

## ***Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020***

**\*REFER TO ESL PACING GUIDE & ELA UNIT 3 FOR ADDITIONAL RESOURCES\***

**Text/Novel** – *The Giver* by Lois Lowry

### **Alternative Novel Suggestions:**

ELP 1 – *Waiting For Chicken Smith* by David Mackintosh

ELP 2 – *One Time* by Sharon Creech

ELP 3 – *The Midwife's Apprentice* by Karen Cushman

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
- Character Analysis
- Relationship of Literary Elements to one another
- Poetry Analysis
- Comparison of Themes
- Comprehension Strategies
- Context Clues
- Analysis of Dialogue
- Citing Evidence

### **Themes**

Challenges Reveal Character

Coming of Age

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

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Significance of Memory

Levels of Society

Pain and pleasure

### **Unit Essential Questions**

- Is it possible for a perfect society (utopia) to exist?
- Is conformity necessary to create an ideal society?
- What is at stake for the individual when they conform to the ideas and beliefs of a society?
- Is it more important to feel safe or have freedom of choice?
- How much should the government be able to control your individual rights for the benefit of the society?
- How does knowledge guide behaviors, decisions, and beliefs?
- How do you define freedom and does it exist in our society?
- What are the advantages and disadvantages of sameness?

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

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

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

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

<https://kahoot.com/>

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

<https://newsela.com/>

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

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

<https://www.ixl.com>

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

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

[https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad\\_ozautuFpKP5Y/edit#!](https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#!) (Sentence frames)

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[https://www.commonlit.org/?acknowledge\\_unsupported\\_browser=true](https://www.commonlit.org/?acknowledge_unsupported_browser=true)  
<http://www.vocabulary.com>

### Writing Resources:

#### Informative/ Explanatory

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

#### Argumentative

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

#### Narrative

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

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

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

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

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### **Holocaust 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.

### **LGBTQ - Inclusive Lessons**

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

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

#### **Anti-Racist Lessons**

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### **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

	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p><b>SLO: 1</b></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><b>Cite the textual evidence and make relevant connections</b> that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.</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><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><b>VU:</b> explicit, evidence, sensory language, cite, quote, inference, paraphrase</p>
			<p><b>LFC:</b> sentence forms; subject verb agreement</p>
			<p><b>LC:</b> Varies by ELP level</p>

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			<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.
Learning Supports	Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic</a>	Study guide (partially completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a>	Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Study guide Adapted Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Study guide Adapted Text

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	<p><a href="#">OrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">affolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 2</b></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><b>Determine a theme or central idea</b> of a text and <b>analyze</b> its <b>development</b> over the course of the text, including its <b>relationship</b> to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><u>Read and identify</u> the theme or central idea of a text.</p>	<p><b>VU:</b> theme, analyze, characters, plot, setting, relationship, development, identify, summarize, objectively</p>
		<p><u>Analyze</u> the <u>development</u> of the theme throughout the text.</p>	<p><b>LCF:</b> compound and complex sentences</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><b>LC:</b> Varies by ELP level</p>

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## **Grade 8 - Unit 3 - 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>

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Learning Supports	<p>Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Graphic Organizer (completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations</p>	<p>Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Story Map Adapted Text Character Web Audio of text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Story Map Adapted Text Character Web Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Story Map Character Web Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 3</b>  NJSLS: RL.8.3 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.3 WIDA: 3, 4, 5 Reading Speaking Listening	<p><b>RL.8.3 - Analyze</b> how particular <b>lines of dialogue</b> or incidents in a story or drama <b>propel the action, reveal aspects</b> of a character, or <b>provoke a decision</b>.</p> <p><b>RI.8.3 - Analyze</b> how a text <b>makes connections</b> among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</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><b>VU:</b> dialogue, action, aspects, decision, provoke, connections, differences, similarities</p> <p><b>LCF:</b> prepositional phrases; simple past; negative past sentences</p> <p><b>LC:</b> Varies by ELP level</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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<p>Language Objectives</p>	<p>Read text in L1 and/or appropriately leveled 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) <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a></p>	<p>Partner Work Adapted Text Visual Aides Dialogue lines Audio Text Venn Diagram (partially completed) <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a> <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc/affolding/L1Supports.pdf">affolding/L1Supports.pdf</a></p>	<p>Partner Work Adapted Text Audio Text Word Wall Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart</p>	<p>Partner Work Adapted Text Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart</p>	<p>Partner Work <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> T-Chart</p>

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<a href="#">la/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 4</b> NJSLS: RL.8.4 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.4 WIDA: 3,4,5 Reading Speaking Listening	<b>Determine the meaning of words and phrases</b> as they are used in a text, including <b>figurative and connotative</b> meanings; <b>analyze</b> the impact of specific <b>word choices on meaning and tone</b> , including analogies or allusions to other texts.	<u>Read to determine</u> the meaning of words and phrases as they are used in a literary text.  <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.  <u>Identify</u> analogies and allusions.	<b>VU:</b> figurative, connotative, analyze, meaning, tone, analogies, allusions  <b>LCF:</b> word choice, part of speech changes meaning.  <b>LC:</b> Varies by ELP level

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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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Learning Supports	<p>Translator/ Dictionary Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Translator/ Dictionary Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Translator/ Dictionary Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 5</b> NJSLS: RL.8.5 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.5 WIDA: 3,4,5 Reading Speaking Listening	<b>RL.8.5 - Compare and contrast</b> the structure of two or more texts and <b>analyze</b> how the differing structure of each text contributes to its meaning and style.  <b>RI.8.5.</b> 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.		<b>VU:</b> compare, contrast, analyze, structure, details, Detail, paragraph, sentence, context, formal, informal	
					<b>LFC:</b> verbs	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

## Grade 8 - Unit 3 - 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) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Leveled Text</p>	<p>T-chart Graphic Organizer (partially completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Leveled Text Outline (partially completed) Sentence Citations</p>	<p>T-chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Outline Vocabulary Definitions &amp; Pictures Visual Aides</p>	<p>T-chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Outline</p>	<p>T-chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> 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 3 - ELA/ELL Scaffold - Revised 2020**

	<p>Outline (completed)  Vocabulary Definitions &amp; Pictures  Visual Aides  Word/Picture Wall  Phrase Citations  <b>L1 Supports:</b>  Translator/ dictionary  Native Language Explanations  Native Language Discussions  Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Vocabulary Definitions &amp; Pictures  Visual Aides  Word/Picture Wall  <b>L1 Supports:</b>  Translator/ dictionary  Native Language Explanations  Native Language Discussions  Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Word Wall</p>		
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

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

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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

			Evaluate the effectiveness of the author’s point of view or purpose choices		
	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	Identify and discuss how characters’ points of view connect to the creation of suspense or humor in L1 and/or state characters’ points of view and complete sentence frames with key phrases and content-based vocabulary. Read to identify and analyze author’s point of view and response to conflicting viewpoints in L1 and/or in a leveled informational text by matching sentence-level	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	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.

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	phrase citations of author's viewpoint to visual representations.	citations of author's viewpoint to visual representations.		grammatical structures and content vocabulary.	
Learning Supports	<p>Character analysis chart</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Gestures</p> <p>Point of View</p> <p><a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Graphic Organizer (completed)</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>Character analysis chart</p> <p>Partner Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Point of View</p> <p><a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Graphic Organizer (partially completed)</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Sentence Frames</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>Character analysis chart</p> <p>Partner Work</p> <p>Word Wall</p> <p>Point of View</p> <p><a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Character analysis chart</p> <p>Point of View</p> <p><a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Point of View</p> <p><a href="https://literarydevices.net/point-of-view/">https://literarydevices.net/point-of-view/</a></p> <p>Graphic Organizer</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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 3 - ELA/ELL Scaffold - Revised 2020

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 7</b>  NJSLS: RL.8.7 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.7 WIDA: 3,4,5 Reading Speaking Listening	<b>RL.8.7 - Evaluate</b> the <b>choices</b> made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.  <b>RI.8.7 - Evaluate</b> the <b>advantages</b> and <b>disadvantages</b> of using different mediums (e.g., print or digital text, video, multimedia) to present a topic or idea.	<u>Identify and discuss</u> the extent to which a filmed or live production of a story stays faithful to or departs from the text.	<b>VU:</b> faithful, departs, advantages, disadvantages, multimedia
			<b>LFC:</b> tense and aspect, simple, complex sentences
			<b>LC:</b> Varies by ELP level

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 3 - ELA/ELL Scaffold - Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.	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.	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.	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.	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.
Learning Supports	Outlines for note taking (completed) Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Outlines for note taking (partially completed) Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides	Outlines for note taking Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Word Wall Audio/ Visual of Text	Outlines for note taking Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Audio/ Visual of Text Venn Diagram	Outlines for note taking Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Audio/ Visual of Text Venn Diagram

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p>Venn Diagram (completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>Visual Aides            Video Clips            Word/Picture Wall            Audio/ Visual of Text  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Venn Diagram (partially completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>Word/Picture Wall            Video Clips            Audio/ Visual of Text            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Video Clips</p>	<p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Video Clips</p>	<p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a>            Video Clips</p>
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

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

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	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.
Learning Supports	<p>Outlines for note taking (completed)</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Venn Diagram (completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p>	<p>Outlines for note taking (partially completed)</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Visual Aides</p> <p>Venn Diagram (partially completed)  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p>	<p>Outlines for note taking</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Visual Aides</p> <p>Word Wall</p> <p>Audio/ Visual of Text</p> <p>Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>	<p>Outlines for note taking</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Visual Aides</p> <p>Audio/ Visual of Text</p> <p>Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>	<p>Outlines for note taking</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Visual Aides</p> <p>Audio/ Visual of Text</p> <p>Venn Diagram  <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>

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	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Sentence Frames  <b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 9</b>  NJSLS: RL.8.9 WIDA: 2 Reading Speaking Listening  NJSLS: RI.8.9 WIDA: 2 Reading Speaking Listening	<b>RL.8.9</b> - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  <b>R.I.8.9</b> - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Recognize that literary themes are timeless.  Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works.  Read a variety of texts of varying formats and time periods that all focus around a common literary theme.	<b>VU:</b> modern, fiction, themes, events, patterns, character types, myths, traditional stories, religious texts, analyze, conflicting; content-based, grade-level vocabulary
		Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts.  Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre.	<b>LFC:</b> tense and aspect, simple, compound and complex sentences, comparatives, superlatives
		Note specific use of elements such as language, character traits, conflicts, and settings to analyze the writer's approach.	<b>LC:</b> Varies by ELP level

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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

		<p>Analyze why an author chose to draw on elements from myths, traditional stories, or religious words.</p> <p>Analyze the impact of the author’s choice to reference elements from earlier works on the reader.</p> <p>Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts.</p> <p>Analyze how details relate to the writer’s overall message.</p> <p>Assess the credibility of the source of supporting details.</p> <p>Participate in seminars and debates, as well as reflections.</p> <p>Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation.</p> <p>Analyze the impact that discrepancies in fact and interpretation between authors has on the reader.</p> <p>Make a judgment about which author’s presentation of the information was more credible and effective.</p>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious texts in L1 and/or using pictures and selected vocabulary in key phrase patterns.</p> <p>Read to compare and contrast two conflicting texts on the same topic in L1 and/or from leveled texts or excerpts from grade-level texts by matching conflicting word/phrase citations to visual representations and answering choice questions.</p>	<p>Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious texts in L1 and/or using Visuals and selected vocabulary in key phrases and short sentences.</p> <p>Read to compare and contrast two conflicting texts on the same topic in L1 and/or from leveled texts or excerpts from grade-level texts by matching conflicting sentence citations to visual representations and answering wh-questions using selected vocabulary</p>	<p>Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious adapted texts using key vocabulary in a series of simple, related sentences.</p> <p>Read to compare and contrast two conflicting adapted texts on the same topic using key vocabulary in a series of simple, related sentences.</p>	<p>Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious texts within the grade-level band in expanded and some complex sentences.</p> <p>Read to compare and contrast two conflicting texts within the grade-level band on the same topic using key vocabulary in expanded and some complex sentences.</p>	<p>Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious grade-level texts in multiple, complex sentences.</p> <p>Read to compare and contrast two conflicting grade-level texts on the same topic using precise vocabulary in multiple, complex sentences.</p>
<p>Learning Supports</p>	<p>T-Chart Word/Picture Wall Phrase Citations Visual Aides Word/Picture Bank</p> <p>Cloze Sentences</p>	<p>T-Chart Visual Aides Word/Picture Wall Sentence Frames Word/Picture Bank</p>	<p>T-Chart Visual Aides Word/Picture Bank Partner Work Graphic Organizer</p>	<p>T-Chart Visual Aides Partner/ Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/e">https://www.nj.gov/education/modelcurriculum/ela/e</a></p>	<p>T-Chart Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ell">https://www.nj.gov/education/modelcurriculum/ela/ell</a></p>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Graphic Organizer (completed)</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Transition Words/Phrases Reference Sheet <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 10</b></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><b>W.8.1. - Write arguments</b> to support claims with clear reasons and relevant evidence.</p> <p><b>W.8.1.A. - Introduce claim(s)</b>, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>W.8.1.B. - Support claim(s)</b> with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>W.8.1.C. - Use words, phrases, and clauses</b> to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</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 appropriate reasoning</u> and evidence to support claims.</p>	<p><b>VU:</b> 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>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><b>W.8.1.D. - Establish and maintain a formal style</b> or academic style, approach, and form.</p> <p><b>W.8.1.E. - Provide a concluding statement</b> or section that follows from and supports the argument presented.</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><b>LFC:</b> sequence/transition words, past perfect and future tense, reference terms, argumentative/persuasive phrases, and clauses, elements of formal vs. informal styles</p>
					<p><b>LC:</b> Varies by ELP level</p>
	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

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Outlines for note taking (completed)</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word/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  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p> <p>Word Bank</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Outlines for note taking (partially completed)</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>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><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p>	<p>Outlines for note taking</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>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  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p>	<p>Outlines for note taking</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Visual Aides</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p>	<p>Outlines for note taking</p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Visual Aides</p> <p>Mentor Texts</p> <p>Technology Resources</p> <p>Transition</p> <p>Words/Phrases</p> <p>Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 11</b></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</p>	<p><b>W.8.2. - Write informative/explanatory</b> texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.8.2.A. - Introduce a topic clearly</b>, 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><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><b>VU:</b> informative, explanatory, introduction, relevant, develop, topic, relevant, citations, multimedia, conclude/conclusion, formal vs. informal</p>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

Writing Speaking Listening	<p><b>W.8.2.B. - Develop the topic</b> with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.8.2.C. - Use appropriate and varied transitions</b> to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>W.8.2.D. - Use precise language</b> and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.8.2.E. - Establish and maintain a formal style.</b></p> <p><b>W.8.2.F. - Provide a concluding statement</b> or section that follows from and supports the information or explanation presented.</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><b>LFC:</b> 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><b>LC:</b> Varies by ELP level</p>	
	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,	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	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	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	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		

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	key content-based single words or drawings or cloze sentences that represent central ideas	represent central ideas in formulaic patterns.	repetitive structures and key, content based vocabulary.	variety of grammatical structures and content-based vocabulary.	precise, content based vocabulary.
Learning Supports	<p>Teacher Model Outlines for note taking (completed) Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word/Picture Wall Mentor Texts Reference Material Technology Resources Phrase Citations Word Bank <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Teacher Model Outlines for note taking (partially completed) Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Word/Picture Wall Sentence Frames Reference Material Mentor Texts Technology Resources Word Bank <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Outlines for note taking Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Word Wall Word Bank Mentor Texts Technology Resources Teacher Model Reference Material</p>	<p>Outlines for note taking Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Mentor Texts Technology Resources Teacher Model</p>	<p>Outlines for note taking Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Visual Aides Mentor Texts Technology Resources Teacher Model</p>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<a href="#">la/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 12 NJSLS: W.8.3 W.8.3.A W.8.3.B W.8.3.C W.8.3.D	<p><b>W.8.3. Write narratives</b> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.8.3.A. Engage and orient the reader</b> 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><u>Establish</u> a <u>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><b>VU:</b> narrator, sequence, transitional, point of view, dialogue, pacing, descriptive details, sensory language, conclusion</p>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p>W.8.3.E WIDA: 1-5 Writing Speaking Listening</p>					<p><b>W.8.3.B. Use narrative techniques</b>, such as <b>dialogue</b>, <b>pacing</b>, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>W.8.3.C. Use a variety of transition words</b>, phrases, and clauses to convey sequence, signal shifts in timeframe or setting, and show the relationships among experiences and events.</p> <p><b>W.8.3.D. Use precise words and phrases</b>, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>W.8.3.E. Provide a conclusion</b> that follows from and reflects on the narrated experiences or events.</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><u>Demonstrate ability to create</u> a context or setting for the story.</p> <p><u>Develop characters</u> throughout the story.</p>	<p><b>LFC:</b> sequential and transitional words, sensory words/ phrases, punctuation for dialogue (tags), quotation marks, descriptive adjectives</p>
					<p><b>LC:</b> Varies by ELP level</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		

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## **Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

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 L1 and/or use selected transitional words to complete narrative Sentence Frame with illustrations.</p> <p>Write to complete L1 and /or leveled conclusive</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 Frame using vocabulary with illustrations.</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 complete sentences of emerging complexity with some content 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 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 and type with content vocabulary.</p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	cloze sentences using vocabulary with illustrations.				
Learning Supports	<p>Narrative Writing Diamond (completed)  <a href="https://app.ourcoursesystems.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">https://app.ourcoursesystems.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</a></p> <p>Timeline            Translator/ Dictionary            Visual Aides            Word/Picture Wall            Post-its            Teaching Modeling            Shared Writing            Check List            Reference Sheet            Transition            Words/Phrases            Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a></p>	<p>Narrative Writing Diamond (partially completed)  <a href="https://app.ourcoursesystems.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">https://app.ourcoursesystems.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</a></p> <p>Timeline            Translator/ Dictionary            Visual Aides            Word/Picture Wall            Post-its            Teaching Modeling            Shared Writing            Check List            Reference Sheet            Transition            Words/Phrases            Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a>  <b>L1 Supports:</b>            Translator/ dictionary</p>	<p>Narrative Writing Diamond  <a href="https://app.ourcoursesystems.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">https://app.ourcoursesystems.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</a></p> <p>Timeline            Translator/ Dictionary            Visual Aides            Word/Picture Wall            Transition            Words/Phrases            Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a>            Post-its            Teaching Modeling            Shared Writing            Check List            Reference Sheet            Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Narrative Writing Diamond  <a href="https://app.ourcoursesystems.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">https://app.ourcoursesystems.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</a></p> <p>Timeline            Translator/ Dictionary            Transition            Words/Phrases            Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a>            Post-its            Teaching Modeling            Shared Writing            Check List            Reference Sheet            Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Narrative Writing Diamond  <a href="https://app.ourcoursesystems.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">https://app.ourcoursesystems.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</a></p> <p>Timeline            Translator/ Dictionary            Transition            Words/Phrases            Reference Sheet  <a href="https://7esl.com/transition-words/">https://7esl.com/transition-words/</a>            Post-its            Teaching Modeling            Shared Writing            Check List            Reference Sheet            Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>

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

**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>          Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>	<p>Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>          Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 13</b>  NJSLS: W.8.4 WIDA: 2 Writing Speaking Listening	<b>Produce clear and coherent writing</b> in which the <b>development, organization, voice, and style</b> 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 language that is <u>precise</u> and powerful to create voice.  Create a <u>tone</u> that is appropriate for one’s audience.		<b>VU:</b> narrative
					<b>LFC:</b> tense and aspect
					<b>LC:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Teacher Model Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word Wall	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> 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 3 - ELA/ELL Scaffold - Revised 2020

	<a href="#">OrganizersWorksheets.pdf</a> Word/Picture Wall Word Bank Bilingual Dictionary <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Word/Picture Wall Bilingual Dictionary <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Bilingual Dictionary	Bilingual Dictionary	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 14</b>	With some guidance and support from peers and adults,	<u>Revise and edit</u> intentionally to improve writing.	<b>VU:</b> revise, edit, publish

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

NJSLS: W.8.5 WIDA: 2 Writing Speaking Listening	<b>develop and strengthen writing</b> as needed by <b>planning, revising, editing, rewriting,</b> or trying a new approach, focusing on how well purpose and audience have been addressed.		Generate <u>ideas</u> to develop topic		<b>LFC:</b> verb forms, subject-verb agreement
			Revise <u>writing</u> with a partner or self-editing checklists.		<b>LC:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word/Picture Wall Word Bank Visual Aides Story Board	Teacher Model Teacher Feedback Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word/Picture Wall Bilingual Dictionary Visual Aides Story Board <b>L1 Supports:</b>	Teacher Feedback Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word Wall Bilingual Dictionary Visual Aides Story Board	Teacher Feedback Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Bilingual Dictionary Visual Aides Story Board	Teacher Feedback Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Bilingual Dictionary

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p>Bilingual Dictionary</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 15</b>  NJSLS: W.8.5 WIDA: 1-5 Writing Speaking Listening	<b>Use technology</b> , 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.		<b>VU:</b> search engines, authentic information, plagiarism/ reference, font, size  <b>LFC:</b> document format as per MLA and APA documentation guidelines  <b>LC:</b> Varies by ELP level
			Use <u>technology to broaden research</u> base.		
			Use <u>evidence</u> found online to support ideas.		
		Give and receive <u>feedback</u> using technology.			
		Seek out authentic <u>publishing</u> opportunities			
	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.	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 3 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Teacher Model Teacher Feedback Technology Support Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word/Picture Wall Word Bank Visual Aides Bilingual Dictionary Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a> Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p>	<p>Teacher Model Teacher Feedback Technology Support Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word/Picture Wall Bilingual Dictionary Visual Aides <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a> Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech</p>	<p>Teacher Feedback Technology Support Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Word Wall Bilingual Dictionary Visual Aides Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a>  Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>  Proofreading Checklist <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20</a></p>	<p>Teacher Feedback Technology Support Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Bilingual Dictionary Visual Aides Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a>  Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>  Proofreading Checklist <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or</a></p>	<p>Teacher Feedback Technology Support Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Bilingual Dictionary Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a> Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>  Proofreading Checklist <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a></p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p>Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>  <b>L1 Supports:</b>            Translator/ dictionary            Native Language                Explanations            Native Language                Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</a>            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Proofreading Checklist  <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20</a></p>	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>             Proofreading Checklist  <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a>             Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p><a href="https://www.thoughtco.com/list-of-transition-words-1857002">0or%20more%20independent%20clauses.%20</a>             Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p><a href="https://www.thoughtco.com/list-of-transition-words-1857002">%20more%20independent%20clauses.%20</a>             Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

[Independent clause](#)

Transition Word List  
<https://www.thoughtco.com/list-of-transition-words-1857002>

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 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 16</b> NJSLS: W.8.6 WIDA: 1-5 Writing Speaking Listening	<b>Use technology</b> , including the Internet, <b>to produce and publish writing</b> 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.  <u>Give and receive feedback</u> using technology.		<b>VU:</b> search engines, authentic information, plagiarism/ reference, font, size
					<b>LFC:</b> document format as per MLA and APA documentation guidelines
					<b>LC:</b> 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 3 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Outline (completed)            Word Wall            Technology Support            Word Wall            Visuals            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>            Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Outline (partially completed)            Word Wall            Technology support            Visuals            Sentence Frames            Word/Picture Bank            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>            Proofreading Checklist  <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Template            Word Wall            Technology            Outline            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>            Proofreading Checklist  <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a>            Transition Word List  <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Outline            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>            Proofreading Checklist  <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a>            Transition Word List</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Outline            Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>            Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>            Proofreading Checklist  <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a>            Transition Word List</p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p> <p>Proofreading Checklist <a href="https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20">https://www.englishhints.com/proofreading-checklist.html#:~:text=Revision%20and%20Proofreading%20Checklist%201%20Revision%20Checklist.%20Read,sentences%20have%20two%20or%20more%20independent%20clauses.%20</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language</p>	<p><a href="#">ve%20two%20or%20more%20independent%20clauses.%20</a></p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p> <p>Transition Word List <a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p>	<p><a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p>	<p><a href="https://www.thoughtco.com/list-of-transition-words-1857002">https://www.thoughtco.com/list-of-transition-words-1857002</a></p> <p>Publishing Checklist <a href="http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html">http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html</a></p>
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 17</b> NJSLS: W.8.7 WIDA: 2,3,4,5 Writing Speaking Listening	<b>Conduct short research projects</b> to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		<u>Explore inquiry topics</u> through short research projects.  <u>Compose student-generated questions</u> focused around areas of interest or content studies.  <u>Research and synthesize</u> information from several sources.  <u>Develop research questions</u> ; <u>Determine keywords</u> or topics for each question.  <u>Conduct research</u> and synthesize multiple sources of information.  <u>Compose follow-up</u> research questions.		<b>VU:</b> research, answer, pose, self generated; content-based, grade-level vocabulary	
					<b>LFC:</b> The 5 Ws + H question types, punctuation marks	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write to pose, research, and answer questions in L1 and/or use drawings, pictures and selected vocabulary in key phrase patterns.	Write to pose, research, and answer questions in L1 and/or use Visuals and selected vocabulary in key phrases and short sentences.	Write to pose, research, and answer self-generated related questions using key vocabulary in a series of simple, related sentences.	Write to pose, research, and answer self-generated related questions using key vocabulary in expanded and some complex sentences.	Write to pose, research, and answer self-generated related questions using precise vocabulary in multiple, complex sentences.	

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

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p>Learning Supports</p>	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Technology Support            Word Wall            Visuals            Partner / Small Group Work            Word/Picture Bank</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Technology support            Visuals            Sentence Frames            Partner / Small Group Work            Word/Picture Bank</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Template            Word Wall            Technology            Partner / Small Group Work            Word/Picture Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Story Map</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work</p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 18</b> NJSLS: W.8.8 WIDA: 2,3,4,5 Writing Speaking Listening	<b>Gather relevant information</b> from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and <b>quote or paraphrase</b> the data and conclusions of others while <b>avoiding plagiarism</b> and following a standard format for citation.		<u>Use search terms</u> 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 examples of plagiarism</u> ; Avoid plagiarism.		<b>VU:</b> quote, paraphrase, source, search terms, credibility, accuracy, data, conclusions, digital, citations, plagiarism	
					<b>LFC:</b> using search engines and databases, mastery of Microsoft Word, Office, Publisher, document skills, sequence and transition words, format as per MLA documentation guidelines	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Research a content area issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected grade level words in key phrase patterns.	Research a content areas issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected grade level vocabulary in key phrases and short sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using key, grade-level vocabulary in multiple, simple sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using grade level vocabulary in multiple, complex sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using grade level vocabulary in multiple, complex sentences.	

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

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Graphic Organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Mark Text            Technology Support            Word Wall            Visuals            Partner / Small Group Work</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall            Mark Text            Technology support            Visuals            Sentence Frames            Partner / Small Group Work</p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Template            Word Wall            Mark Text            Technology            Partner / Small Group Work            Word/Picture Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Mark Text</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Partner / Small Group Work            Mark Text</p>
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b>  NJSLS: W.8.9 WIDA: 2 Writing Speaking Listening	<b>Draw evidence</b> from literary or informational texts to <b>support analysis, reflection and research.</b>		Write to <u>cite evidence</u> from literary or informational texts to support analysis, reflection and research.		<b>VU:</b> evidence, theme, analysis, reflection, research
					<b>LFC:</b> transitions for comparison and contrast, formal/informal expressions and phrases
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures that represent key ideas using phrase patterns and general, content related vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures and short sentences that represent key ideas using formulaic sentence patterns and general, content based vocabulary	Write to cite evidence from literary and informational texts to support analysis and reflection from adapted literature by producing simple sentences that represent multiple related ideas using repetitive structures and key, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level by producing expanded and some complex structures with a variety of structures and content vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from grade level literature reflection, and research by producing multiple, complex sentences using a variety of grammatical structures and precise, content based vocabulary.

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 3 - ELA/ELL Scaffold - Revised 2020

Learning Supports	<p>Graphic organizer (completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Word Wall            Technology support            Word Wall            Visuals            Cloze sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a>  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Graphic organizer (partially completed)  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Word Wall            Technology support            Visuals            Sentence Frames  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Template            Word Wall            Technology support</p>	<p>Graphic organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a></p> <p>Story Map</p>	
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b>  NJSLS: W.8.10 WIDA: 2,3,4,5 Writing Speaking Listening	<b>Write routinely over extended time frames</b> (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		<b>VU:</b> personal narrative, journal entry, purpose
					<b>LFC:</b> different structures for different registers and genres
					<b>LC:</b> 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)	Graphic Organizer (partially completed)	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffold">https://www.nj.gov/education/modelcurriculum/ela/ellscaffold</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/e">https://www.nj.gov/education/modelcurriculum/ela/e</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ell">https://www.nj.gov/education/modelcurriculum/ela/ell</a>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall Rubric Visuals Check List Cloze Sentences</p> <p><a href="https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall Visuals Sentence Frames Check List Rubric</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">ding/GraphicOrganizersWorksheets.pdf</a></p> <p>Word Wall Check List Rubric</p>	<p><a href="#">llscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Check List Rubric</p>	<p><a href="#">scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Check List Rubric</p>
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

<a href="#">la/ellscaffolding/L1Supports.pdf</a>				
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Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 21</b>  NJSLS: SL.8.1 WIDA: 1-5 Speaking Listening Reading	<b>Engage</b> effectively in a range of collaborative <b>discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and <b>expressing their own clearly</b> .					Participate in a variety of collaborative discussion settings.  Define and identify rules for discussions, including group and individual roles.  Craft and respond to specific questions based on the topic or text, elaborating when necessary.  Reflect on and paraphrase what was discussed.  Summarize the ideas expressed.					<b>VU:</b> formal, informal, ideas, explain, elaborate, summarize, extend, point of view				
											<b>LFC:</b> first person phrases, contrastive transitions, restate, tone, voice				
											<b>LC:</b> Varies by ELP level				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5										
Language Objectives	Participate in a variety of teacher led discussions in L1 and/or using a graphic organizer for support and organization and pre-taught words or phrases. Answer YES/NO-questions.	Participate in a variety of teacher led discussions, using L1 and/or simple sentences and a graphic organizer for support.	Participate in a variety of collaborative discussions in pairs, expressing clearly and persuasively using a graphic organizer for support and organization.	Participate in a variety of collaborative discussion settings, expressing clearly and persuasively approaching grade level using a graphic organizer for support and organization.	Participate in a variety of collaborative discussion settings, expressing clearly and persuasively at grade level.										
Learning Supports	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.</a>	Partner / Small Group Work										

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	Partner / Small Group Work Word Wall Visuals  Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Partner / Small Group Work Word Wall Visuals Bilingual Dictionary  Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Partner / Small Group Work Bilingual Dictionary	Partner / Small Group Work Bilingual Dictionary	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<b>SLO: 22</b>  NJSLS: SL.8.2 WIDA: 1-5 Speaking Listening Reading	<b>Analyze the purpose of information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		<u>Speak and listen</u> to develop an understanding of and motive behind various forms of multimedia presentations.		<b>VU:</b> point of view, bias, misinformation, convince, allusions
					<b>LFC:</b> superlatives, negatives, active and passive voice
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to develop an understanding of the motive behind various forms of multimedia presentations in L1 and/or in a teacher led discussion using single words or answering yes/no questions.	Speak and listen to develop an understanding of the motive behind various forms of multimedia presentations in L1 and/or in a teacher led discussion using phrases to complete sentence frames to answer questions.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using simple related sentences with key content-based vocabulary.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using complete sentences with emerging complexity and some content-based vocabulary.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using complete, detailed sentences of varying length and type with content-based vocabulary.
Learning Supports	Checklist Video Clips/Films Word Wall Bilingual Dictionary Gestures Partner / Small Group Work Graphic Organizer	Checklist Video Clips/Films Word Wall Bilingual Dictionary Visuals Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc">https://www.nj.gov/education/modelcurriculum/ela/ellsc</a>	Checklist Video Clips/Films Word Wall Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd</a>	Checklist Video Clips/Films Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd</a>	Checklist Partner / Small Group Work Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pd</a>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentence</p> <p><a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">affolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Sentence Frames</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Bilingual Dictionary</p>		
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 23</b> NJSLS: SL.8.3 WIDA: 1-5	<b>Delineate a speaker's argument and specific claims, evaluating</b> the soundness of the reasoning and relevance and sufficiency of the evidence and <b>identifying</b> when irrelevant evidence is introduced	<u>Determine</u> the speaker's argument and claims.  <u>Evaluate</u> whether the speaker's reasoning is rational and legitimate.	<b>VU:</b> delineate, argument, specific, claims, evaluate, soundness, reasoning, evidence

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

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

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Cloze Sentence Cloze Sentences</p> <p><a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">affolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Sentence Frames</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">ding/GraphicOrganizersWorksheets.pdf</a></p>		
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 24</b> NJSLS: SL.8.4 WIDA: 1-5	<b>Present claims and findings</b> , emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use	<u>Present information</u> using sound, detailed, and relevant evidence in a coherent manner.	<b>VU:</b> claims, findings, points, focused, coherent, evidence, reasoning, details,

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Speaking Listening Reading	appropriate eye contact, adequate volume, and clear pronunciation.		<u>Use appropriate eye contact, adequate volume, and clear pronunciation.</u>		appropriate, eye contact, volume, interest
					<b>LFC:</b> complex sentences, interrogatives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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	Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic</a>	Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Visuals Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a>	Checklist Word Wall Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets</a> Bilingual Dictionary	Checklist Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Checklist Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">OrganizersWorksheets.pd</a></p> <p>Cloze Sentence</p> <p><a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">affolding/GraphicOrganizersWorksheets.pd</a></p> <p>Sentence Frames</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language</p> <p>Explanations</p> <p>Native Language</p> <p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 25</b> NJSLS: SL.8.5 WIDA: 1-5 Speaking Listening Reading Writing	<b>Integrate multimedia and visual displays</b> into <b>presentations</b> to clarify information, strengthen claims and evidence, and add interest.	<u>Speak and listen to present</u> information with integrated multimedia and visual support	<b>VU:</b> multimedia, visual, display; content-based, grade-level vocabulary
			<b>LFC:</b> complex sentences
			<b>LC:</b> Varies by ELP level

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	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.
Learning Supports	Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Cloze Sentence <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20blanks,fill-in-the-blank">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20blanks,fill-in-the-blank</a>	Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Visuals Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Technology & Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Bilingual Dictionary	Technology & Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Technology & Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 26</b> NJSLS: SL.8.6 WIDA: 1-5 Speaking Listening Reading Writing	<b>Adapt speech to a variety of contexts and tasks,</b> demonstrating command of formal English when indicated or appropriate.		<u>Orally present</u> information, using appropriate speech, in a variety of situations.		<b>VU:</b> academic, general, domain specific, comprehension, expression	
					<b>LFC:</b> verb tenses in active/passive voices	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.</p>	<p>Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.</p>	<p>Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content based vocabulary.</p>
<p>Learning Supports</p>	<p>Rubric Specific to Task Checklist Word Wall Word/Picture Bank Bilingual Dictionary Reference Sheet Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Cloze Sentence <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence</a></p>	<p>Rubric Specific to Task Reference Sheet Checklist Word Wall Visual Aides Word/Picture Bank Bilingual Dictionary Visuals Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Sentence Frames <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language</p>	<p>Technology &amp; Technology Resources Checklist Word Wall Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Bilingual Dictionary Rubric Specific to Task Reference Sheet</p>	<p>Technology &amp; Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Rubric Specific to Task Reference Sheet</p>	<p>Technology &amp; Technology Resources Checklist Visual Aides Word/Picture Bank Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> 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 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="#">%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 27</b> NJSLS: L.8.1 WIDA: 1-5 Speaking Writing Reading Listening	<b>Demonstrate command of the conventions of Standard English grammar</b> and usage when writing or speaking.		<u>Differentiate</u> between active and passive voice.  <u>Identify</u> active and passive voice in reading.  <u>Correctly use verbs</u> in the active and passive voice when writing or speaking.		<b>VU:</b> active voice, emphasis, action	
					<b>LFC:</b> simple/compound verb tenses, parts of speech, subject/predicate	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>Write or speak to develop an understanding of formal English in the active voice by matching pictures to corresponding active verbs.</p>	<p>Write or speak to develop an understanding of formal English in the active voice by matching pictures to simple sentences.</p>	<p>Write or speak to demonstrate an understanding of formal English in the active voice in different verb tenses in simple sentences and adapted text.</p>	<p>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.</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word Wall            Reference sheet            Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/blank-worksheet-template/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank-worksheet-template/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word Wall            Reference sheet            Visuals            Sentence Frames            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>            Word Wall            Reference sheet</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a></p>

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

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p>Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>  <b>L1 Supports:</b>                      Translator/ dictionary                      Native Language Explanations                      Native Language Discussions                      Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 28</b>                      NJSLS: L.8.2                      WIDA: 1-5                      Reading                      Writing                      Speaking                      Listening</p>	<p><b>Demonstrate command</b> of the conventions of standard English using <b>capitalization, punctuation, and spelling</b> when writing.</p>	<p><u>Use punctuation</u> correctly when writing.   <u>Apply common rules and patterns</u> to spell words correctly.</p>	<p><b>VU:</b> Conventions, Standard English, capitalization, punctuation: comma, ellipsis, dash; pause, break, spelling rules and patterns</p>
			<p><b>LFC:</b> Capitalization rules, spelling rules</p>
			<p><b>LC:</b> 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 3 - ELA/ELL Scaffold - Revised 2020

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to identify where to apply the conventions of Standard English punctuation by inserting commas into cloze sentences of written examples as well as apply the conventions of capitalization by categorizing proper and common nouns in cloze sentences using single words within phrase patterns.	Write to identify the conventions of Standard English punctuation by inserting commas and dashes of written examples of phrases and short sentences using formulaic sentence patterns as well as general. And identify the conventions of capitalization by producing and revising proper and common nouns.	Write to apply the conventions of Standard English punctuation by revising written examples of simple sentences that as well as to apply the conventions of Standard English capitalization by producing, editing and revising simple sentences.	Write to apply the conventions of Standard English punctuation by revising written examples of expanded and some complex sentences as well as to apply the conventions of Standard English capitalization by producing, editing and revising some complex sentences.	Write to apply the conventions of Standard English punctuation by producing, editing and revising written examples at grade level as well as to apply the conventions of Standard English capitalization by producing, editing and revising using multiple, complex sentences in a variety of grammatical structures.
Learning Supports	<p>Template Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Parts of Speech</p>	<p>Template Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Parts of Speech</p>	<p>Template Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/theCurriculumCorner123/parts-of-speech/">https://www.thecurriculumcorner.com/theCurriculumCorner123/parts-of-speech/</a></p>	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/theCurriculumCorner123/parts-of-speech/">https://www.thecurriculumcorner.com/theCurriculumCorner123/parts-of-speech/</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4</a></p>	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/theCurriculumCorner123/parts-of-speech/">https://www.thecurriculumcorner.com/theCurriculumCorner123/parts-of-speech/</a></p> <p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p>Capitalization reference sheet  <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68</a></p>

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## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets,.by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p>
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In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<a href="#">la/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 29</b> NJSLS: L.8.3 WIDA: 1-5 Speaking Writing Reading Listening	<b>Use knowledge of language</b> and its <b>conventions</b> when writing, speaking, reading, or listening	<u>Identify verbs</u> used in the active and passive voice and in the conditional and subjunctive mood.	<b>VU:</b> verbs, active/passive voice  <b>LFC:</b> verb tenses in active/passive voices, conditional/ subjunctive  <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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

## Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content based vocabulary</p>	<p>Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.</p>	<p>Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content based vocabulary.</p>
<p>Learning Supports</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word/Picture Wall            Reference sheet            Cloze Sentences  <a href="https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items">https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2Obelow.%20More%20items</a></p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Word/Picture Wall            Reference sheet            Visuals            Sentence Frames            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>  <b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>            Word Wall            Reference sheet            Rubric Specific to Task</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>            Rubric Specific to Task</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Verb Tense Chart  <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a>            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 3 - ELA/ELL Scaffold - Revised 2020

	<p>Verb Tense Chart <a href="https://7esl.com/verb-tenses/">https://7esl.com/verb-tenses/</a> Rubric Specific to Task <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Rubric Specific to Task</p>			
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 30</b> NJSLS: L.8.4 WIDA: 1 -5 Speaking Writing Reading Listening	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based on grade 8 reading and content, choosing flexibly from a range of strategies.		Use a <u>combination of context clues</u> , structural clues, and the word's position and function in a sentence <u>to determine the meaning of unknown words</u> or phrases.		<b>VU:</b> multiple meaning words / phrases, context, context clues
					<b>LFC:</b> word functions, positions, and meanings
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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 3 - ELA/ELL Scaffold - Revised 2020

<p>Language Objectives</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
<p>Learning Supports</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Translator/ Dictionary Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Translator/ Dictionary Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Visual Aides            Word/Picture Bank  <b>L1 Supports:</b>            Translator/ dictionary</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Translator/ Dictionary Partner / Small Group Work            Vocabulary Definitions &amp; Pictures            Visual Aides            Word Bank</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>            Translator/ Dictionary Partner / Small Group Work</p>	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>

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

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	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 31</b>             NJSLS: L.8.5            WIDA: 1-5            Reading            Speaking            Writing            Listening</p>	<p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p><u>Identify the relationship of words.</u>   <u>Clarify words</u> by using the relationship between them.</p>	<p><b>VU:</b> Context (ual), figurative, connotative connotations/ figures of speech, verbal irony, puns, word meanings, nuances, associations, relationships</p> <p><b>LFC:</b> Compound tenses, embedded clauses, figures of speech, sentences with related grade-level words</p>

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	<p><a href="#">ank/#::~:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>		
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**Grade 8 - Unit 3 - ELA/ELL Scaffold - Revised 2020**

	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 32</b> NJSLS: L.8.6 WIDA: 1-5 Reading Speaking Writing Listening	<b>Acquire and use accurately</b> grade-appropriate general academic and domain-specific <b>words and phrases</b> ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<b>Understand and apply</b> conversational, academic, and domain specific <u>vocabulary</u> .  <u>Interpret unknown words and their meanings</u> , using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.		<b>VU:</b> academic, general, domain specific, monitor understanding	
					<b>LFC:</b> Subject verb agreement, embedded clauses	
					<b>LC:</b> Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

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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	<p>Student created cross-curricular dictionary Adapted Text Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures</p> <p>Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20blank%20%2F">https://worksheets.theteacherscorner.net/make-your-own/blank-in-the-blank/#:~:text=Fill%20in%20the%20blank%20%2F</a></p>	<p>Student created cross-curricular dictionary Adapted Text Sentence Frames Visuals Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Student created cross-curricular dictionary Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &amp; Pictures</p>	<p>Student created cross-curricular dictionary Translator/ Dictionary Partner / Small Group Work</p>	<p>Student created cross-curricular dictionary</p>

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