

ELL SCAFFOLD- CCSS

NUMBER & OPERATIONS IN BASE TEN:

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 1.NBT.1 WIDA ELDS: 3 Writing Speaking	Count utilizing written or verbal numerals starting at any number less than 100.		Write and orally count from a number other than zero between 0 and 100, using a word wall, Number Line and a Hundreds Chart .		VU: Number words 0-100, order, sequence words
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and orally count from a number other than zero using L1 and/or repeating numbers.	Write and orally count from a number other than zero using L1 and/or selected numbers.	Write and orally count from a number other than zero using key vocabulary in simple sentences.	Write and orally count from a number other than zero using key, technical vocabulary in expanded sentences.	Write and orally identify numbers using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Number Line Hundreds Chart Native language support	Word/Picture Wall Number Line Hundreds Chart Native language support	Number Line Hundreds Chart	Number Line Hundreds Chart	Hundreds Chart

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: 1.NBT.1 WIDA ELDS: 3 Speaking Listening Reading	Count to 120, starting at any number less than 120.	Comprehend oral directions and comprehend numbers up to 120 by identifying them orally when visually presented and then counting forward using a Counting Chart and Teacher Modeling .	VU: Number words 0-120, ones, tens, hundreds, row, column
			LFC: Present tense
			LC: Varies by ELP level

ELL SCAFFOLD- CCSS

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p><u>Comprehend</u> multi-step oral directions in L1 text and/or support and single step directions in English and demonstrate comprehension of numbers by identifying them orally in either language or repeating them in English when visually presented and then counting forward.</p>	<p><u>Comprehend</u> multi-step oral directions in L1 text and/or support and two step directions in English and demonstrate comprehension of numbers by identifying them orally in either language when visually presented and then counting forward.</p>	<p><u>Comprehend</u> multi-step oral directions and comprehension of numbers by identifying them orally when visually presented and then counting forward.</p>	<p><u>Comprehend</u> multi-step oral directions and comprehension of numbers by identifying them orally when visually presented and then counting forward.</p>	<p><u>Comprehend</u> multi-step oral directions and comprehension of numbers by identifying them orally when visually presented and then counting forward.</p>

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 1.NBT.1 WIDA ELDS: 3 Writing Listening Speaking	Read and write numerals to 120 including representing a number of objects with a written numeral.		<u>Demonstrate comprehension</u> of oral directions and numbers stated orally. <u>Identify orally and in writing</u> numerals and groups of objects representing a numeral to 120, <i>using a Counting Chart, Teacher Modeling, and Base-Ten Blocks.</i> *Pronunciation difficulties may arise when saying numbers greater than 100 may result in errors such as “one hundred and one” instead of “one hundred one” for 101. ELLs often do not hear the difference between the teens and tens such as: fifty and fifteen; so teachers should enunciate clearly.		VU: Number words 0-120, digit, ones, tens, hundreds
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of multi-step oral directions and numbers stated orally in L1 text and/or support and/or step-by-step directions and numbers in English. Then identify orally or repeat numbers and finally write the numerals.	Demonstrate comprehension of multi-step oral directions and numbers stated orally in L1 text and/or support and/or step-by-step directions and numbers in English. Then identify the numerals orally in either language. Finally write the numeral.	Demonstrate comprehension of single step oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120.	Demonstrate comprehension of two-step oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120.	Demonstrate comprehension of multi-step oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120.
Learning Supports	Counting Chart Teacher Modeling Base-Ten Blocks L1 text and/or support Songs/Chants	Counting Chart Teacher Modeling Base-Ten Blocks L1 text and/or support Songs/Chants	Counting Chart Teacher Modeling Base-Ten Blocks Songs/Chants	Counting Chart Base-Ten Blocks Songs/Chants	Counting Chart Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: 1.NBT.1 WIDA ELDS: 3 Reading Writing Listening	Read and write numerals to 120 starting at any number and represent a number of objects with a written numeral.		Identify orally and in writing numerals to 120 and groups of objects representing a numeral to 120, <i>using a</i> Counting Chart, Teacher Modeling, <i>and</i> Base-Ten Blocks. <i>*Note: difficulties may arise when saying numbers greater than 100 may result in errors such as “one hundred and one” instead of “one hundred one” for 101.</i>		VU: Number words 0-120, digit, ones, tens, hundreds
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify orally and in writing using L1 and/or repeating or copying numbers and drawings of numbers to 120.	Identify orally and in writing numbers to 120 using L1 and/or selected technical vocabulary in phrases and short sentences with drawings.	Identify orally and in writing numbers to 120 using key, technical vocabulary in simple sentences.	Identify orally and in writing numbers to 120 using key, technical vocabulary in expanded sentences.	Identify orally and in writing numbers to 120 using technical vocabulary in complex sentences.
Learning Supports	Counting Chart Teacher Modeling Base-Ten Blocks L1 support	Counting Chart Teacher Modeling Base-Ten Blocks L1 support	Counting Chart Teacher Modeling Base-Ten Blocks	Counting Chart Base-Ten Blocks	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 1.NBT.2 WIDA ELDS: 3 Writing Speaking	Compose and decompose numbers to 20 to identify the value of the number in the tens & ones place.		Explain orally and in writing the value of the number in the tens and ones place in numbers to 20 by <i>using</i> Base-Ten Blocks and a Place Value Chart .		VU: ones, tens, place, value, digit, column
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing the value of the number in the tens and ones place in numbers to 20 using L1 and/or Illustrations/diagrams/drawings or single words.	Explain orally and in writing the value of the number in the tens and ones place in numbers to 20 using L1, Illustrations/diagrams/drawings , or phrases.	Explain orally and in writing the value of the number in the tens and ones place in numbers to 20 using key vocabulary in a series of simple sentences.	Explain orally and in writing the value of the number in the tens and ones place in numbers to 20 using key vocabulary in expanded and some complex sentences.	Explain orally and in writing the value of the number in the tens and ones place in numbers to 20 using precise vocabulary in multiple, complex sentences.
Learning Supports	Base-Ten Blocks Place Value Chart Small group/ triads Native language support	Base-Ten Blocks Place Value Chart Small group/ triads Native language support	Base-Ten Blocks Place Value Chart Small group/ triads	Base-Ten Blocks	Base-Ten Blocks

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 1.NBT.2c WIDA ELDS: 3 Writing Speaking	Decompose two- digit numbers as the sum of tens and ones for numbers less than 100.		Explain orally and in writing that two-digit numbers are the sum of tens and ones for numbers less than 100, using Base-Ten Blocks and a Place Value T-Chart.		VU: Digit, ones, tens, group, equation, plus, equals
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing that two-digit numbers are the sum of tens and ones using L1 and/or drawings and selected, illustrated technical words.	Explain orally and in writing that two-digit numbers are the sum of tens and ones using L1, and/or drawings and selected technical vocabulary in phrases.	Explain orally and in writing that two-digit numbers are the sum of tens and ones using key, technical vocabulary in simple sentences.	Explain orally and in writing that two-digit numbers are the sum of tens and ones using key, technical vocabulary in expanded sentences.	Explain orally and in writing that two-digit numbers are the sum of tens and ones using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Base-Ten Blocks Place Value T-Chart L1 support	Word/Picture Wall Base-Ten Blocks Place Value T-Chart L1 support	Word/Picture Wall Base-Ten Blocks Place Value T-Chart	Place Value T-Chart	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 1.NBT.3 WIDA ELDS: 3 Writing Speaking	Compare two digit numbers using <, >, and = symbols.		<u>Compare</u> orally and in writing two digit numbers using mathematical symbols <i>using a</i> Symbol-Word-Picture Chart.		VU: Ones, tens, greater than, less than, equal to, symbol
					LFC: Present tense, comparatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare orally and in writing the comparative value of two-digit numbers using L1 and/or drawings and selected, illustrated technical words.	Compare orally and in writing the comparative value of two-digit numbers using L1, and/or drawings, and selected technical vocabulary in phrases.	Compare orally and in writing the comparative value of two-digit numbers using key vocabulary in simple sentences.	Compare orally and in writing the comparative value of two-digit numbers using key, technical vocabulary in expanded sentences.	Compare orally and in writing the comparative value of two-digit numbers using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Symbol-Word-Picture Chart L1 support	Word/Picture Wall Symbol-Word-Picture Chart L1 support	Word/Picture Wall Symbol-Word-Picture Chart	Symbol-Word-Picture Chart	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 1.NBT.4 WIDA ELDS: 3 Speaking	Add a 2-digit and a 1-digit number, and a 2-digit number and a multiple of 10, using concrete models or drawings (sums within 50). Add tens and tens, and ones and ones, by decomposing 2-digit numbers and composing an additional ten when necessary (e.g., $18 + 20$ equals $10 + 8 + 20$ equals $30 + 8$ equals 38; and, $37 + 5$ equals $30 + 7 + 5$ equals $30 + 12$ equals $30 + 10 + 2$ equals $40 + 2$ equals 42).		Explain orally how to add one-digit and two-digit numbers, by decomposing 2 digit numbers and composing an additional ten, when necessary <i>using</i> Base-Ten Blocks <i>and a</i> Hundreds Chart.		VU: Ones, tens, hundreds, column, row, digit, addend, plus
					LFC: Present tense, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express orally how to add one-digit and two-digit numbers using L1 and/or drawings and selected, illustrated technical words.	Express orally how to add one-digit and two-digit numbers using L1, and/or drawings and selected technical vocabulary in phrases.	Express orally how to add one-digit and two-digit numbers using key, technical vocabulary in a series of simple sentences.	Express orally how to add one-digit and two-digit numbers using key, technical vocabulary in expanded and some complex sentences.	Express orally how to add on-digit and two-digit numbers using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Hundreds Chart Base-Ten Blocks L1 support	Word/Picture Wall Hundreds Chart Base-Ten Blocks L1 support	Word/Picture Wall Hundreds Chart Base-Ten Blocks	Hundreds Chart Base-Ten Blocks	Hundreds Chart

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 1.NBT.4 WIDA ELDS: 3 Speaking Writing	Add within 100, including adding a two-digit and a one-digit number, and adding a two-digit number and a multiple of 10; using concrete models, or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; and relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		<u>Explain orally and in writing</u> how to add one-digit and two-digit numbers, using Base-Ten Blocks <i>and a</i> Hundreds Chart.		VU: Ones, tens, hundreds, column, row, digit, addend, plus
					LFC: present tense, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to add one-digit and two-digit numbers using L1 and/or drawings and selected, illustrated single words.	Explain orally and in writing how to add one-digit and two-digit numbers using L1, and/or drawings, and selected technical vocabulary in phrases.	Explain orally and in writing how to add one-digit and two-digit numbers using key, technical vocabulary in simple sentences.	Explain orally and in writing how to add one-digit and two-digit numbers using key, technical vocabulary in expanded sentences.	Explain orally and in writing how to add on-digit and two-digit numbers using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Hundreds Chart Base-Ten Blocks L1 support	Word/Picture Wall Hundreds Chart Base-Ten Blocks L1 support	Word/Picture Wall Hundreds Chart Base-Ten Blocks	Hundreds Chart Base-Ten Blocks	Hundreds Chart

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 1.NBT.5 WIDA ELDS: 3 Listening	Mentally find ten more or ten less than a number without having to count and explain the reasoning used.		<u>Demonstrate understanding of</u> mentally finding ten more or ten less than a number after listening to oral directions, using Base-Ten Blocks.		VU: Ten more, ten less, digit
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express orally and in writing how to find ten more or ten less than a number using L1 and/or drawings and selected, illustrated single words.	Express orally and in writing how to find ten more or ten less than a number using L1, drawings, or phrases.	Express orally and in writing how to find ten more or ten less than a number using key vocabulary in a series of simple sentences.	Express orally and in writing how to find ten more or ten less than a number using key vocabulary in expanded and some complex sentences.	Express orally and in writing how to find ten more or ten less than a number using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Base-Ten Blocks L1 support	Word/Picture Wall Base-Ten Blocks L1 support	Word/Picture Wall Base-Ten Blocks	Base-Ten Blocks	Base-Ten Blocks

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 1.NBT.6 WIDA ELDS: 3 Speaking	Subtract multiples of ten from multiples of ten (numbers less than 100, differences greater than or equal to zero) and explain the reasoning used.		<u>Explain</u> orally how to subtract multiples of ten from multiples of ten <i>using</i> Base-Ten Blocks.		VU: Tens, subtract, minus, equals, equation
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express orally how subtract multiples of ten from multiples of ten using L1 and/or drawings and selected, illustrated single words.	Express orally how to subtract multiples of ten from multiples of ten using L1, and/or drawings and selected technical vocabulary in phrases.	Express orally how to subtract multiples of ten from multiples of ten using key, technical vocabulary in simple sentences.	Express orally how to subtract multiples of ten from multiples of ten using key, technical vocabulary in expanded sentences.	Express orally how to subtract multiples of ten from multiples of ten using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Base-Ten Blocks L1 support	Word/Picture Wall Base-Ten Blocks L1 support	Word/Picture Wall Base-Ten Blocks	Base-Ten Blocks	

ELL SCAFFOLD- CCSS

OPERATIONS & ALGEBRAIC THINKING:

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 1.OA.1 WIDA ELDS: 3 Listening Speaking	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.		Demonstrate understanding of math problems read orally by <i>drawing pictures to depict the action of the problem</i> . Explain orally the solutions to word problems involving addition and subtraction within 20, using Fact Family Triangles , <i>online videos</i> , and Connecting Cubes .		VU: Add, addition fact, sum, subtract, subtraction fact, difference, related facts
					LFC: Present tense, interrogative sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using L1 text and/or support and/or draw the solutions and use selected technical words.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using L1 text and/or support and/or use selected technical vocabulary in phrases and short sentences with drawings.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using key, technical vocabulary in a series of simple sentences.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using key, technical vocabulary in expanded sentences.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using technical vocabulary in multiple sentences.
Learning Supports	Word/Picture Wall Fact Family Triangles Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Fact Family Triangles Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Fact Family Triangles Connecting Cubes Small group/triads	Fact Family Triangles Connecting Cubes Small group/triads	Fact Family Triangles

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 1.OA.1 WIDA ELDS: 3 Listening Speaking Writing	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.		<u>Demonstrate comprehension</u> of oral explanations of addition and subtraction word problems with unknowns in all positions. <u>Explain orally and in writing</u> the solutions to word problems involving addition and subtraction within 20 with unknowns in all positions, <i>using</i> Face Family Triangle, <i>online videos</i> , and Connecting Cubes.		VU: Add, addition fact, sum, subtract, subtraction fact, difference, related facts, unknown <hr/> LFC: Present tense, interrogative sentences <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Demonstrate comprehension of oral explanations and explain orally and in writing using L1 and/or drawings the solutions to word problems involving addition and subtraction within 20.	Demonstrate comprehension of oral explanations and explain orally and in writing the solutions to word problems involving addition and subtraction using L1 and/or selected technical vocabulary in phrases and short sentences with drawings.	Demonstrate comprehension of oral explanations and explain orally and in writing the solution to word problems involving addition and subtraction using key, technical vocabulary in simple sentences.	Demonstrate comprehension of oral explanations and explain orally and in writing the solution to word problems involving addition and subtraction using key, technical vocabulary in expanded sentences.
Learning Supports	Word/Picture Wall Face Family Triangle Connecting Cubes Small group/ triads L1 support	Word/Picture Wall Face Family Triangle Connecting Cubes Small group/ triads L1 support	Word/Picture Wall Face Family Triangle Connecting Cubes Small group/ triads	Face Family Triangle Connecting Cubes Small group/ triads	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 1.OA.1 WIDA ELDS: 3 Speaking Writing Reading	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		<u>Demonstrate comprehension</u> of word problems involving addition and subtraction within 20, by <u>explaining</u> the solutions orally and in writing using Face Family Triangle, <i>online videos</i> , and Connecting Cubes.		VU: Add, addition fact, sum, subtract, subtraction fact, difference, related facts, equation
					LFC: present tense, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of word problems involving addition and subtraction within 20, by explaining the solutions orally and in writing in L1 and/or drawings the solutions to word problems.	Demonstrate comprehension of word problems involving addition and subtraction within 20, by explaining the solutions orally and in writing using L1 and/or selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of word problems involving addition and subtraction within 20, by explaining the solutions orally and in writing using key, technical vocabulary in simple sentences.	Demonstrate comprehension of word problems involving addition and subtraction within 20, by explaining the solutions orally and in writing using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of word problems involving addition and subtraction within 20, by explaining the solutions orally and in writing using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Face Family Triangle Connecting Cubes Small group/ triads L1 support	Word/Picture Wall Face Family Triangle Connecting Cubes Small group/ triads L1 support	Word/Picture Wall Face Family Triangle Connecting Cubes Small group/ triads	Face Family Triangle Connecting Cubes Small group/ triads	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 1.OA.2 WIDA ELDS: 3 Speaking	Solve addition word problems with three whole numbers with sums less than or equal to 20.		Explain orally the solution to addition word problems involving three whole numbers with sums within 20, <i>using</i> Connecting Cubes .		VU: Addend, sum, altogether
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally using L1 text and/or support and/or draw the solution to addition word problems involving three numbers using selected technical words.	Explain orally the solutions to addition word problems involving three numbers using L1 text and/or support and/or use selected technical vocabulary in phrases and short sentences with drawings.	Explain orally the solution to addition word problems involving three numbers using key, technical vocabulary in a series of simple sentences.	Explain orally the solution to addition word problems involving three numbers using key, technical vocabulary in expanded and some complex sentences.	Explain orally the solution to addition word problems three numbers using technical vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Connecting Cubes Small group/triads L1 text and/or support	Connecting Cubes	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 1.OA.3 WIDA ELDS: 3 Speaking Writing	Apply properties of operations to add or subtract whole numbers within 20 (Commutative & Associative properties of addition).		Explain orally and in writing the properties of operations to find sums or differences within 20 <i>using two-colored Connecting Cubes</i> .		VU: Sum, difference, add, subtract, order
					LFC: Present tense, connectors
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing the properties of operations to find sums or differences within 20 using L1 and/or drawing the properties of numbers to find sums or differences within 20.	Explain orally and in writing the properties of operations to find sums or differences within 20 using L1 and/or phrases and short sentences with Illustrations/diagrams/drawings .	Explain orally and in writing the properties of operations to find sums or differences within 20 using key vocabulary in a series of simple sentences.	Explain orally and in writing the properties of operations to find sums or differences within 20 using key vocabulary in expanded and some complex sentences.	Explain orally and in writing the properties of operations to find sums or differences within 20 using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Number Line Connecting Cubes Native language support	Word/Picture Wall Number Line Connecting Cubes Native language support	Word/Picture Wall Number Line Connecting Cubes	Number Line Connecting Cubes	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 1.OA.4 WIDA ELDS: 3 Writing Speaking	Solve subtraction problems using unknown addends (within 20).		Explain orally and in writing how to add to solve subtraction problems with unknown addends, using Ten-Frames and Counters .		VU: Addend, difference
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to solve subtraction problems with unknown addends using L1 and/or drawing how to add in order to find differences within 20.	Explain orally and in writing how to add in order to solve subtraction problems with unknown addends using L1 and/or selected technical vocabulary in phrases and short sentences with Illustrations/diagrams/drawings .	Explain orally and in writing how to add in order to solve subtraction problems with unknown addends using key, technical vocabulary in simple sentences.	Explain orally and in writing how to add in order to solve subtraction problems with unknown addends using key vocabulary in expanded sentences.	Explain orally and in writing how to add in order to solve subtraction problems with unknown addends using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Ten-Frames Counters Small group/ triads Native language support	Word/Picture Wall Ten-Frames Counters Small group/ triads Native language support	Word/Picture Wall Ten-Frames Counters Small group/ triads	Ten-Frames Counters Small group/ triads	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 1.OA.5 WIDA ELDS: 3 Writing Speaking Listening	Count forward or backwards from any number within 20 to solve addition & subtraction problems.		<u>Write and orally count</u> forward or backward from 0-20 to solve addition and subtraction problems <i>using a word wall, Number Line, Hundreds Chart and Illustrations/diagrams/drawings.</i> *Pronunciation is also important, i.e., thirteen, not thirty; fourteen, not forty, etc.		VU: Number words 0-20, add, subtract, sum, difference, plus, minus, equals, altogether LFC: Present tense, comparatives LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and orally count forward or backward from 0-20 in L1 and/or use gestures, pictures, and selected illustrated single words to solve addition and subtraction problems.	Write and orally count forward or backward from 0-20 in L1 or use phrases and short sentences with illustrations to solve addition and subtraction problems.	Write and orally count forward or backward from 0-20 to solve addition and subtraction problems using key vocabulary in a series of simple sentences.	Write and orally count forward or backward from 0-20 to solve addition and subtraction problems using key vocabulary in expanded and some complex sentences.	Write and orally count forward or backward from 0-20 to solve addition and subtraction problems using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Number Line Hundreds Chart Illustrations/diagrams/drawings ngs Native language support	Word/Picture Wall Number Line Hundreds Chart Illustrations/diagrams/drawings ngs Native language support	Word/Picture Wall Number Line Hundreds Chart	Word/Picture Wall	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 1.OA.6 WIDA ELDS: 3 Speaking Writing	Add or subtract whole numbers within 20 using strategies including making a 10 or decomposing a number leading to a 20.		Explain orally and in writing sums or differences within 20 by decomposing a number or using tens in a Ten-Frame and Manipulatives .		VU: add, subtract, make a ten, plus, minus, difference, equals, altogether
					LFC: Present and past tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing sums or differences within 20 by decomposing a number or using tens using L1 and/or drawing sums or differences within 20.	Explain orally and in writing sums or differences within 20 by decomposing a number or using tens using L1 and/or use selected technical vocabulary in phrases and short sentences with Illustrations/diagrams/drawings .	Explain orally and in writing sums or differences within 20 by decomposing a number or using tens using key, technical vocabulary in simple sentences.	Explain orally and in writing sums or differences within 20 by decomposing a number or using tens using key vocabulary in expanded sentences.	Explain orally and in writing sums or differences within 20 by decomposing a number or using tens using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Number Line Hundreds Chart Ten-Frame Manipulatives Small group/ triads Native language support	Word/Picture Wall Number Line Hundreds Chart Ten-Frame Manipulatives Small group/ triads Native language support	Word/Picture Wall Number Line Hundreds Chart Ten-Frame Manipulatives Small group/ triads	Hundreds Chart Ten-Frame Manipulatives	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 1.OA.6 WIDA ELDS: 3 Speaking Writing	Add or subtract whole numbers within 20 (various strategies: counting on, composition, etc.).		<u>Explain orally and in writing</u> sums or differences within 20 using Ten-Frames, Number Lines, <i>and</i> Manipulatives.		VU: Number words 0-20, add, addend, subtract, make a ten, plus, minus, equals, altogether, ones, tens
					LFC: Present and past tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing using L1 and/or drawings of sums or differences within 20.	Explain orally and in writing sums or differences within 20 using L1 and/or selected, technical vocabulary phrases and short sentences with drawings.	Explain orally and in writing sums or differences within 20 using key, technical vocabulary in simple sentences.	Explain orally and in writing sums or differences within 20 using key, technical vocabulary in expanded sentences.	Explain orally and in writing sums or differences within 20 using technical vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Number Line Hundreds Chart Ten-Frame Manipulatives Small group/ triads L1 support	Word/Picture Wall Number Line Hundreds Chart Ten-Frame Manipulatives Small group/ triads L1 support	Word/Picture Wall Number Line Hundreds Chart Ten-Frame Manipulatives Small group/ triads	Hundreds Chart Ten-Frame Manipulatives	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 1.OA.6 WIDA ELDS: 3 Speaking Writing	Add and subtract within 20 (fluently within 10). Use strategies such as: counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent sums (e.g., adding $6 + 7$ by creating the known equivalents $6 + 6 + 1 = 12 + 1 = 13$).		Demonstrate knowledge of addition and subtraction strategies by <u>explaining orally and in writing</u> sums or differences within 20 using <i>ten-frames</i> , Face Family Triangle, and Manipulatives.		VU: Number words 0-20, add, addend, subtract, make a ten, plus, minus, equals, altogether, number sentence
					LFC: Present and past tenses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate knowledge of addition and subtraction strategies by explaining orally and in writing sums or differences within 20 in L1 and /or use selected technical vocabulary with drawings of sums or differences within 20.	Demonstrate knowledge of addition and subtraction strategies by explaining orally and in writing sums or differences within 20 using L1 and/or selected technical vocabulary in phrases and short sentences.	Demonstrate knowledge of addition and subtraction strategies by explaining orally and in writing sums or differences within 20 using key, technical vocabulary in simple sentences.	Demonstrate knowledge of addition and subtraction strategies by explaining orally and in writing sums or differences within 20 using key, technical vocabulary in expanded sentences.	Demonstrate knowledge of addition and subtraction strategies by explaining orally and in writing sums or differences within 20 using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Ten-Frame Face Family Triangle Manipulatives L1 support	Word/Picture Wall Ten-Frame Face Family Triangle Manipulatives L1 support	Word/Picture Wall Ten-Frame Face Family Triangle Manipulatives	Ten-Frame Face Family Triangle Manipulatives	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 1.OA.7 WIDA ELDS: 3 Listening Reading	Demonstrate understanding of the equal sign by determining if an equation is true or false.		<u>Demonstrate understanding of equations and the concepts of true/false by sorting equations presented visually <i>using drawings and teacher Prompts.</i></u>		VU: Equal, equal sign, equation, not equal, true, false
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of several complex equations stated orally in L1 text and/or support by writing the correct numbers and mathematical symbols and/or numbers and symbols stated orally. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several complex equations stated orally in L1 text and/or support by writing the correct numbers and mathematical symbols and/or simple equations or numbers stated orally. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several simple equations stated orally by writing the correct numbers and mathematical symbols. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several complex and some simple equations stated orally by writing the correct numbers and mathematical symbols. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several complex equations stated orally by writing the correct numbers and mathematical symbols. Then demonstrate understanding of true and false by sorting equations presented visually.
Learning Supports	Teacher Prompts Word/Picture Wall Choice questions L1 text and/or support Teacher Modeling	Teacher Prompts Word/Picture Wall Choice questions L1 text and/or support Teacher Modeling	Teacher Prompts Word/Picture Wall Choice questions	Teacher Prompts Choice questions	Teacher Prompts

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 1.OA.8 WIDA ELDS: 3 Speaking Listening Writing	Solve addition or subtraction equations by finding the missing whole number in any position.		<u>Follow oral directions</u> to complete a math problem. <u>Identify orally</u> and in writing the missing number in an addition or subtraction equation, <i>using</i> Fact Family Triangles Number Line and <i>word walls</i> .		VU: Equation, equal sign, missing, missing number, deck of cards,
					LFC: Present tense, present progressive tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow multi-step oral directions to complete a math problem in L1 text and/or support and/or follow step-by-step oral directions with Teacher Modeling and manipulatives. Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow multi-step oral directions to complete a math problem in L1 text and/or support and/or follow step-by-step oral directions with Teacher Modeling . Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow two-step oral directions to complete a math problem. Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow multi-step oral directions to complete a math problem. Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow multi-step oral directions to complete a math problem. Then identify orally and in writing the missing number in an addition or subtraction equation.
Learning Supports	Teacher Modeling Word/Picture Wall Fact Family Triangles L1 text and/or support Number Line Playing cards	Teacher Modeling Word/Picture Wall Fact Family Triangles L1 text and/or support Number Line Playing cards	Teacher Modeling Word/Picture Wall Fact Family Triangles Playing cards	Teacher Modeling Fact Family Triangles Playing cards	Fact Family Triangles Playing cards

ELL SCAFFOLD- CCSS

MEASUREMENT & DATA:

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 1.MD.1 WIDA ELDS: 3 Listening Speaking Writing	Order three objects by lengths and compare the lengths of two objects by using the third object (e.g., if the crayon is shorter than the marker and the marker is shorter than the pencil then the crayon is shorter than pencil).		Explain orally and in writing the comparative lengths of three objects, by using Connecting Cubes, Manipulatives, and Teacher Modeling.		VU: Length, compare, short, shorter, shortest, long, longer, longest
					LFC: Present tense, comparatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing the comparative lengths of three objects using L1 and/or drawings and selected, illustrated single words.	Explain orally and in writing the comparative lengths of three objects using L1, drawings, or selected technical vocabulary in phrases.	Explain orally and in writing the comparative lengths of three objects using key, technical vocabulary in simple sentences.	Explain orally and in writing the comparative lengths of three objects using key, technical vocabulary in expanded sentences.	Explain orally and in writing the comparative lengths of three objects using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Connecting Cubes Manipulatives Teacher Modeling Small group/ triads L1 support	Word/Picture Wall Connecting Cubes Manipulatives Teacher Modeling Small group/ triads L1 support	Word/Picture Wall Connecting Cubes Manipulatives Teacher Modeling Small group/ triads	Connecting Cubes Manipulatives	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 1.MD.2 WIDA ELDS: 3 Listening Speaking Writing	Use an object to measure another object's length by laying multiple copies end to end with no overlaps giving measurements in whole number units.		Express orally and in writing the lengths of different objects, <i>using Manipulatives and Teacher Modeling.</i>		VU: Length, measure, standard measurement, non-standard measurement
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express orally and in writing the lengths of different objects using L1 and/or drawings and selected, illustrated single words.	Express orally and in writing the lengths of different objects using L1, drawings, or selected technical vocabulary in phrases.	Express orally and in writing the lengths of different objects using key, technical vocabulary in simple sentences.	Express orally and in writing the lengths of different objects using key, technical vocabulary in expanded sentences.	Express orally and in writing the lengths of different objects using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Manipulatives Teacher Modeling Small group/ triads L1 support	Word/Picture Wall Manipulatives Teacher Modeling Small group/ triads L1 support	Word/Picture Wall Manipulatives Teacher Modeling Small group/ triads	Word/Picture Wall Manipulatives	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 1.MD.3 WIDA ELDS: 3 Reading Writing Speaking	Tell and write time to the half-hour using “o’clock” and digital notation.		Express orally and in writing time to the half-hour using “o’clock” and digital notation, <i>using hand –held clocks and Pictures.</i> <i>Note: Some students may have difficulty pronouncing “thirty” when expressing time to the half-hour.</i>		VU: Analog, digital, clock, hour, hour hand, minute, half hour, minute hand, o’clock, half past, number words <hr/> LFC: Present tense <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Express orally and in writing the time using L1 and/or drawings and selected, illustrated single words.	Express orally and in writing the time using L1, drawings, or selected technical vocabulary in phrases.	Express orally and in writing the time using key, technical vocabulary in simple sentences.	Express orally and in writing the time using key, technical vocabulary in expanded sentences.
Learning Supports	Word/Picture Wall Hand-Held Clocks Pictures Small group/ triads L1 support	Word/Picture Wall Hand-Held Clocks Pictures Small group/ triads L1 support	Word/Picture Wall Hand-Held Clocks Pictures Small group/ triads	Word/Picture Wall Hand-Held Clocks Pictures	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 1.MD.4 WIDA ELDS: 3 Listening Speaking Writing Reading	Organize, represent, and interpret, data with up to three categories, and compare the number counts of data points among the categories, e.g., equal to, more than, or less than another category.		Demonstrate comprehension of how to organize, represent and compare data among categories by <u>answering written questions</u> using a Bar Graph/Pictograph <i>and/or a picture graph</i> .		VU: Data, Bar Graph/Pictograph , picture graph, more, fewer, most, fewest
					LFC: Comparatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of how to organize, represent and compare data among categories by answering written questions using L1 and/or single words or drawings.	Demonstrate comprehension of how to organize, represent and compare data among categories by answering written questions using L1 and/or selected vocabulary in phrases and short sentences with drawings.	Demonstrate comprehension of how to organize, represent and compare data among categories by answering written questions using key, technical vocabulary in simple sentences.	Demonstrate comprehension of how to organize, represent and compare data among categories by answering written questions using key vocabulary in expanded sentences.	Demonstrate comprehension of how to organize, represent and compare data among categories by answering written questions using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Bar Graph/Pictograph Picture graph L1 support	Word/Picture Wall Bar Graph/Pictograph Picture graph L1 support	Word/Picture Wall Bar Graph/Pictograph Picture graph	Word/Picture Wall Bar Graph/Pictograph Picture graph	

ELL SCAFFOLD- CCSS

GEOMETRY:

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 1.G.1 WIDA ELDS: 3 Speaking Writing	Name the attributes of a given two-dimensional shape (square, triangle, rectangle, regular hexagon) distinguishing between defining and non-defining attributes.		Describe orally and in writing the defining and non-defining attributes of 2-dimensional shapes, <i>using</i> Pattern Blocks.		VU: Defining/non-defining attribute, square, triangle, rectangle, hexagon, sides, corners, vertices
					LFC: Present tense, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe orally and in writing the defining and non-defining attributes of 2-dimensional shapes using L1 and/or drawings and selected, illustrated single words.	Describe orally and in writing the defining and non-defining attributes of 2-dimensional shapes using L1, drawings, or selected technical vocabulary in phrases.	Describe orally and in writing the defining and non-defining attributes of 2-dimensional shapes using key, technical vocabulary in simple sentences.	Describe orally and in writing the defining and non-defining attributes of 2-dimensional shapes using key, technical vocabulary in expanded sentences.	Describe orally and in writing the defining and non-defining attributes of 2-dimensional shapes using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Pattern Blocks Small group/ triads L1 support	Word/Picture Wall Pattern Blocks Small group/ triads L1 support	Word/Picture Wall Pattern Blocks Small group/ triads	Pattern Blocks	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 1.G.1 WIDA ELDS: 3 Speaking Listening	Draw and build shapes when given defining attributes (e.g., 3 sides, 4 sides, 3 corners, 4 corners).		<u>Demonstrate comprehension</u> of oral directions by drawing and building shapes described <i>using a partner</i> . <u>Explain orally</u> the steps required to draw and build shapes based upon defining attributes, <i>using a Template, Pattern Blocks and a partner</i> .		VU: Attribute, square, triangle, rectangle, hexagon, sides, corners, vertices
					LFC: Present tense, conditional tense, sequence words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Working in pairs, demonstrate comprehension of oral directions and explain orally how to draw and build shapes using L1 and/or drawings and selected, illustrated single words.	Working in pairs, demonstrate comprehension of oral directions and explain orally how to draw and build shapes using L1, drawings, or selected technical vocabulary in phrases.	Working in pairs, demonstrate comprehension of oral directions and explain orally how to draw and build shapes using key, technical vocabulary in simple sentences.	Working in pairs, demonstrate comprehension of oral directions and explain orally how to draw and build shapes using key, technical vocabulary in expanded sentences.	Working in pairs, demonstrate comprehension of oral directions and explain orally how to draw and build shapes using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Template Pattern Blocks L1 support	Word/Picture Wall Template Pattern Blocks L1 support	Word/Picture Wall Template Pattern Blocks	Template Pattern Blocks	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 1.G.2 WIDA ELDS: 3 Writing Speaking	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.		Describe orally and in writing the composite shapes made from two- and three-dimensional shapes, using Pattern Blocks, Manipulatives, and Pictures.		VU: Two-dimensional shape words, three-dimensional shape words
					LFC: Present tense, prepositional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe orally and in writing the composite shapes made from two- and three-dimensional shapes using L1 and/or drawings and selected, illustrated single words	Describe orally and in writing the composite shapes made from two- and three-dimensional shapes using L1, drawings, or phrases.	Describe orally and in writing the composite shapes made from two- and three-dimensional shapes using key vocabulary in a series of simple sentences.	Describe orally and in writing the composite shapes made from two- and three-dimensional shapes using key vocabulary in expanded and some complex sentences.	Describe orally and in writing the composite shapes made from two- and three-dimensional shapes using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Pattern Blocks Manipulatives Pictures L1 support	Word/Picture Wall Pattern Blocks Manipulatives Pictures L1 support	Word/Picture Wall Pattern Blocks Manipulatives Pictures	Pattern Blocks Manipulatives Pictures	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 1.G.3 WIDA ELDS: 3 Speaking Writing	Partition circles and rectangles into two or four equal shares, describing the shares using halves, fourths, and, quarters, and use the phrases half of, fourth of, and quarter of.		<u>Describe orally and in writing</u> fractional parts of partitioned circles and rectangles, using Manipulatives <i>and</i> Teacher Modeling. <i>Note: The pronunciation and spelling of fractional parts may be difficult for ELLs, i.e. in words like halves, fourths, etc.</i>		VU: Circle, rectangle, whole, half, halves, quarters, fourths, half of, fourth of, quarter of, equal, unequal
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe orally and in writing fractional parts of partitioned shapes using L1 and/or drawings and selected, illustrated single words	Describe orally and in writing fractional parts of partitioned shapes using L1, and/or selected, technical vocabulary in phrases and short sentences.	Describe orally and in writing fractional parts of partitioned shapes using key, technical vocabulary in simple sentences.	Describe orally and in writing fractional parts of partitioned shapes using key, technical vocabulary in expanded sentences.	Describe orally and in writing fractional parts of partitioned shapes using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Manipulatives Teacher Modeling L1 support	Word/Picture Wall Manipulatives Teacher Modeling L1 support	Word/Picture Wall Manipulatives Teacher Modeling	Word/Picture Wall Manipulatives	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 1.G.3 WIDA ELDS: 3 Speaking Writing Listening	Describe the whole circle (or rectangle) partitioned into two or four equal shares as "two of", or "four of" the shares.		Describe orally and in writing fractional parts of partitioned circles and rectangles, using Manipulatives and Teacher Modeling.		VU: Circle, rectangle, whole, equal shares, two of, four of
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe orally and in writing fractional parts of partitioned shapes using L1 and/or drawings and selected, illustrated single words	Describe orally and in writing fractional parts of partitioned shapes using L1, and/or selected technical vocabulary in phrases.	Describe orally and in writing fractional parts of partitioned shapes using key vocabulary in simple sentences.	Describe orally and in writing fractional parts of partitioned shapes using key, technical vocabulary in expanded sentences.	Describe orally and in writing fractional parts of partitioned shapes using technical vocabulary in complex sentences.
Learning Supports	Word/Picture Wall Manipulatives Teacher Modeling L1 support	Word/Picture Wall Manipulatives Teacher Modeling L1 support	Word/Picture Wall Manipulatives Teacher Modeling	Word/Picture Wall Manipulatives	