ELL SCAFFOLD- CCSS

OPERATIONS AND ALGEBRAIC THINKING

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 2.OA.1 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Add and subtract within 20 to solve 1- and 2-step word problems with unknowns in any position.		Describe and explain orally and in writing the solution to 1- and 2-step word problems *using Manipulatives, drawings, and a word wall.*		**VU:** Add, subtract, solve, unknowns, more, remaining, left, in all **LFC:** Present progressive, past tense, questions with how many/how many more? **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing the solution to 1- and 2- step word problems in L1 and/or use gestures, pictures and selected technical words.	Describe and explain orally and in writing the solution to 1- and 2- step word problems in L1 and/or use selected technical vocabulary in phrases and short sentences with illustrations.	Describe and explain orally and in writing the solution to 1- and 2- step word problems using key technical vocabulary in a series of simple sentences.	Describe and explain orally and in writing the solution to 1- and 2- step word problems using key technical vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing the solution to 1- and 2-step word problems using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives Small group/ triads Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives Small group/ triads Math Journal	Manipulatives Small group/ triads Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 7 CCSS: 2.OA.1 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Add and subtract within 100 to solve 1- or 2-step word problems with unknowns in any position.	Explain orally and in writing how to solve 1- or 2- step, addition and subtraction word problems with unknowns in any position *using* Manipulatives*, drawings and a* Word Wall.	**VU:** Unknowns, total, in all, first, second, third **LFC:** Past tense, questions with how many? **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 1- or 2- step addition and subtraction word problems in L1 and/or use gestures, pictures and selected, illustrated single words.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems using key, technical vocabulary in simple sentences.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems within 100 using key, technical vocabulary in expanded sentences.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems within 100 using technical vocabulary in complex sentences.
Learning Supports	Number Line L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs Cloze Sentences	Number Line L1 text and/or support Peer Coach Word/Picture Wall Sentence Frame	Number Line Word Wall Sentence Starter	Number Line	Number Line

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 2.OA.2 WIDA ELDS: 3 Speaking Listening	Add and subtract fluently within ten using mental strategies (within 10).		Demonstrate understanding of number problems by writing dictated numbers and symbols. Explain orally mental strategies used to complete addition and subtraction problems within ten using *manipulatives, addition tables,* Number Line*s, drawings and a* Word Wall.		**VU:** Add, subtract, number facts, answer, draw, line, match, left, right **LFC:** Present tense, commands **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of number problems by writing dictated numbers and symbols; then explain orally the mental strategies used to complete addition and subtraction problems in L1 and/or use gestures, Pictures and selected, technical words.	Demonstrate understanding of number problems by writing dictated numbers and symbols; then explain orally the mental strategies used to complete addition and subtraction problems in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of number problems by writing dictated numbers and symbols; then explain orally the mental strategies used to complete addition and subtraction problems using key, technical vocabulary in simple sentences.	Demonstrate understanding of number problems by writing dictated numbers and symbols; then explain orally the mental strategies used to complete addition and subtraction problems using key, technical vocabulary in expanded sentences.	Demonstrate understanding of number problems by writing dictated numbers and symbols; then explain orally the mental strategies used to complete addition and subtraction problems using technical vocabulary in complex sentences.
Learning Supports	Addition table Number Line L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Addition table Number Line L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Addition table Number Line Small group/ triads Math Journal Word/Picture Wall Pictures/illustrations	Addition table Number Line Math Journal	Addition table Number Line

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 6 CCSS: 2.OA.2 WIDA ELDS: 1 & 3 Speaking, Reading	Add fluently within 20 using mental strategies, such as decomposing and composing numbers using the ten as a benchmark number.	Describe and explain orally how to add within 20 using mental strategies, such as decomposing and composing numbers using the ten as a benchmark number *and* Manipulatives, Charts *and a* Word Wall.	**VU:** Add, equal, draw line, mental math, show work, correct, incorrect, fact, sum **LFC:** Present tense, past tense, imperatives, questions with did? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally how to add within 20 using mental strategies in L1 and/or use gestures, Pictures and selected, technical words.	Describe and explain orally how to add within 20 using mental strategies in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe and explain orally how to add within 20 using mental strategies and key, technical vocabulary in simple sentences.	Describe and explain orally how to add within 20 using mental strategies and key, technical vocabulary in expanded sentences.	Describe and explain orally how to add within 20 using mental strategies and technical vocabulary in complex sentences.
Learning Supports	Counters Connecting Cubes Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations	Counters Connecting Cubes Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Word/Picture Wall Sentence Frame	Counters Connecting Cubes Base-Ten Blocks Small group/ triads Math Journal Word/Picture Wall Sentence Starter	Counters Connecting Cubes Base-Ten Blocks Small group/ triads Math Journal	Counters Connecting Cubes Base-Ten Blocks Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 8 CCSS: 2.OA.2 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Add and subtract fluently within 20 using mental strategies, such as decomposing and composing numbers using the benchmark of ten.	Demonstrate comprehension and explain orally use of mental strategies when adding and subtracting fluently within 20 and Manipulatives, Math Journal, *drawings and a* Word Wall	**VU:** Number line, benchmark, equation, answer, show, match **LFC:** Present tense **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension and explain orally use of mental strategies when adding and subtracting fluently in L1 and/or gestures, pictures and selected, illustrated single words.	Demonstrate comprehension and explain orally use of mental strategies when adding and subtracting fluently in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension and explain orally use of mental strategies when adding and subtracting fluently using key, technical vocabulary in simple sentences.	Demonstrate comprehension and explain orally use of mental strategies when adding and subtracting fluently using key, technical vocabulary in expanded sentences.	Demonstrate comprehension and explain orally use of mental strategies when adding and subtracting fluently using technical vocabulary in complex sentences.
Learning Supports	Number Line Counters L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures and Photographs Charts/Posters Cloze Sentences	Number Line Counters L1 text and/or support Peer Coach Math Journal Word/Picture Wall Charts/Posters Sentence Frame	Number Line Counters Small group/triads Math Journal Word Wall Charts/Posters Sentence Starter	Number Line Counters Small group/triads Math Journal	Number Line Counters Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 7 CCSS: 2.OA.2 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.	Demonstrate comprehension of addition and subtraction by fluently adding and subtracting within 20 using mental strategies and *manipulatives, drawings and a word wall.*	**VU:** Add, subtract, each, sums, differences **LFC:** Present tense, coordinating conjunctions, number sentences **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of addition and subtraction by fluently adding and subtracting within 20 and explain mental strategies in L1 and/or use gestures, pictures and selected, illustrated words.	Demonstrate comprehension of addition and subtraction by fluently adding and subtracting within 20 and explain mental strategies in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of addition and subtraction by fluently adding and subtracting within 20 and explain mental strategies using key vocabulary in simple sentences.	Demonstrate comprehension of addition and subtraction by fluently adding and subtracting within 20 and explain mental strategies using key vocabulary in expanded sentences.	Demonstrate comprehension of addition and subtraction by fluently adding and subtracting within 20 and explain mental strategies using technical vocabulary in complex sentences.
Learning Supports	Number Line/Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Number Line/Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Number Line/Base-Ten Blocks Small group/ triads Math Journal Word Wall Pictures/Illustrations/diagrams/drawings	Number Line/Base-Ten Blocks Small group/ triads Math Journal	Number Line/Base-Ten Blocks Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 CCSS: 2.OA.3 WIDA ELDS: 3 Speaking Reading	Recognize that in groups of even numbers objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly.	Recognize and explain orally that in groups of even numbers objects can be counted by 2s and groups of odd numbers objects will not pair up evenly *using* Songs/Chants*, manipulatives, drawings and a* Word Wall.	**VU:** Even, odd, pair, pair up, rows, count by 2s **LFC:** Present tense, conditional clauses with if, questions with does/why? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and explain orally that in groups of even numbers objects can be counted by 2s and groups of odd numbers objects will not pair up evenly in L1 and/or use gestures, drawings and selected technical words.	Recognize and explain orally that in groups of even numbers objects can be counted by 2s and groups of odd numbers objects will not pair up evenly in L1 and/or use selected technical vocabulary in phrases and short sentences.	Recognize and explain orally that in groups of even numbers objects can be counted by 2s and groups of odd numbers objects will not pair up evenly using key, technical vocabulary simple sentences.	Recognize and explain orally that in groups of even numbers objects can be counted by 2s and groups of odd numbers objects will not pair up evenly using key, technical vocabulary in expanded sentences.	Recognize and explain orally that in groups of even numbers objects can be counted by 2s and groups of odd numbers objects will not pair up evenly using technical vocabulary in complex sentences.
Learning Supports	Counters/Connecting Cubes L1 text and/or support Partner work Math Journal Word/Picture Wall Pictures/illustrations Songs/Songs/Chants	Counters/Connecting Cubes L1 text and/or support Partner work Math Journal Word/Picture Wall Pictures/illustrations Songs/Songs/Chants	Counters/Connecting Cubes Small group/ triads Partner work Math Journal Word/Picture Wall Pictures/illustrations Songs/Songs/Chants	Counters/Connecting Cubes Partner work Math Journal Songs/Songs/Chants	Counters/Connecting Cubes Math Journal Songs/Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 2.OA.3 WIDA ELDS: 3 Speaking Writing	Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends.	Construct and explain orally and in writing an equation to illustrate that all even numbers can be formed from the addition of two equal addends *using manipulatives, addition table charts, drawings and a* Word Wall.	**VU:** Doubles facts, equation, equal groups, table, complete **LFC:** Present tense, commands, following multi-step directions **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Construct and explain orally and in writing an equation to illustrate that all even numbers can be formed from the addition of two equal addends in L1 and/or use gestures, drawings and selected, technical words.	Construct and explain orally and in writing an equation to illustrate that all even numbers can be formed from the addition of two equal addends in L1 and/or use selected technical vocabulary in phrases and short sentences.	Construct and explain orally and in writing an equation to illustrate that all even numbers can be formed from the addition of two equal addends using key, technical vocabulary in simple sentences.	Construct and explain orally and in writing an equation to illustrate that all even numbers can be formed from the addition of two equal addends using key, technical vocabulary in expanded sentences.	Construct and explain orally and in writing an equation to illustrate that all even numbers can be formed from the addition of two equal addends using technical vocabulary in complex sentences.
Learning Supports	Counters Connecting Cubes Addition tables chart L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Counters Connecting Cubes Addition tables chart L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Counters Connecting Cubes Addition tables chart Math Journal Word/Picture Wall Pictures/illustrations	Counters Connecting Cubes Addition tables chart Small group/ triads Math Journal	Counters Connecting Cubes Addition tables Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 CCSS: 2.OA.4 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number.	Explain orally and in writing an addition equation with repeated equal addends from a rectangular array and solve to find the total number *using* Manipulatives*, drawings and a* Word Wall*.*	**VU:** Array, arranged, rectangle/rectangular, rows, columns, tables, sum(s), equal sums **LFC:** Present tense, questions with how many/what number/does? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing an addition equation with repeated equal addends from a rectangular array and solve to find the total number in L1 and/or use gestures, Pictures and selected, illustrated technical words.	Explain orally and in writing an addition equation with repeated equal addends from a rectangular array and solve to find the total number in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally and in writing an addition equation with repeated equal addends from a rectangular array and solve to find the total number using key, technical vocabulary in simple sentences.	Explain orally and in writing an addition equation with repeated equal addends from a rectangular array and solve to find the total number using key, technical vocabulary in expanded sentences.	Explain orally and in writing an addition equation with repeated equal addends from a rectangular array and solve to find the total number using technical vocabulary in complex sentences.
Learning Supports	Manipulatives L1 text and/or support Peer Coach Math Journal White Board Word/Picture Wall Pictures/Illustrations	Manipulatives L1 text and/or support Peer Coach Math Journal White Board Word/Picture Wall Sentence Frame	Manipulatives Small group/ triads Math Journal White Board Word/Picture Wall	Manipulatives Small group/ triads Math Journal White Board	Manipulatives Math Journal White Board

ELL SCAFFOLD- CCSS

NUMBER & OPERATIONS IN BASE TEN

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 2.NBT.1 WIDA ELDS: 1 & 3 Speaking, Writing Listening	Represent a 3-digit number as specific amounts of 100s, 10s, and 1s.		Describe and explain orally and in writing ways of representing 3-digit numbers as specific amounts of 100s, 10s, and 1s *using Base-Ten Blocks, expanded form, drawings, and a word wall.* Demonstrate comprehension of 3-digit numeral by writing it based on oral dictation *using a word wall and a personal math dictionary.*		**VU:** Represent, place, place value, base ten, hundreds, tens, ones **LFC:** Present tense, questions with which/what? **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing ways of representing 3-digit numbers as specific amounts of 100s, 10s, and 1s in L1 and/or use gestures, pictures and selected, illustrated single words. Demonstrate comprehension of 3-digit numeral by writing it based on oral dictation using phrases.	Describe and explain orally and in writing ways of representing 3-digit numbers as specific amounts of 100s, 10s, and 1s in L1 and/or use phrases and short sentences with illustrations to explain the solution. Demonstrate comprehension of 3-digit numeral by writing it based on oral dictation using phrases or short sentences.	Describe and explain orally and in writing ways of representing 3-digit numbers as specific amounts of 100s, 10s, and 1s using key vocabulary in a series of simple sentences. Demonstrate comprehension of 3-digit numeral by writing it based on oral dictation using simple sentences.	Describe and explain orally and in writing ways of representing 3-digit numbers as specific amounts of 100s, 10s, and 1s using key vocabulary in expanded and some complex sentences. Demonstrate comprehension of 3-digit numeral by writing the number based on oral dictation using expanded sentences.	Describe and explain orally and in writing ways of representing 3-digit numbers as specific amounts of 100s, 10s, and 1s using technical vocabulary in complex sentences. Demonstrate comprehension of 3-digit numeral by writing the number based on oral dictation using complex sentences.
Learning Supports	Base-Ten Blocks L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Base-Ten Blocks L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Base-Ten Blocks Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Base-Ten Blocks Small group/ triads Math Journal	Base-Ten Blocks Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 2.NBT.1 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Identify ten tens as 100 and represent two hundred, three hundred, …, nine hundred with 2, 3, …, 9 hundred bundles (with zero tens and zero ones).		Identify and explain orally and in writing how to bundle *ten tens* in hundreds using *hundred bundles, drawings, and a word wall.*		**VU:** Bundle(s), penny(s), straw(s), all, altogether **LFC:** Present tense, present progressive, comparison phrases- more than/best way **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and explain orally and in writing how to bundle ten tens in hundreds in L1 and/or use gestures, pictures and selected technical words.	Identify and explain orally and in writing how to bundle ten tens in hundreds in L1 and/or use selected technical vocabulary in phrases and short sentences.	Identify and explain orally and in writing how to bundle ten tens in hundreds using key technical vocabulary in simple sentences.	Identify and explain orally and in writing how to bundle ten tens in hundreds using key, technical vocabulary in expanded sentences.	Identify and explain orally and in writing how to bundle ten tens in hundreds using technical vocabulary in complex sentences.
Learning Supports	Hundreds bundles L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Hundred bundles L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Hundred bundles Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Hundred bundles Small group/ triads Math Journal	Hundred bundles Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 4 CCSS: 2.NBT.2 WIDA ELDS: 1 &3 Speaking, Writing	Skip count by 5s 10sup to 100…beginning at any multiple of 5	Demonstrate orally and in writing how to skip count by 5s and 10s using *a* Number Line*, drawings, and a word wall.*	**VU:** Number Line**,** skip count, pattern, after, before, between **LFC:** Present tense, past tense, possibility-could be, impossibility-could not be **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate orally and in writing how to skip count by 5s and 10s in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate orally and in writing how to skip count by 5s and 10s in L1 and/or use phrases and short sentences with illustrations to explain the solution.	Demonstrate orally and in writing how to skip count by 5s and 10s using key vocabulary in a series of simple sentences.	Demonstrate orally and in writing how to skip count by 5s and 10s using key vocabulary in expanded and some complex sentences.	Demonstrate orally and in writing how to skip count by 5s and 10s using precise vocabulary in multiple, complex sentences.
Learning Support	Number Line L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Number Line L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Number Line Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Number Line Small group/ triads Math Journal	Number Line Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 2.NBT.2 WIDA ELDS: 3 Speaking Writing	Count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000).		Demonstrate and explain orally and in writing how to count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 *using manipulatives, number charts,* Base-Ten Blocks*,* Songs/Chants*, drawings and a* Word Wall. *Note: Multiple meaning of skip*		**VU:** Skip count, first, next, fill in, missing numbers, blanks, tens **LFC:** Present tense, present progressive, commands **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate and explain orally and in writing how to count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 in L1 and/or demonstrate understanding by completing chart and using gestures, examples and selected, technical words.	Demonstrate and explain orally and in writing how to count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 in L1 and/or demonstrate understanding by completing chart and using selected technical vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 using key, technical vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 using technical vocabulary in complex sentences.
Learning Supports	Number chart Base-Ten Blocks L1 text and/or support Math Journal Word/Picture Wall Songs/Chants	Number chart Base-Ten Blocks L1 text and/or support Math Journal Word/Picture Wall Songs/Chants	Number chart Base-Ten Blocks Small group/ triads Math Journal Word/Picture Wall Songs/Chants	Number chart Base-Ten Blocks Small group/ triads Math Journal Songs/Chants	Base-Ten Blocks Math Journal Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: 2.NBT.2 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Orally count within 1000 including skip-counting by 5s, 10s, and 100s	Demonstrate and explain orally and in writing how to count within 1000 including skip-counting by 5s, 10s, and 100s *using* Manipulatives *and* Charts.	**VU:** Count, skip-count, start, from, to, 1s, 5s, 10s, 100s **LFC:** Present tense, present progressive, imperatives **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate and explain orally and in writing how to count within 1000 including skip-counting by 5s, 10s, and 100s in L1 and/or use gestures, Pictures and selected, technical words.	Demonstrate and explain orally and in writing how to count within 1000 including skip-counting by 5s, 10s, and 100s in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to count within 1000 including skip-counting by 5s, 10s, and 100s using key, technical vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to count within 1000 including skip-counting by 5s, 10s, and 100s using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to count within 1000 including skip-counting by 5s, 10s, and 100s using technical vocabulary in complex sentences.
Learning Supports	Number Line Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Pictures/Illustrations	Number Line Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Sentence Frame	Number Line Base-Ten Blocks Small group/ triads Math Journal	Number Line Base-Ten Blocks Charts Small group/ triads Math Journal	Number Line Base-Ten Blocks Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: 2.NBT.3 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Read numbers to 1000 using base-ten numerals, number names, and expanded form.	Read and orally identify numbers to 1000 represented as base ten numerals, number names and expanded form using *Manipulatives, drawings, and a word wall.*	**VU:** Numeral, number, expanded notation **LFC:** Present tense, past tense, comparison phrases-same as **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and orally identify numbers to 1000 represented as base ten numerals, number names and expanded form in L1 and/or use gestures, pictures and selected, vocabulary.	Read and orally identify numbers to 1000 represented as base ten numerals, number names and expanded form in L1 and/or use selected technical vocabulary in phrases and short sentences.	Read and orally identify numbers to 1000 represented as base ten numerals, number names and expanded form using key technical vocabulary in a series of simple sentences.	Read and orally identify numbers to 1000 represented as base-ten numerals, number names and expanded form using key technical vocabulary in expanded and some complex sentences.	Read and orally identify numbers to 1000 represented as base ten numerals, number names and expanded form using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Manipulatives Small group/ triads Math Journal	Manipulatives Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 2.NBT.3 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Write numbers to 1000 using base-ten numerals, number names, and expanded form.		Identify and write numbers to 1000 using base-ten numerals, number names and expanded form *using* Manipulatives*, drawings and a word wall.*		**VU:** Numeral, expanded form **LFC:** Present tense, past tense **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and write numbers to 1000 using base-ten numerals, number names and expanded form in L1 and/or use gestures, pictures and selected words.	Identify and write numbers to 1000 using base-ten numerals, number names and expanded forming L1 and/or use selected vocabulary in phrases and short sentences.	Identify and write numbers to 1000 using base-ten numerals, number names and expanded form using key vocabulary in a series of simple sentences.	Identify and write numbers to 1000 using base-ten numerals, number names, and expanded form using key vocabulary in expanded and some complex sentences.	Identify and write numbers to 1000 using base-ten numerals, number names and expanded form using precise vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall	Manipulatives Small group/ triads Math Journal	Manipulatives Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 7 CCSS: 2.NBT.4 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Use symbols >, =, <, to record the results of comparing two 3-digit numbers by decomposing the number into a number of 100s, 10s, and 1s.	Compare orally and in writing two 3-digit numbers with the use of symbols >, =, <, to record the results *using Manipulatives, drawings and a word wall.*	**VU:** greater than (>), less than (<), equal sign (=), symbol, true **LFC:** Present tense, past tense, compare and give an explanation **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare orally and in writing two 3-digit numbers with the use of symbols >, =, <, to record the results in L1 and/or use gestures, pictures and selected words.	Compare orally and in writing two 3-digit numbers with the use of symbols >, =, <, to record the results in L1 and/or use selected vocabulary in phrases and short sentences.	Compare orally and in writing two 3-digit numbers with the use of symbols >, =, <, to record the results using key technical vocabulary in a series of simple sentences.	Compare orally and in writing two 3-digit numbers with the use of symbols >, =, <, to record the results using key technical vocabulary in expanded and some complex sentences.	Compare orally and in writing two 3-digit numbers with the use of symbols >, =, <, to record the results using precise vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives L1 text and/or support Peer Coach Partially completed Graphic Organizers Math Journal Word/Picture Wall Illustrations/diagrams/drawings	Manipulatives Peer Coach Partially completed Graphic Organizers Math Journal	Manipulatives Small group/ triads Math Journal	Manipulatives Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 6 CCSS: 2.NBT.5 WIDA ELDS: 3 Reading Speaking	Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50.	Describe and explain orally the variety of strategies to add and subtract within 50 *using manipulatives, addition tables,* Number Line*s, drawings and a* Word Wall.	**VU:** Minus, subtract, add, check, check mark **LFC:** Present tense, commands, follow multi-step directions, questions with what/which? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing a variety of strategies to add and subtract within 50 in L1 and/or use gestures, Pictures and selected, technical words.	Describe and explain orally and in writing a variety of strategies to add and subtract within 50 in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe and explain orally a variety of strategies to add and subtract within 50 using key, technical vocabulary in simple sentences.	Describe and explain orally a variety of strategies to add and subtract within 50 using key, technical vocabulary in expanded sentences.	Describe and explain orally a variety of strategies to add and subtract within 50 using technical vocabulary in complex sentences.
Learning Supports	Addition table Number Line Counters L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Addition table Number Line Counters L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Addition table Number Line Counters Small group/ triads Math Journal Word Wall	Addition table Number Line Counters Math Journal	Addition table Number Line Counters

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 7 CCSS: 2.NBT.5 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Choose a strategy (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100.	Explain orally the strategy chosen to add and subtract within 100 *using* Manipulatives*, drawings,* Charts *and a* Word Wall	**VU:** Strategy, show how to, add, subtract, find **LFC:** Imperatives **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally the strategy chosen to add and subtract within 100 in L1 and/or use gestures, Pictures and selected, technical words.	Explain orally the strategy chosen to add and subtract within 100 in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally how the strategy chosen to add and subtract within 100 using key, technical vocabulary in a series of simple sentences.	Explain orally how the strategy chosen to add and subtract within 100 using key, technical vocabulary in expanded sentences.	Explain orally how the strategy chosen to add and subtract within 100 using technical vocabulary in complex sentences.
Learning Supports	Number Line Base-Ten Blocks Counters Connecting Cubes Charts L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations	Number Line Base-Ten Blocks Counters Connecting Cubes Charts L1 text and/or support Peer Coach Math Journal Word/Picture Wall Sentence Frame	Number Line Base-Ten Blocks Counters Connecting Cubes Charts Small group/ triads Math Journal Word/Picture Wall	Number Line Base-Ten Blocks Counters Connecting Cubes Charts Small group/ triads Math Journal	Number Line Base-Ten Blocks Counters Connecting Cubes Charts Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 8 CCSS: 2.NBT.5 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Demonstrate and explain orally and in writing how to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and *manipulatives, drawings and a word wall.*	**VU:** Add, subtract, each, number sentence, sums, differences **LFC:** Present tense, coordinating conjunctions **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate and explain orally and in writing how to fluently add and subtract using the strategies within 100 using strategies in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate and explain orally and in writing how to fluently add and subtract using the strategies within 100 using strategies in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to fluently add and subtract within 100 using strategies using key vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to fluently add and subtract within 100 using strategies using key vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to fluently add and subtract within 100 using strategies using technical vocabulary in complex sentences.
Learning Supports	Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Base-Ten Blocks L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Base-Ten Blocks Small group/ triads Math Journal Word Wall	Base-Ten Blocks Small group/ triads Math Journal	Base-Ten Blocks Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 2.NBT.6 WIDA ELDS: 3 Speaking Reading	Add up to four two-digit numbers based on place value and properties of operations.	Demonstrate and explain orally and in writing addition of up to four two-digit numbers based on place value and properties of operations *using modeling, addition tables, drawings and a* Word Wall.	**VU:** Tens, ones, find, work, correct, incorrect, first, then, together **LFC:** Present tense, infinitives to use/to show, present progressive tense **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate and explain orally addition of up to four two-digit numbers based on place value and properties of operation in L1 and/or use gestures, examples and selected technical words.	Demonstrate and explain orally addition of up to four two-digit numbers based on place value and properties of operation in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate and explain orally addition of up to four two-digit numbers based on place value and properties of operation using key, technical vocabulary in simple sentences.	Demonstrate and explain orally addition of up to four two-digit numbers based on place value and properties of operation using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally addition of up to four two-digit numbers based on place value and properties of operation using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Counters Addition table L1 text and/or support Math Journal Word/Picture Wall Pictures/illustrations	Teacher Modeling Counters Addition table L1 text and/or support Math Journal Word/Picture Wall	Teacher Modeling Counters Addition table Math Journal Word/Picture Wall Pictures/illustrations	Counters Addition table Small group/ triads Math Journal	Counters Addition table Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 2.NBT.7 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		Describe and explain orally and in writing how to add and subtract within 1000 using concrete models, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction *and manipulatives, drawings and a word wall.*		**VU:** Amount, total, hundreds, tens, ones, single, together, each, included, above, below **LFC:** Present tense, auxiliary verb/can **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to add and subtract within 1000 in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe and explain orally and in writing how to add and subtract within 1000 in L1 and/or use selected technical vocabulary in phrases and short sentences with illustrations.	Describe and explain orally and in writing how to add and subtract within 1000 using strategies and key, technical vocabulary in simple sentences.	Describe and explain orally and in writing how to add and subtract within 1000 using strategies and key, technical vocabulary in expanded sentences.	Describe and explain orally and in writing how to add and subtract within 1000 using strategies and key technical vocabulary in complex sentences.
Learning Supports	Manipulatives L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Manipulatives L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Manipulatives Small group/ triads Math Journal Word Wall Pictures/Illustrations/diagrams/drawings	Manipulatives Small group/ triads Math Journal	Manipulatives Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 CCSS: 2.NBT.8 WIDA ELDS: 1 & 3 Speaking, Listening	Apply properties of place value to mentally add or subtract 10 or 100 to/from a given number within 100-900.	Demonstrate comprehension of oral directions by mentally adding or subtracting 10 or 100 to/from a given number within 100-900. Explain orally how to apply properties of place value when mentally adding or subtracting 10 or 100 to/from a given number within 100-900 *using* Manipulatives*, drawings, a* Word Wall *and a* Partner work.	**VU:** Add, subtract, value, number sentence, sum, difference, missing, addend **LFC:** Imperatives, questions with what is? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract using key, technical vocabulary in simple sentences.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract using technical vocabulary in complex sentences.
Learning Supports	Base-Ten Blocks L1 text and/or support Partner work Word/Picture Wall Pictures and Photographs	Base-Ten Blocks L1 text and/or support Partner work Word/Picture Wall Pictures and Photographs	Base-Ten Blocks Partner work Word/Picture Wall Pictures and Photographs	Base-Ten Blocks Partner work	Base-Ten Blocks Partner work

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 2.NBT.9 WIDA ELDS: 1 & 3 Speaking, Writing	Apply addition and subtraction strategies based on place value and the properties of operations and explain why these strategies work using drawings or objects. For example, 37 + 12 = 49 because 37 +12 equals 30 + 7 + 10 + 2 (place value) which equals 30 + 10 + 7 + 2 (property of operations).	Present an explanation orally and in writing why and how to apply addition and subtraction strategies based on place value and the properties of operation *using* Manipulatives*, drawings and a* Word Wall	**VU:** Method, solve, equation, place value, property of operation, explain, correct **LFC:** Past tense, explanatory text **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present an explanation orally and in writing why and how to apply addition and subtraction strategies in L1 and/or use gestures, pictures and selected, illustrated single words.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies in L1 and/or use selected technical vocabulary in phrases and short sentences.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies using key, technical vocabulary in simple sentences.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies using key, technical vocabulary in expanded sentences.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies using technical vocabulary in complex sentences.
Learning Supports	Number Line Base-Ten Blocks L1 text and/or support Word/Picture Wall Pictures and Photographs Partner work	Number Line Base-Ten Blocks L1 text and/or support Word/Picture Wall Pictures and Photographs Partner work	Number Line Base-Ten Blocks Small group/triads Word/Picture Wall Pictures and Photographs	Number Line Base-Ten Blocks Small group/triads	Number Line Base-Ten Blocks Small group/triads

ELL SCAFFOLD- CCSS

MEASUREMENT & DATA

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 2.MD.1, 2.MD.3 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters).	Identify the appropriate measurement tool for various objects and orally describe the length of objects with those measurements (inches, centimeters, feet, and meters) *using drawings and a word wall.*	**VU:** Measure, estimate, length, unit, inches, centimeters, feet, meters **LFC:** Present tense, imperatives, questions with what is/which would? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the appropriate measurement tool for various objects and orally describe the length of objects with those measurements in L1 and/or use gestures, Pictures and selected, technical words.	Identify the appropriate measurement tool for various objects and orally describe the length of objects with those measurements in L1 and/or use selected technical vocabulary in phrases and short sentences.	Identify the appropriate measurement tool for various objects and orally describe the length of objects with those measurements using key, technical vocabulary in simple sentences.	Identify the appropriate measurement tool for various objects and orally describe the length of objects with those measurements using key, technical vocabulary in expanded sentences.	Identify the appropriate measurement tool for various objects and orally describe the length of objects with those measurements using technical vocabulary in complex sentences.
Learning Supports	Rulers L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations	Rulers L1 text and/or support Peer Coach Math Journal Word/Picture Wall Sentence Frame	Rulers Small group/ triads Math Journal Word/Picture Wall	Rulers Small group/ triads Math Journal	Rulers Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 2.MD.2 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen.	Compare and explain orally and in writing the measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen *using* Manipulatives, Charts *and a* Word Wall	**VU:** Ruler, measure, measurement, unit, length, inches, centimeters, feet, meters, more than, greater than, less than, equal to **LFC:** Superlatives, present tense, future tense, imperatives **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and explain orally and in writing the measurements of an object taken with two different units of measure in L1 and/or use gestures, Pictures and selected technical words.	Compare and explain orally and in writing the measurements of an object taken with two different units of measure in L1 and/or use selected technical vocabulary in phrases and short sentences.	Compare and explain orally and in writing the measurements of an object taken with two different units of measure using key, technical vocabulary in simple sentences.	Compare and explain orally and in writing the measurements of an object taken with two different units of measure using key, technical vocabulary in expanded sentences.	Compare and explain orally and in writing the measurements of an object taken with two different units of measure using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Rulers Connecting Cubes L1 text and/or support Peer Coach Charts Word/Picture Wall Pictures/Illustrations	Manipulatives Rulers Connecting Cubes L1 text and/or support Peer Coach Charts Word/Picture Wall Sentence Frame	Manipulatives Rulers Connecting Cubes Small group/ triads Charts Word/Picture Wall	Manipulatives Rulers Connecting Cubes Small group/ triads Charts	Manipulatives Rulers Connecting Cubes Charts

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 4 CCSS: 4.MD.4 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure.	Compare and explain orally and in writing the lengths of two objects and identify how much longer one object is than another using the same standard of measure, Manipulatives, *drawings and a* Word Wall.	**VU:** Ruler, scale, map, top, bottom, inches, feet, centimeters **LFC:** Superlatives, present tense, comparatives, questions with how many/how much? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and explain orally and in writing the lengths of two objects and identify how much longer one object is than another in L1 and/or use gestures, Pictures and selected technical words.	Compare and explain orally and in writing the lengths of two objects and identify how much longer one object is than another in L1 and/or use selected technical vocabulary in phrases and short sentences.	Compare and explain orally and in writing the lengths of two objects and identify how much longer one object is than another using key, technical vocabulary in simple sentences.	Compare and explain orally and in writing the lengths of two objects and identify how much longer one object is than another using key, technical vocabulary in expanded sentences.	Compare and explain orally and in writing the lengths of two objects and identify how much longer one object is than another using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Rulers Connecting Cubes L1 text and/or support Peer Coach Word/Picture Wall Pictures/Illustrations	Manipulatives Rulers Connecting Cubes L1 text and/or support Peer Coach Word/Picture Wall Sentence Frame	Manipulatives Rulers Connecting Cubes Small group/ triads Word/Picture Wall	Manipulatives Rulers Connecting Cubes Small group/ triads	Manipulatives Rulers Math Journal

ELL SCAFFOLD- CCSS

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 2.MD.5 WIDA ELDS: 1 & 3 Reading, Writing	Add and subtract within 100 in word problems involving lengths using a symbol to represent the unknown number. For example, if Angela needs 30 feet of ribbon for gifts, but she only has 17 feet, equations 17 + x = 30 and 30 – x = 17 both represent the x feet she still needs.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns *using* Teacher Modeling*, drawings and a* Word Wall	**VU:** Equation, unknown, inches, feet, yards, centimeters, long, tall **LFC:** Present tense, comparatives, questions with what is/how many? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns using key, technical vocabulary in simple sentences.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Manipulatives L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs	Teacher Modeling Manipulatives L1 text and/or support Partner work Word/Picture Wall Pictures and Photographs	Teacher Modeling Word Wall Pictures and Photographs	Teacher Modeling	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 4 CCSS: 2.MD.6 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Use a Number Line to represent the solution of whole number sums and differences related to length within 100 by using equally spaced points.	Demonstrate and explain orally and in writing how to use a Number Line to represent the solution of whole number sums and differences related to length *using* Teacher Modeling, Number Line*, drawings and a* Word Wall*.*	**VU:** Number Line, equation, answer, show, matches **LFC:** Present tense **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate and explain orally and in writing how to use a Number Line to represent the solution of whole number sums and differences related to length in L1 and/or gestures, pictures and selected, illustrated single words.	Demonstrate and explain orally and in writing how to use a Number Line to represent the solution of whole number sums and differences related to length in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to use a Number Line to represent the solution of whole number sums and differences related to length using key, technical vocabulary in a series of simple sentences.	Demonstrate and explain orally and in writing how to use a Number Line to represent the solution of whole number sums and differences related to length using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to use a Number Line to represent the solution of whole number sums and differences related to length using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Number Line L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures and Photographs	Teacher Modeling Number Line L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs	Teacher Modeling Number Line Small group/triads Word Wall Pictures and Photographs	Teacher Modeling Number Line Small group/triads	Number Line

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: 2.MD.7 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Tell and write time using analog and digital clocks to the nearest five minutes using AM and PM	Describe and explain orally and in writing how to tell time using analog and digital clocks to the nearest five minutes *using* Manipulatives*, drawings, a* Word Wall *and a* Partner work*.*	**VU:** Time, analog, digital, minutes, hours, nearest, same, AM, PM **LFC:** Present tense, imperatives, negation **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to tell time using analog and digital clocks in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe and explain orally and in writing how to tell time using analog and digital clocks in L1 and/or use phrases and short sentences with illustrations to explain the solution.	Describe and explain orally and in writing how to tell time using analog and digital clocks using key vocabulary in a series of simple sentences.	Describe and explain orally and in writing how to tell time using analog and digital clocks using key vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing how to tell time using analog and digital clocks using precise vocabulary in multiple, complex sentences.
Learning Supports	Analog/digital clocks L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs Cloze Sentences	Analog/digital clocks L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs Sentence Frame	Analog/digital clocks Partner work Word Wall	Analog/digital clocks Partner work	Analog/digital clocks Partner work

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 6 CCSS: 2.MD.8 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Identify, recognize, and solve word problems with dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbol appropriately.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. monetary units *using money realia,* Charts/Posters*,* Math Journal *and a* Word Wall*.* *Note: ELLs may not have any experience with US coins and bills and may need scaffolding for background knowledge.*	**VU:** Money, amount, pay, dollar bills, $, quarters, dimes, nickels, pennies, ¢ **LFC:** Present tense, questions with how much in all? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money using key, technical vocabulary in simple sentences.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money using key, technical vocabulary in expanded sentences.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money using technical vocabulary in complex sentences.
Learning Supports	Money realia L1 text and/or support Peer Coach Math Journal Word/Picture Wall Charts/Posters Cloze Sentences	Money realia L1 text and/or support Peer Coach Math Journal Word/Picture Wall Charts/Posters Sentence Frame	Money realia Math Journal Word Wall Charts/Posters Sentence Starter	Money realia Math Journal Charts/Posters	Money realia Math Journal Charts/Posters

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 2.MD.9 WIDA ELDS: 1 & 3 Listening Reading, Writing	Use tools of measurement to measure lengths of several objects to the nearest whole unit (inch, centimeter, etc.) and represent the data on a line plot with appropriate whole number units on the horizontal scale.	Demonstrate comprehension on how to use tools of measurement to measure lengths of several objects to nearest whole unit and represent the data on a line plot *using manipulatives, drawings and a word wall.*	**VU:** Measure, length, nearest, inch, centimeter, plot(v), horizontal, line plot **LFC:** Present tense, imperatives **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral and written directions which use in L1 and/or use selected vocabulary illustrations and gestures on how to measure lengths of several objects to nearest whole unit.	Demonstrate comprehension of oral and written directions which use in L1 and/or use selected vocabulary in phrases and short sentences with illustrations on how to measure lengths of several objects to nearest whole unit.	Demonstrate comprehension of oral and written directions which use key, technical vocabulary in simple sentences on how to measure lengths of several objects to nearest whole unit.	Demonstrate comprehension of oral and written directions which use key, technical vocabulary in expanded sentences on how to measure lengths of several objects to nearest whole unit.	Demonstrate comprehension of oral and written directions which use technical vocabulary in complex sentences on how to measure lengths of several objects to nearest whole unit.
Learning Supports	Rulers/line plots L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Rulers/line plots L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Rulers/line plots Small group/ triads Math Journal Word Wall	Rulers/line plots Small group/ triads Math Journal	Rulers/line plots Math Journal

ELL SCAFFOLD- CCSS

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 2.MD.10 WIDA ELDS: 1 & 3 Listening Reading, Writing	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.		Demonstrate comprehension of how to represent data in a picture and bar graph by solving using information presented in the graph *using manipulatives, drawings and a word wall.*		**VU:** Table, picture graph, bar graph, information, favorite, most favorite, combined **LFC:** Past/present tense, imperatives, questions with how many more? **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to draw a picture/bar graph to represent and to solve simple problems in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe and explain orally and in writing how to draw a picture/bar graph to represent and to solve simple problems in L1 and/or use phrases and short sentences with illustrations to explain the solution.	Describe and explain orally and in writing how to draw a picture/bar graph to represent and to solve simple problems using key vocabulary in a series of simple sentences.	Describe and explain orally and in writing how to draw a picture/bar graph to represent and to solve simple problems using key vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing how to draw a picture/bar graph to represent and to solve simple problems using precise vocabulary in multiple, complex sentences.
Learning Supports	Picture/bar graphs/tables L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Picture/bar graphs/tables L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Picture/bar graphs/tables Small group/ triads Math Journal Word Wall Pictures/Illustrations/diagrams/drawings	Picture/bar graphs/tables Small group/ triads Math Journal	Picture/bar graphs/tables Math Journal

ELL SCAFFOLD- CCSS

GEOMETRY

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 2.G.1 WIDA ELDS: 1 & 3 Listening Reading, Writing	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared visually or directly, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Demonstrate comprehension of oral and written directions by recognizing and drawing shapes having specified attributes *using manipulatives, drawings and a word wall.* *Note: Multiple meaning of "face."*	**VU:** Figure(s), shape(s), angle(s), face(s), quadrilateral(s), pentagon(s), hexagon(s), cube(s), shade **LFC:** Present tense, imperatives, negation **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral and written directions which use L1 and/or with illustrations and gestures by recognizing and drawing shapes having specified attributes.	Demonstrate comprehension of oral and written directions which use L1 and/or selected technical vocabulary in phrases and short sentences by recognizing and drawing shapes having specified attributes.	Demonstrate comprehension of oral and written directions which use technical vocabulary in simple sentences by recognizing and drawing shapes having specified attributes.	Demonstrate comprehension of oral and written directions which use key, technical vocabulary in expanded sentences by recognizing and drawing shapes having specified attributes.	Demonstrate comprehension of oral and written directions which use technical vocabulary in complex sentences by recognizing and drawing shapes having specified attributes.
Learning Supports	Geometric shapes L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Geometric shapes L1 text and/or support Peer Coach Math Journal Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Geometric shapes Small group/ triads Math Journal Word Wall Pictures/Illustrations/diagrams/drawings	Geometric shapes Small group/ triads Math Journal	Geometric shapes Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 2.G.2 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Partition a rectangle into rows and columns of same-size squares and count to find the total number.		Describe and explain orally and in writing how to partition a rectangle into rows and columns of same size squares and count to find the total number *using manipulatives, drawings and a word wall.*		**VU:** Rectangle, square, row(s), column (s), total, tiles, same-size **LFC:** Present tense, imperatives, questions with how many? **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to partition a rectangle into rows and columns of same size squares and count to find the total number in L1 and/or use gestures, pictures and selected, illustrated words.	Describe and explain orally and in writing how to partition a rectangle into rows and columns of same size squares and count to find the total number in L1 and/or use selected vocabulary in phrases and short sentences with illustrations.	Describe and explain orally and in writing how to partition a rectangle into rows and columns of same size squares and count to find the total number using key vocabulary in of simple sentences.	Describe and explain orally and in writing how to partition a rectangle into rows and columns of same size squares and count to find the total number using key, technical vocabulary in expanded sentences.	Describe and explain orally and in writing how to partition a rectangle into rows and columns of same size squares and count to find the total number using technical vocabulary in complex sentences.
Learning Supports	Rectangles/square tiles Square cm. graph paper L1 text and/or support Peer Coach Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Rectangles/square tiles Square cm. graph paper L1 text and/or support Peer Coach Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Rectangles/square tiles Square cm. graph paper Small group/ triads Word Wall Pictures/Illustrations/diagrams/drawings	Rectangles/square tiles Square cm. graph paper Small group/ triads	Rectangles/square tiles Square cm. graph paper

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 6 CCSS: 2.G.3 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Describe orally and in writing how to partition circles and rectangles into two, three, or four equal shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths *using manipulatives, drawings and a word wall.*	**VU:** Fractions, whole, equal shares, halves/ half of, thirds/ a third of, fourths/a quarter of, circles, squares, rectangles, left, left over, different, same **LFC:** Past/present tense, imperatives, questions with does/which? **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe orally and in writing how to partition circles and rectangles into two, three, or four equal shares in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe orally and in writing how to partition circles and rectangles into two, three, or four equal shares in L1 and/or use selected vocabulary in phrases and short sentences with illustrations.	Describe orally and in writing how to partition circles and rectangles into two, three, or four equal shares using key vocabulary in simple sentences.	Describe orally and in writing how to partition circles and rectangles into two, three, or four equal shares using key vocabulary in expanded sentences.	Describe orally and in writing how to partition circles and rectangles into two, three, or four equal shares using technical vocabulary in complex sentences.
Learning Supports	Fraction tiles L1 text and/or support Peer Coach Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Fraction tiles L1 text and/or support Peer Coach Word/Picture Wall Pictures/Illustrations/diagrams/drawings	Fraction tiles Small group/ triads Word Wall Pictures/Illustrations/diagrams/drawings	Fraction tiles Small group/ triads Math Journal	Fraction tiles Math Journal