support Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc</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 2 - ELA/ELL Scaffold - Revised 2020

<p>la/ellscaffolding/GraphicOrganizersWorksheets.pdf df Word/Picture Wall Word Bank Visual Aides Bilingual Dictionary Cloze Sentences 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%2Obelow.%20More%20items Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Figurative language https://literarydevices.net/figurative-language/ L1 Supports: Translator/ dictionary Native Language</p>	<p>affolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall Bilingual Dictionary Visual Aides L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%</p>	<p>ding/GraphicOrganizersWorksheets.pdf Word Wall Bilingual Dictionary Visual Aides Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20 Transition Word List</p>	<p>llscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary Visual Aides Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20 Transition Word List</p>	<p>scaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/ Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20 Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>	<p>20Proofreading%20Checklist%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</p>	<p>https://www.thoughtco.com/list-of-transition-words-1857002</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 2 - ELA/ELL Scaffold - Revised 2020

--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 15 NJSLS: W.8.6 WIDA: 1-5 Writing	Use technology , including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use <u>technological resources</u> to enhance writing. Use <u>technology to broaden research</u> base. Use <u>evidence found online</u> to support ideas.	VU: search engines, authentic information,

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 2 - ELA/ELL Scaffold - Revised 2020

Speaking Listening					plagiarism/ reference, font, size
					LFC: document format as per MLA and APA documentation guidelines
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content based vocabulary	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content based vocabulary	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content-based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content-based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content-based vocabulary.

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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline (completed) Word Wall Technology Support Word Wall Visuals Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F</p>	<p>Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline (partially completed) Word Wall Technology support Visuals Sentence Frames Word/Picture Bank Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Template Word Wall Technology Outline Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20 Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002 Publishing Checklist</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20%20Revision%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20 Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20%20Revision%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20 Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Proofreading Checklist https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language</p>	<p>0independent%20clauses.%200</p> <p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p> <p>Transition Word List https://www.thoughtco.com/list-of-transition-words-1857002</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</p>	<p>Publishing Checklist http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</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 2 - ELA/ELL Scaffold - Revised 2020

	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
--	---	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

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 2 - ELA/ELL Scaffold - Revised 2020

SLO: 16 NJSLS: W.8.7 WIDA: 2,3,4,5 Writing Speaking Listening	Conduct short research projects 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.		VU: research, answer, pose, self generated; content-based, grade-level vocabulary
					LFC: The 5 Ws + H question types, punctuation marks
					LC: 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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Technology Support Word Wall Visuals Partner / Small Group Work Word/Picture Bank</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Technology support Visuals Sentence Frames Partner / Small Group Work Word/Picture Bank</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Template Word Wall Technology Partner / Small Group Work Word/Picture Bank</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small Group Work Story Map</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small Group Work</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 NJSLS: W.8.8 WIDA: 2,3,4,5 Writing Speaking Listening	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism 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.		VU: quote, paraphrase, source, search terms, credibility, accuracy, data, conclusions, digital, citations, plagiarism
					LFC: using search engines and databases, mastery of Microsoft Word, Office, Publisher, document skills, sequence and transition words, format as per MLA documentation guidelines
					LC: 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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Mark Text Technology Support Word Wall Visuals Partner / Small Group Work</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Mark Text Technology support Visuals Sentence Frames Partner / Small Group Work</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Template Word Wall Mark Text Technology Partner / Small Group Work Word/Picture Bank</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small Group Work Mark Text</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Partner / Small Group Work Mark Text</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 NJSLS: W.8.9 WIDA: 2 Writing Speaking Listening	Draw evidence from literary or informational texts to support analysis, reflection and research.		Write to <u>cite evidence</u> from literary or informational texts to support analysis, reflection and research.		VU: evidence, theme, analysis, reflection, research
					LFC: transitions for comparison and contrast, formal/informal expressions and phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary 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.

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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</p> <p>Word Wall Technology support Word Wall Visuals Cloze sentences 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%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Graphic organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</p> <p>Word Wall Technology support Visuals Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Graphic organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</p> <p>Template Word Wall Technology support</p>	<p>Graphic organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</p> <p>Story Map</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 2 - ELA/ELL Scaffold - Revised 2020

https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
---	--	--	--	--

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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 NJSLS: W.8.10 WIDA: 2,3,4,5 Writing Speaking Listening	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<u>Practice writing</u> in a myriad of situations (journals, dialogues, creative tasks, etc.). <u>Produce written reflections.</u> <u>Explain stylistic choices</u> made while writing		VU: personal narrative, journal entry, purpose
					LFC: different structures for different registers and genres
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce single words that represent key ideas using phrase patterns and general, content related vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce phrases and / or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing simple sentences that represent multiple, related ideas using repetitive structures and key, content based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing clear and coherent writing using multiple, complex sentences in a variety of grammatical structures and precise, content based vocabulary.
Learning Supports	Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellsc	Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellsc	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffold/	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsc

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 2 - ELA/ELL Scaffold - Revised 2020

	<p>la/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Rubric Visuals Check List Cloze Sentences 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</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>affolding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Visuals Sentence Frames Check List Rubric</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>ding/GraphicOrganizersWorksheets.pdf</p> <p>Word Wall Check List Rubric</p>	<p>llscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Check List Rubric</p>	<p>scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Check List Rubric</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 20 NJSLS: SL.8.1 WIDA: 1-5 Speaking	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly .	<u>Participate in a variety of collaborative discussion</u> settings. <u>Define and identify</u> rules for discussions, including group and individual roles.	VU: formal, informal, ideas, explain, elaborate, summarize, extend, point of view

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 2 - ELA/ELL Scaffold - Revised 2020

Listening Reading					<p><u>Craft and respond</u> to specific questions based on the topic or text, elaborating when necessary.</p> <p><u>Reflect</u> on and paraphrase what was discussed.</p> <p><u>Summarize</u> the ideas expressed.</p>	<p>LFC: first person phrases, contrastive transitions, restate, tone, voice</p>
						<p>LC: Varies by ELP level</p>
	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	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</p> <p>Partner / Small Group Work Word Wall Visuals</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</p> <p>Partner / Small Group Work Word Wall Visuals Bilingual Dictionary</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</p> <p>Partner / Small Group Work Bilingual Dictionary</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</p> <p>Partner / Small Group Work Bilingual Dictionary</p>	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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Sentence Frames</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Sentence Frames</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 21</p> <p>NJSLS: SL.8.2</p> <p>WIDA: 1-5</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>Speak and listen</u> to develop an understanding of and motive behind various forms of multimedia presentations.</p>	<p>VU: point of view, bias, misinformation, convince, allusions</p>
			<p>LFC: superlatives, negatives, active and passive voice</p>
			<p>LC: Varies by ELP level</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 2 - ELA/ELL Scaffold - Revised 2020

	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	<p>Checklist Video Clips/Films Word Wall Bilingual Dictionary Gestures Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Cloze Sentence https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20blanks,fill-in-the-blank</p>	<p>Checklist Video Clips/Films Word Wall Bilingual Dictionary Visuals Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>Checklist Video Clips/Films Word Wall Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary</p>	<p>Checklist Video Clips/Films Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Checklist Partner / Small Group Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 NJSLS: SL.8.3 WIDA: 1-5 Speaking Listening Reading	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying 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. <u>Identify</u> when extraneous information is presented		VU: delineate, argument, specific, claims, evaluate, soundness, reasoning, evidence
					LFC: superlatives, negatives, active and passive voice
					LC: 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 2 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Checklist Video Clips/Films Partner / Small Group Work Word Wall Bilingual Dictionary Gestures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Cloze Sentence Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the,blank,fill%20in%20the%20blanks,fill%20in%20the%20blanks</p>	<p>Checklist Video Clips/Films Word Wall Partner / Small Group Work Bilingual Dictionary Visuals Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Checklist Video Clips/Films Word Wall Partner / Small Group Work Bilingual Dictionary Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Checklist Partner / Small Group Work Video Clips/Films Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Checklist Partner / Small Group Work Video Clips/Films Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 23 NJSLS: SL.8.4 WIDA: 1-5 Speaking Listening Reading	Present claims and findings , emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		<u>Present information</u> using sound, detailed, and relevant evidence in a coherent manner. <u>Use appropriate eye contact</u> , adequate <u>volume</u> , and <u>clear pronunciation</u> .		VU: claims, findings, points, focused, coherent, evidence, reasoning, details, appropriate, eye contact, volume, interest	
					LFC: complex sentences, interrogatives	
					LC: 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 2 - ELA/ELL Scaffold - Revised 2020

Language Objectives	Speak and listen to present claims and findings with pictures that represent key ideas in L1 and using selected words in key phrase patterns.	Speak and listen to present claims and findings with pictures that represent key ideas in L1 and/or use pictures and selected words in key phrases and short sentences.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest by using key vocabulary in a series of simple, related sentences.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest to represent organized ideas using key vocabulary in expanded and some complex sentences	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest using precise vocabulary in multiple, complex sentences.
Learning Supports	<p>Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Cloze Sentence 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%2</p>	<p>Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Visuals Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Checklist Word Wall Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary</p>	<p>Checklist Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Checklist Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Obelow.%20More%20it ems</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 NJSLS: SL.8.5 WIDA: 1-5 Speaking Listening Reading Writing	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		<u>Speak and listen to present</u> information with integrated multimedia and visual support		VU: multimedia, visual, display; content-based, grade-level vocabulary
					LFC: complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to present information with integrated multimedia and visual support in L1 and/or using Pictures and selected words in phrase patterns.	Speak and listen to present information with integrated multimedia and visual support in L1 and/or using Pictures and selected words in key phrases and short sentences.	Speak and listen to present information with integrated multimedia and visual support using key vocabulary in a series of simple, related sentences.	Speak and listen to present information with integrated multimedia and visual support using key vocabulary in expanded and some complex sentences.	Speak and listen to present information with integrated multimedia and visual support 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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Cloze Sentence 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%2Obelow.%20More%20items L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Visuals Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary</p>	<p>Technology & Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Technology & Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
--	--	--	--	--

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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 NJSLS: SL.8.6 WIDA: 1-5 Speaking Listening Reading Writing	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		<u>Orally present</u> information, using appropriate speech, in a variety of situations.		VU: academic, general, domain specific, comprehension, expression
					LFC: verb tenses in active/passive voices
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech in L1 and/or produce single, spoken words that represent key ideas that are appropriate to context; using phrase patterns and general, content related vocabulary.	Adapt speech in L1 and/or produce spoken phrases and short sentences that represent key ideas that are appropriate to context; using formulaic sentence patterns and general, content-based vocabulary.	Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content based vocabulary.

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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Rubric Specific to Task Checklist Word Wall Word/Picture Bank Bilingual Dictionary Reference Sheet Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Cloze Sentence 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%20below.%20More%20items L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Rubric Specific to Task Reference Sheet Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Visuals Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Bilingual Dictionary Rubric Specific to Task Reference Sheet</p>	<p>Technology & Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Rubric Specific to Task Reference Sheet</p>	<p>Technology & Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Rubric Specific to Task 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 2 - ELA/ELL Scaffold - Revised 2020

	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf				
--	---	--	--	--	--

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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 NJSLS: L.8.1 WIDA: 1-5 Speaking Writing Reading Listening	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		<u>Differentiate</u> between active and passive voice. <u>Identify</u> active and passive voice in reading. <u>Correctly use verbs</u> in the active and passive voice when writing or speaking.		VU: active voice, emphasis, action
					LFC: simple/compound verb tenses, parts of speech, subject/predicate
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write or speak to develop an understanding of formal English in the active voice by matching pictures to corresponding active verbs.	Write or speak to develop an understanding of formal English in the active voice by matching pictures to simple sentences.	Write or speak to demonstrate an understanding of formal English in the active voice in different verb tenses in simple sentences and adapted text.	Write or speak to demonstrate a command of formal English in the active voice in different verb tenses in adapted text approaching grade level tasks.	Write or speak to demonstrate a command of formal English by forming and using active voice in different tenses in a variety of grade level material.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Word Wall</p> <p>Reference sheet</p> <p>Cloze Sentences 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%20below.%20More%20items</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Reference sheet</p> <p>Visuals</p> <p>Sentence Frames</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/</p> <p>Word Wall</p> <p>Reference sheet</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 NJSLS: L.8.2 WIDA: 1-5 Reading Writing Speaking Listening	Demonstrate command of the conventions of standard English using capitalization, punctuation, and spelling when writing.		<u>Use punctuation</u> correctly when writing. <u>Apply common rules and patterns</u> to spell words correctly.		VU: Conventions, Standard English, capitalization, punctuation: comma, ellipsis, dash; pause, break, spelling rules and patterns
					LFC: Capitalization rules, spelling rules
					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.

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 2 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Template Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Cloze Sentences 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%2Obelow.%20More%20items</p> <p>Graphic Organizer</p>	<p>Template Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Template Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</p>	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

<https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf>

L1 Supports:

Translator/ dictionary

Native Language

Explanations

Native Language

Discussions

Native Language Texts

<https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf>

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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 NJSLS: L.8.3 WIDA: 1-5 Speaking Writing Reading Listening	Use knowledge of language and its conventions when writing, speaking, reading, or listening		<u>Identify verbs</u> used in the active and passive voice and in the conditional and subjunctive mood.		VU: verbs, active/passive voice
					LFC: verb tenses in active/passive voices, conditional/ subjunctive
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech in L1 and/or produce single, spoken words that represent key ideas that are appropriate to context; using phrase patterns and general, content related vocabulary.	Adapt speech in L1 and/or produce spoken phrases and short sentences that represent key ideas that are appropriate to context; using formulaic sentence patterns and general, content-based vocabulary.	Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content based vocabulary	Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content based vocabulary.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Word/Picture Wall Reference sheet Cloze Sentences 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</p> <p>Verb Tense Chart https://7esl.com/verb-tenses/ Rubric Specific to Task</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Reference sheet Visuals Sentence Frames Verb Tense Chart https://7esl.com/verb-tenses/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Rubric Specific to Task</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/ Word Wall Reference sheet Rubric Specific to Task</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/ Rubric Specific to Task</p>	<p>Verb Tense Chart https://7esl.com/verb-tenses/ Rubric Specific to Task</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 29 NJSLS: L.8.4 WIDA: 1 -5 Speaking Writing Reading Listening	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	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.	VU: multiple meaning words / phrases, context, context clues
			LFC: word functions, positions, and meanings

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 2 - ELA/ELL Scaffold - Revised 2020

					LC: 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.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Translator/ Dictionary Partner / Small Group Work	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Pictures Visual Aides Word/Picture Bank</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word/Picture Bank</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	Word Bank		
--	---	---	-----------	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 30</p> <p>NJSLS: L.8.5 WIDA: 1-5 Reading Speaking Writing Listening</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Identify the relationship of words.</u></p> <p><u>Clarify words</u> by using the relationship between them.</p>	<p>VU: Context (ual), figurative, connotative connotations/ figures of speech, verbal irony, puns, word meanings, nuances, associations, relationships</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 2 - ELA/ELL Scaffold - Revised 2020

					<p>LFC: Compound tenses, embedded clauses, figures of speech, sentences with related grade-level words</p>
					<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Learning Supports	<p>Student created cross-curricular dictionary Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text</p>	<p>Student created cross-curricular dictionary Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Adapted Text</p>	<p>Student created cross-curricular dictionary</p>	<p>Student created cross-curricular dictionary</p>	<p>Student created cross-curricular dictionary</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 2 - ELA/ELL Scaffold - Revised 2020

	<p>Adapted Text Cloze Sentences 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</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Sentence Frames L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 2 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 31 NJSL: L.8.6 WIDA: 1-5 Reading Speaking Writing Listening	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Understand and apply 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.	VU: academic, general, domain specific, monitor understanding
			LFC: Subject verb agreement, embedded clauses

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 2 - ELA/ELL Scaffold - Revised 2020

					LC: 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.
Learning Supports	Student created cross-curricular dictionary Adapted Text Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Cloze Sentences	Student created cross-curricular dictionary Adapted Text Sentence Frames Visuals Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures L1 Supports: Translator/ dictionary	Student created cross-curricular dictionary Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	Student created cross-curricular dictionary Translator/ Dictionary Partner / Small Group Work	Student created cross-curricular dictionary

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

Grade 8 - Unit 2 - ELA/ELL Scaffold - Revised 2020

	<p>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</p> <p>Visuals L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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.