# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

**\*REFER TO ESL PACING GUIDE & ELA UNIT 4 FOR ADDITIONAL RESOURCES\***

**Text/Novel** – *A Midsummer Night's Dream* by William Shakespeare

**Alternative Novel Suggestions:**

ELP 1 – *Tales From Shakespeare* by Marcia Williams
ELP 2 – *Shakespeare's Stories for Young Readers* by E. Nesbit
ELP 3 – *A Midsummer Night's Dream: For Kids* by Lois Burdett
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**
● Literary Elements
● Objectively Summarize Literary Text
● Analysis of Dialogue
● Analysis of Modern English
● Analysis of Narrative Perspective
● Analysis of Poetic Structure

**Themes**
Visions of Shakespeare
Love
Imagination
Patriarchy
Magic

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## Unit Essential Questions
- How can studying language and performance help you appreciate Shakespeare's works?
- How can language transcend time?
- How does performance affect one's interpretation of a play?
- Why do Shakespeare's works hold a universal appeal?
- What motivates people to try to control each other's actions?
- Is it possible for people to control each other's actions?
- What is the difference between sight (eyes) and perception?
- How do we act when we're in love?
- How do emotions influence our perceptions?
- Why do we study Shakespeare?

*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-GPcmFxieuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (Sentence frames)
https://www.commonlit.org/?acknowledge_unsupported_browser=true
http://www.vocabulary.com

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**Writing Resources:**

**Argumentative**

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%201%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: *N.J.S.A. 18A 52:16A-88* | X | Holocaust Law: *N.J.S.A. 18A:35-28* | X | LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* | X | Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a* | X | Standards in Action: *Climate Change* | |

**Diversity & Inclusion**

**Halocaust Law:**
**Various Holocaust related essay topics:**

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## 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 <u>or</u> how it detracts from your understanding.

## Narrative

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

## LGBTQ - Inclusive Lessons
**Connecting With Intersectionality Through 'Alvin Alley'**

**Expanding Character Traits Through 'Better Nate Than Ever'**

Anti-Racist Lessons

## Amistad Law

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.

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

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

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf **L1 Supports:** Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/e | Study guide (partially completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf **L1 Supports:** Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts | Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | Study guide Adapted Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | Study guide Adapted Text |

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

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 2**<br><br>NJSLS: RL.8.2<br>WIDA: 1,2<br>Reading<br>Speaking | **Determine a theme or central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to the characters, setting, and plot; provide an objective summary of the text. | Read and identify the theme or central idea of a text.<br><br>Analyze the development of the theme throughout the text. | **VU:** theme, analyze, characters, plot, setting, relationship, development, identify, summarize, objectively |

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| Language Objectives | 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. | 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. | 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 | 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. | 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. |
|---|---|---|---|---|---|
| Learning Supports | Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences https://worksheets.the teacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20i | Completed Story Map Adapted Text Partially-completed   Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ell | Story Map Adapted Text Character Web Audio of text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | Story Map Adapted Text Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | Story Map Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf |

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|---|---|---|---|---|
| | n%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items<br><br>Graphic Organizer (completed)<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | scaffolding/GraphicOrganizersWorksheets.pdf<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | | |

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| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO:  3**<br><br>NJSLS: RL.8.3<br>WIDA: 2<br>Reading<br>Speaking<br>Listening | **RL.8.3 - Analyze** how particular **lines of dialogue** or incidents in a story or drama **propel the action**, **reveal aspects** of a character, or **provoke a decision.** | | Read to analyze how dialogue creates different outcomes throughout a text.<br><br>Track key individuals, events, and/or ideas in informational text. | | **VU:** dialogue, action, aspects, decision, provoke, connections, differences<br><br>**LCF:** prepositional phrases<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| Language Objectives | Read text in L1 and/or appropriately leveled or adapted text to identify and dramatize lines of dialogue by matching the dialogue to the character stating it. Answer yes/no questions. | Read text in L1 and/or appropriately leveled or adapted text in English to identify and dramatize multiple lines of dialogue by matching the dialogue to the character stating it. | Read adapted text or approaching grade level text to identify and dramatize dialogue among characters and determine how the dialogue propels the action. | Read grade level text to dramatize and analyze how dialogue between characters leads to action. | Read grade level text to analyze how dialogue between characters leads to action. |
|---|---|---|---|---|---|
| Learning Supports | Partner Work<br>Adapted Text<br>Visual Aides<br>Dialogue lines<br>Audio Text<br>Venn Diagram (completed)<br>https://www.smartdraw.com/venn-diagram/<br>T-Chart<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Partner Work<br>Adapted Text<br>Visual Aides<br>Dialogue lines<br>Audio Text<br>Venn Diagram (partially completed)<br>https://www.smartdraw.com/venn-diagram/<br>T-Chart<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Partner Work<br>Adapted Text<br>Audio Text<br>Word Wall<br>Venn Diagram<br>https://www.smartdraw.com/venn-diagram/<br>T-Chart | Partner Work<br>Adapted Text<br>Venn Diagram<br>https://www.smartdraw.com/venn-diagram/<br>T-Chart | Partner Work<br>https://www.smartdraw.com/venn-diagram/<br>T-Chart |

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|  | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
| --- | --- | --- | --- | --- | --- |
| **SLO: 4**<br><br>NJSLS: RL.8.4<br>WIDA: 2<br>Reading<br>Speaking<br>Listening | **Determine** the **meaning of words and phrases** as they are used in a text, including **figurative and connotative** meanings; **analyze** the impact of specific **word choices** on **meaning and tone**, including analogies or allusions to other texts. | | Read to determine the meaning of words and phrases as they are used in a literary text.<br><br>Read and analyze literary text to determine the meaning of words including figurative and connotative meanings by looking at word choice and figurative language.<br><br>Identify analogies and allusions. | | **VU:** figurative, connotative, analyze, meaning, tone, analogies, allusions<br><br>**LCF:** word choice, part of speech changes meaning.<br><br>**LC:** Varies by ELP level |
|  | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| Language Objectives | Read to determine the meaning of single words and idiomatic phrases in L1 and/or in an appropriately leveled or adapted text including figurative and connotative meanings. Answer yes/no questions. Match visual to phrases. | Read to determine the meaning of phrases and idiomatic expression in L1 and/or in an appropriately leveled or adapted text including figurative and connotative meanings. | Read to analyze and determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings by analyzing word choice and figurative language. | Read to analyze and determine the meaning of words and phrases, including figurative and connotative meanings by analyzing word choice and figurative language in grade level text. | Read to analyze and determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by analyzing word choice and figurative language. |
|---|---|---|---|---|---|
| Learning Supports | Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurric | Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ **L1 Supports:** | Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ | Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ | Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ |

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| | | | |
|---|---|---|---|
| ulumcorner123/parts-of-speech/ <br> **L1 Supports:** <br> Translator/ dictionary <br> Native Language Explanations <br> Native Language Discussions <br> Native Language Texts <br> https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Translator/ dictionary <br> Native Language Explanations <br> Native Language Discussions <br> Native Language Texts <br> https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | | |

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

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| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Compare and contrast the structure of texts in L1 and/or use simple words to complete a T-chart with key content-based vocabulary. Answer yes/no questions. 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. | 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. | 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. | 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. | 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. |
| Learning Supports | T-chart Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Graphic | T-chart Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | T-chart Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Outline | T-chart Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | T-chart Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf |

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| | | | | |
|---|---|---|---|---|
| | OrganizersWorksheets.pdf<br>Leveled Text<br>Outline (completed)<br>Vocabulary Definitions & Pictures<br>Visual Aides<br>Word/Picture Wall<br>Phrase Citations<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Leveled Text<br>Outline (partially completed)<br>Sentence Citations<br>Vocabulary Definitions & Pictures<br>Visual Aides<br>Word/Picture Wall<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Vocabulary Definitions & Pictures<br>Visual Aides<br>Word Wall | Outline | Outline |

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Identify and discuss how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and match pictures/scenes with key phrases and content-based vocabulary. Answer yes/no questions. Read to identify and analyze author's point of view and respond to conflicting viewpoints in L1 and/or in a leveled text by matching simple phrase citations of author's viewpoint to visual representations. | Identify and discuss how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and complete sentence frames with key phrases and content-based vocabulary. Read to identify and analyze author's point of view and response to conflicting viewpoints in L1 and/or in a leveled informational text by matching sentence-level citations of author's viewpoint to visual representations. | Identify and discuss how characters' points of view connect to the creation of suspense or humor using key content-based vocabulary and simple sentences with errors that do not interfere with meaning. Read to identify and analyze author's point of view and response to conflicting viewpoints in an adapted informational text using simple, related sentences with repetitive structures and key, content vocabulary. | Identify and discuss how characters' points of view connect to the creation of suspense or humor using complete sentences of emerging complexity with some content-based vocabulary. Read to identify and analyze author's point of view and respond to conflicting viewpoints using expanded and some complex sentences with a variety of grammatical structures and content vocabulary. | Identify and discuss how characters' points of view connect to the creation of suspense or humor using complete, detailed sentences of varying length and type with content based vocabulary. Read to identify and analyze author's point of view and respond to conflicting viewpoints using multiple, complex sentences with a variety of grammatical structures and precise, content vocabulary. |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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

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

| | 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. |

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.

| Learning Supports | Outlines for note taking (completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Venn Diagram (completed) https://www.smartdraw.com/venn-diagram/ | Outlines for note taking (partially completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Venn Diagram (partially completed) https://www.smartdraw.com/venn-diagram/ | Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Word Wall Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ Video Clips | Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ Video Clips | Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ Video Clips |
|---|---|---|---|---|---|
| | Visual Aides Video Clips Word/Picture Wall Audio/ Visual of Text **L1 Supports:** Translator/ dictionary Native Language   Explanations Native Language   Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Word/Picture Wall Video Clips Audio/ Visual of Text Sentence Frames **L1 Supports:** Translator/ dictionary Native Language   Explanations Native Language   Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | | | |

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 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 8**<br><br>NJSLS: RI.8.8<br>WIDA: 3,4,5<br>Reading<br>Speaking<br>Listening | **Delineate** and **evaluate** the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | Dissect the argument presented in a text.<br><br>Determine how direct the link is between the speaker's overall topics to the evidence presented.<br><br>Evaluate the soundness of the reasoning for an argument.<br><br>Recognize when weak and/or irrelevant evidence is given for an argument.<br><br>Recognize when misleading support is given for an argument.<br><br>Evaluate the quality and sufficiency of the evidence given to support an argument. | **VU:** sound reasoning, relevant, evidence, claims<br><br>**LFC:** conjunctions, transitional phrases<br><br>**LC:** 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 4 - 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 | Outlines for note taking (completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Venn Diagram (completed) https://www.smartdraw.com/venn-diagram/ Word/Picture Wall Audio/ Visual of Text **L1 Supports:** Translator/ dictionary Native Language Explanations Native Language Discussions | Outlines for note taking (partially completed) Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Venn Diagram (partially completed) https://www.smartdraw.com/venn-diagram/ Word/Picture Wall Audio/ Visual of Text Sentence Frames **L1 Supports:** Translator/ dictionary Native Language Explanations Native Language | Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Word Wall Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ | Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ | Outlines for note taking Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Visual Aides Audio/ Visual of Text Venn Diagram https://www.smartdraw.com/venn-diagram/ |

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.

| | Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | | | |
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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 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 9**<br><br>NJSLS: RL.8.9<br>WIDA: 2<br>Reading<br>Speaking<br>Listening | **RL.8.9** - 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. | Recognize that literary themes are timeless.<br><br>Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works.<br><br>Read a variety of texts of varying formats and time periods that all focus around a common literary theme.<br><br>Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts.<br><br>Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre.<br><br>Note specific use of elements such as language, character traits, conflicts, and settings to analyze the writer's approach.<br><br>Analyze why an author chose to draw on elements from myths, traditional stories, or religious words.<br><br>Analyze the impact of the author's choice to reference elements from earlier works on the reader | **VU:** modern, fiction, themes, events, patterns, character types, myths, traditional stories<br><br>**LFC:** tense and aspect, simple, compound and complex sentences<br><br>**LC:** 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 4 - ELA/ELL Scaffold - Revised 2020

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | 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. | 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. | 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. | 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. | 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. |
| Learning Supports | T-Chart<br>Word/Picture Wall<br>Phrase Citations<br>Visual Aides<br>Word/Picture Bank<br><br>Cloze Sentences<br>https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%2 | T-Chart<br>Visual Aides<br>Word/Picture Wall<br>Sentence Frames<br>Word/Picture Bank<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf<br>Transition | T-Chart<br>Visual Aides<br>Word/Picture Bank<br>Partner Work | T-Chart<br>Visual Aides<br>Partner/ Small Group Work | T-Chart |

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

| | | | | |
|---|---|---|---|---|
| | 0below.%20More%20items<br><br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Words/Phrases Reference Sheet<br>https://7esl.com/transition-words/ | | |

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

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| SLO: 10<br><br>NJSLS:<br>W.8.1<br>W.8.1.A<br>W.8.1.B<br>W.8.1.C<br>W.8.1.D<br>W.8.1.E<br>WIDA: 1-5<br>Writing<br>Speaking<br>Listening | **W.8.1**. - **Write arguments** to support claims with clear reasons and relevant evidence.<br><br>**W.8.1.A. - Introduce claim**(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br><br>**W.8.1.B.** - **Support claim**(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br><br>**W.8.1.C.** - **Use words, phrases, and clauses** to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br><br>**W.8.1.D. - Establish and maintain a formal style** or academic style, approach, and form.<br><br>**W.8.1.E.** - **Provide a concluding statement** or section that follows from and supports the argument presented. | Write arguments to support claims with clear reasons and relevant evidence.<br><br>Introduce claim(s).<br><br>Write a clear thesis statement.<br><br>Address opposing claims.<br><br>Discern claims from opposing claims<br><br>Organize the reasons and evidence logically.<br><br>Choose appropriate reasoning and evidence to support claims.<br><br>Evaluate sources for accuracy and reliability.<br><br>Demonstrate an understanding of the topic or text.<br><br>Use transitional words and phrases.<br><br>Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br><br>Choose a consistent style, approach, and form for the task.<br><br>Close the text with a conclusion. | **VU:** argumentative/ arguments, persuasive, claims, evidence, alternate, opposing, counterclaims, logical(ly), organized, reasons, relevant, accurate, credible, sources, cohesion, clarity, formal, informal, style, concluding, statement, section, call to action.<br><br>**LFC:** sequence/transition words, past perfect and future tense, reference terms, argumentative/ persuasive phrases, and clauses, elements of formal vs. informal styles<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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

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.

| | | | | |
|---|---|---|---|---|
| | https://7esl.com/transition-words/<br>Word Bank<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf<br>Transition Words/Phrases Reference Sheet<br>https://7esl.com/transition-words/ | | |

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 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| SLO: 11<br><br>NJSLS:<br>W.8.3<br>W.8.3.A<br>W.8.3.B<br>W.8.3.C<br>W.8.3.D<br>W.8.3.E<br>WIDA: 1-5<br>Writing<br>Speaking<br>Listening | **W.8.3. Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br><br>**W.8.3.A. Engage and orient the read**er by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br><br>**W.8.3.B. Use narrative techniques**, such as **dialogue**, **pacing**, description, and reflection, to develop experiences, events, and/or characters.<br><br>**W.8.3.C. Use a variety of transition words**, phrases, and clauses to convey sequence, signal shifts in timeframe or setting, and show the relationships among experiences and events.<br><br>**W.8.3.D**. **Use precise words and phrases**, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br><br>**W.8.3.E. Provide a conclusion** that follows from and reflects on the narrated experiences or events. | Establish a point of view and context.<br><br>Engage the reader with a story hook.<br><br>Introduce a narrator and/or characters.<br><br>Organize an event sequence that unfolds naturally and logically.<br><br>Use narrative techniques (dialogue, pacing, and description, etc.) to develop experiences, events, and/or characters.<br><br>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting.<br><br>Use figurative language to aid in description.<br><br>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br><br>Provide a conclusion that follows from and reflects on the narrated experiences or events.<br><br>Clearly convey a conflict and a resolution to the conflict.<br><br>Apply the narrative plot structure to a real or imagined story. | **VU:** narrator, sequence, transitional, point of view, dialogue, pacing, descriptive details, sensory language, conclusion<br><br>**LFC:** sequential and transitional words, sensory words/ phrases, punctuation for dialogue (tags), quotation marks, descriptive adjectives<br><br>**LC:** 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 4 - ELA/ELL Scaffold - Revised 2020

| | | | Demonstrate ability to create a context or setting for the story.<br><br>Develop characters throughout the story. | | |
|---|---|---|---|---|---|
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | 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.<br><br>Write to apply sequential transitional words, phrases, and clauses in | 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.<br><br>Write to apply sequential transitional words, phrases, and clauses in L1 and/or complete narrative Sentence Frame with selected vocabulary.<br><br>Write to complete L1 and/or leveled conclusive Sentence | 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.<br><br>Write to apply sequential transitional words, phrases, and clauses using key vocabulary in a series of simple, related sentences.<br><br>Write a conclusion that reflects on the experiences and events in a narrative story using simple sentences with key content-based vocabulary. | 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.<br><br>Write to apply sequential transitional words, phrases, and clauses using key vocabulary in expanded and some complex sentences.<br><br>Write a conclusion paragraph that reflects on the experiences and events in a narrative story using | 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.<br><br>Write to apply sequential transitional words, phrases, and clauses using precise vocabulary in multiple and complex sentences.<br><br>Write a conclusion paragraph that reflects on the experiences and events in a narrative story using complete, detailed sentences of varying length |

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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

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 4 - ELA/ELL Scaffold - Revised 2020

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

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

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| SLO: 12<br><br>NJSLS:<br>W.8.4<br>WIDA: 2<br>Writing<br>Speaking<br>Listening | **Produce clear and coherent writing** in which the **development, organization, voice, and style** are appropriate to task, purpose, and audience | Identify defining characteristics of a variety of writing tasks.<br><br>Utilize strategies to unpack a writing prompt.<br><br>Write for a specific purpose and audience.<br><br>Select an appropriate text structure or format for the task.<br><br>Use language that is precise and powerful to create voice.<br><br>Create a tone that is appropriate for one's audience. | **VU:** narrative<br><br>**LFC:** tense and aspect<br><br>**LC**: Varies by ELP level |
|---|---|---|---|

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary. | Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary. | Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary. | Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based vocabulary. | Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Teacher Model<br>Graphic Organizer<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | Teacher Model<br>Graphic Organizer<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>Word/Picture Wall | Graphic Organizer<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>Word Wall<br>Bilingual Dictionary | Graphic Organizer<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br><br>Bilingual Dictionary | Graphic Organizer<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>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.

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

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 14**<br><br>NJSLS: W.8.9<br>WIDA: 2<br>Writing<br>Speaking<br>Listening | **Draw evidence** from literary or informational texts to **support analysis**, **reflection** and **research**. | Write to <u>cite evidence</u> from literary or informational texts to support analysis, reflection and research. | **VU:** evidence, theme, analysis, reflection, research |
| | | | **LFC:** transitions for comparison and contrast, formal/informal expressions and phrases |

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 4 - ELA/ELL Scaffold - Revised 2020

| | | | | | LC: Varies by ELP level |
|---|---|---|---|---|---|
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures that represent key ideas using phrase patterns and general, content related vocabulary. | Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures and short sentences that represent key ideas using formulaic sentence patterns and general, content based vocabulary | Write to cite evidence from literary and informational texts to support analysis and reflection from adapted literature by producing simple sentences that represent multiple related ideas using repetitive structures and key, content-based vocabulary. | Write to cite evidence from literary and informational texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level by producing expanded and some complex structures with a variety of structures and content vocabulary. | Write to cite evidence from literary and informational texts to support analysis and reflection from grade level literature reflection, and research by producing multiple, complex sentences using a variety of grammatical structures and precise, content based vocabulary. |
| Learning Supports | Graphic organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets<br><br>Word Wall<br>Technology support<br>Word Wall<br>Visuals<br>Cloze sentences | Graphic organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets<br><br>Word Wall<br>Technology support<br>Visuals<br>Sentence Frames<br>**L1 Supports:**<br>Translator/ dictionary | Graphic organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets<br><br>Template<br>Word Wall<br>Technology support | Graphic organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets<br><br>Story Map | |

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

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

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

Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|--|--|--|--|
| **SLO: 15**<br><br>NJSLS:<br>W.8.10<br>WIDA:<br>2,3,4,5<br>Writing<br>Speaking<br>Listening | **Write routinely over extended time fra**mes (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. | Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.).<br><br>Produce written reflections.<br><br>Explain stylistic choices made while writing | **VU:** personal narrative, journal entry, purpose<br><br>**LFC:** different structures for different registers and genres<br><br>**LC**: 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 4 - ELA/ELL Scaffold - Revised 2020

|  | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| **Language Objectives** | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce single words that represent key ideas using phrase patterns and general, content related vocabulary. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce phrases and / or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing simple sentences that represent multiple, related ideas using repetitive structures and key, content based vocabulary. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing clear and coherent writing using multiple, complex sentences in a variety of grammatical structures and precise, content based vocabulary. |
| **Learning Supports** | Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Rubric Visuals Check List Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F | Graphic Organizer (partially completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Visuals Sentence Frames Check List Rubric **L1 Supports:** Translator/ dictionary Native Language Explanations Native Language | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Check List Rubric | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Check List Rubric | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Check List Rubric |

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

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|---|---|---|---|---|
| | [%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items](#)<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language<br> Explanations<br>Native Language<br> Discussions<br>Native Language Texts<br>[https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf](https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf) | Discussions<br>Native Language Texts<br>[https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf](https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf) | | |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 16**<br><br>NJSLS: SL.8.1<br>WIDA: 1-5<br>Speaking<br>Listening<br>Reading | **Engage** effectively in a range of collaborative **discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and **expressing their own clearly.** | | Participate in a variety of collaborative discussion settings.<br><br>Define and identify rules for discussions, including group and individual roles.<br><br>Craft and respond to specific questions based on the topic or text, elaborating when necessary.<br><br>Reflect on and paraphrase what was discussed.<br><br>Summarize the ideas expressed. | | **VU:** formal, informal, ideas, explain, elaborate, summarize, extend, point of view |
| | | | | | **LFC:** first person phrases, contrastive transitions, restate, tone, voice |
| | | | | | **LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.<br><br>Partner / Small Group Work<br>Word Wall<br>Visuals<br><br>Sentence Frames<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts https://www.nj.gov/education/modelcurriculum/e | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.<br><br>Partner / Small Group Work<br>Word Wall<br>Visuals<br>Bilingual Dictionary<br><br>Sentence Frames<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.<br><br>Partner / Small Group Work<br>Bilingual Dictionary | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.<br><br>Partner / Small Group Work<br>Bilingual Dictionary | Partner / Small Group Work |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

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| | la/ellscaffolding/L1Supports.pdf | | | |

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 17**<br><br>NJSLS: L.8.1<br>WIDA: 1-5<br>Speaking<br>Writing<br>Reading<br>Listening | **Demonstrate command** of the **conventions of Standard English grammar** and usage when writing or speaking. | | Differentiate between active and passive voice.<br><br>Identify active and passive voice in reading.<br><br>Correctly use verbs in the active and passive voice when writing or speaking. | | **VU**: active voice, emphasis, action |
| | | | | | **LFC**: simple/compound verb tenses, parts of speech, subject/predicate |
| | | | | | **LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| Language Objectives | Write or speak to develop an understanding of formal English in the active voice by matching pictures to corresponding active verbs. | Write or speak to develop an understanding of formal English in the active voice by matching pictures to simple sentences. | Write or speak to demonstrate an understanding of formal English in the active voice in different verb tenses in simple sentences and adapted text. | Write or speak to demonstrate a command of formal English in the active voice in different verb tenses in adapted text approaching grade level tasks. | Write or speak to demonstrate a command of formal English by forming and using active voice in different tenses in a variety of grade level material. |
|---|---|---|---|---|---|
| Learning Supports | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Reference sheet   Cloze Sentences   https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word Wall Reference sheet Visuals Sentence Frames Verb Tense Chart https://7esl.com/verb-tenses/ **L1 Supports:** Translator/ dictionary Native Language   Explanations Native Language   Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Verb Tense Chart https://7esl.com/verb-tenses/ Word Wall Reference sheet | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Verb Tense Chart https://7esl.com/verb-tenses/ | Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Verb Tense Chart https://7esl.com/verb-tenses/ |

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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|---|---|---|---|---|
| | Verb Tense Chart<br>https://7esl.com/verb-tenses/<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | | | |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 18**<br><br>NJSLS: L.8.2<br>WIDA: 1-5<br>Reading<br>Writing<br>Speaking<br>Listening | **Demonstrate command** of the conventions of standard English using **capitalization, punctuation, and spelling** when writing. | <u>Use punctuation</u> correctly when writing.<br><br><u>Apply common rules and patterns</u> to spell words correctly. | **VU:** Conventions, Standard English, capitalization, punctuation: comma, ellipsis, dash; pause, break, spelling rules and patterns<br><br>**LFC:** Capitalization rules, spelling rules<br><br>**LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Write to identify where to apply the conventions of Standard English punctuation by inserting commas into cloze sentences of written examples as well as apply the conventions of | 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. | 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 | 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 | 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 |

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.

| | | | | | |
|---|---|---|---|---|---|
| | capitalization by categorizing proper and common nouns in cloze sentences using single words within phrase patterns. | And identify the conventions of capitalization by producing and revising proper and common nouns. | producing, editing and revising simple sentences. | capitalization by producing, editing and revising some complex sentences. | capitalization by producing, editing and revising using multiple, complex sentences in a variety of grammatical structures. |
| Learning Supports | Template Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Puctuation%20and%20Capitalization.pdf<br><br>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/<br>Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/#:~:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence | Template Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Puctuation%20and%20Capitalization.pdf<br><br>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/<br>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language | Template Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Puctuation%20and%20Capitalization.pdf<br><br>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/<br><br>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/<br>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Puctuation%20and%20Capitalization.pdf | Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/<br>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br>Capitalization reference sheet https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Puctuation%20and%20Capitalization.pdf |

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

| | | | | |
|---|---|---|---|---|
| | %20Worksheets.,by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items<br><br>Graphic Organizer<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf<br><br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language<br>   Explanations<br>Native Language<br>   Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | Discussions<br>Native Language Texts<br>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf | | | |

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

# Grade 8 - Unit 4 - ELA/ELL Scaffold - Revised 2020

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 19**<br><br>NJSLS: L.8.5<br>WIDA: 1-5<br>Reading<br>Speaking<br>Writing<br>Listening | **Demonstrate understanding of figurative language**, word relationships, and nuances in word meanings. | Identify the relationship of words.<br><br>Clarify words by using the relationship between them. | **VU**: Context (ual), figurative, connotative connotations/ figures of speech, verbal irony, puns, word meanings, nuances, associations, relationships |
| | | | **LFC**: Compound tenses, embedded clauses, figures of speech, sentences with related grade-level words |
| | | | **LC**: 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 interpret figures of speech as well as show and apply comprehension of word relationships in from L1 and/or in selected sentences from leveled poems and short stories using selected | Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in L1 and /or in leveled poems and short stories using selected vocabulary in key phrases and short sentences. | Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in adapted poems and short stories using key vocabulary in simple, related sentences. | Read, write, speak, and listen to interpret figures of speech in poems and short stories within the grade-level band as well as show and apply comprehension of word relationships using key vocabulary in expanded and some, complex sentences. | Read, write, speak, and listen to interpret figures of speech in grade-level poems and short stories as well as show and apply comprehension of word relationships using precise vocabulary in multiple, complex sentences. |

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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| | vocabulary in phrase patterns. | | | | |
| Learning Supports | Student created cross-curricular dictionary<br>Vocabulary Definitions & Pictures<br>Visual Aides<br>Word/Picture Wall<br>Audio/ Visual of Text<br>Adapted Text<br>  Cloze Sentences<br>  https://worksheets.thet eacherscorner.net/mak e-your-own/fill-in-the-bl ank/#:~:text=Fill%20in% 20the%20Blank%20%2F %20Cloze%20Sentence %20Worksheets.,by%20 clicking%20%22Add%20 another%20line%22%2 0below.%20More%20it ems<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts | Student created cross-curricular dictionary<br>Vocabulary Definitions & Pictures<br>Visual Aides<br>Word/Picture Wall<br>Audio/ Visual of Text<br>Adapted Text<br>Sentence Frames<br>**L1 Supports:**<br>Translator/ dictionary<br>Native Language Explanations<br>Native Language Discussions<br>Native Language Texts<br>https://www.nj.gov/educatio n/modelcurriculum/ela/ellsc affolding/L1Supports.pdf | Student created cross-curricular dictionary | Student created cross-curricular dictionary | Student created cross-curricular dictionary |

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

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